TAMILNADU TEACHERS EDUCATION UNIVERSITY

KARAPAKKAM, CHENNAI-97.

REGULATIONS FOR

MASTER OF PHILOSOPHY IN EDUCATION

(As per UGC Regulations of 2018)

Semester Pattern
Choice Based Credit System

(2020-21)

Programme Code: 20MP002

1. Preamble

The M.Phil. programme is crucial for a prospective researcher at the pre doctoral level. The programme is designed to build the research capacity of scholars from varied backgrounds and provide a strong orientation in different areas of education. The Master of Philosophy (M.Phil.) Degree is awarded to a candidate who, as per these regulations, has undergone certain specific courses, and shall submit a dissertation on the basis of original research that makes a contribution to the advancement of knowledge, which is approved by the Board of Examiners as required. The M.Phil. Regulations-2021 of Tamil Nadu Teachers Education University from the admission to the award of "Degree of Master of Philosophy" is based on the **UGC (Minimum Standards and Procedures for award of M.Phil. Degree) Regulations dated 5th day 2016**.

2. General Objectives of the Programme

The overall objective of the M.Phil. Programme is to produce higher level of manpower such as teachers, teacher educators, principals, educational planners and administrators, educational policy analysts and other kind of experts in the field of education.

3. Programme Outcomes

After completion of the M.Phil. Programme, the M.Phil. Scholars will be able to:

PO1: demonstrate the research skills by undertaking research Projects.

PO2: capable of using the information and communication technologies (ICTs) in teaching - learning process.

PO3: elucidate the importance of early childhood care and education

PO4: enable the students to explain the conceptual aspects of guidance and procedural aspects of guidance services.

PO5: comprehend the concept, meaning and nature of measurement and evaluation.

PO6: train students to learn universal design of learning and differentiated learning instruction to engage learners with special needs.

PO7: understanding the educational policies and programmes.

4. Programme Specific Outcomes

After completion of the M.Phil. Programme, the M.Phil. Scholars will be able to:

PSO1: capable to conduct research, apply the techniques in collecting, analysing and interpreting the quantitative, qualitative and mixed method of data and able to write a research report on their own.

PSO2: integrates ICT in teaching learning process.

PSO3: expertise the concept, meaning and importance of early childhood care and education.

PSO4: describe the basics of guidance and would be able to plan out guidance programmes.

PSO5: comprehend the concept, meaning and nature of measurement and evaluation.

PSO6: gain knowledge about inclusive pedagogy and apply the universal design of learning and use assistive technology for students with differently abled.

PSO7: analyse the historical, philosophical, political and economic background of teacher education in India.

5. Eligibility

Candidates seeking admission for M.Phil. in Education should have a Post Graduate Degree and M.Ed. Degree who pursued under 10+2+3+2 or 10+1+1+3+2 pattern or equivalent in that order recognized by this university or any other university. A Post Graduate Degree and M.Ed. with not less than 55% of marks in each or its equivalent grade "B" in the UGC 7-point scale or an equivalent degree from a foreign University approved by the Syndicate of this University [*Note: A relaxation of 5% may be provided from 55% to 50% of marks at the Master's Degree level for the SC/ST/OBC (Non-Creamy Layer)/Differently-abled (more than 40% disability) Category and also for those who have qualified their Master's Degree prior to 19th September, 1991.*]

Part-Time Candidates

In addition to the above Educational Qualifications prescribed under eligibility conditions those who are fulfilling the following conditions shall also be considered to register under part-time category.

> Those candidates working in the affiliated colleges of Education having minimum of two years of teaching experience at B.Ed./M.Ed. level and approved by the Regional Joint Directors of Collegiate Education/ Registers of Universities/Registrar of Tamil Nadu Teachers Education University.

(OR)

> Those candidates work in the recognized DIETs/DTERT/SCERT/School Education Department having minimum of two years of Teaching / Administrative Experience and approved by the concerned authorities.

(OR)

> Those candidates working in the central / state recognized schools having minimum two years of teaching experience at primary/secondary/ higher secondary level and approved by the concerned authorities.

(OR)

> Those candidates working in the central / state recognized Schools / DIETs / SCERT / DTERT / Colleges / Universities and other recognized educational institutions having minimum of two years of experience as non-teaching staff and approved by the concerned authorities.

6. Duration of the Programme

M.Phil. programme is of one year duration spread over two semesters. The prescribed course work including M.Phil. Dissertation shall be completed within a maximum period of two years. Due to valid reasons, if a candidate is not able to submit the dissertation within two years, a maximum of one year will be permitted by the Vice-Chancellor, if the request is genuine and the candidate is willing to pay the extension fees for the third year. Woman candidates (who availed maternity leave) and persons with disability (more than 40% disability) are allowed to submit the thesis with a relaxation of maximum of one year up to 3 years.

7. Medium of Instruction

The medium of instruction for M.Phil. programme is only in English

8. Admission Procedure

8.1 The University departments / Colleges shall admit M. Phil students through an Entrance Test conducted at the level of Individual University / Colleges.

8.2 The University departments / Colleges referred to above which are allowed to conduct M.Phil. programmes, shall:

    8.2.1 decide an annual basis through their academic bodies a predetermined and manageable number of M.Phil. scholars to be admitted depending on the number of available Research Supervisors and other academic and physical facilities available, keeping in mind the norms regarding the scholar-teacher ratio.

    8.2.2 notify well in advance in the institutional website.

    8.2.3 adhere to the National/State-level reservation policy, as applicable

    8.2.4 The admission shall be based on the criteria notified by the Institution, keeping in view the guidelines/norms in this regard issued by the UGC and other statutory bodies concerned, and taking into account the reservation policy of the State Government from time to time.

    8.2.5 The University departments/ Colleges shall admit candidates by a two-phase process through an Entrance Test shall be qualifying with qualifying marks as 50%. The syllabus of the Entrance Test shall consistof 75% of research methodology and 25% shall be subject specific.

    8.2.6 An interview/viva-voce to be organized by the University Departments/Colleges as mentioned above when the candidates are required to discuss their research interest / area through a presentation before a duly constituted Research Committee.

9. Allocation of Research (M.Phil.) Supervisor

Eligibility criteria to be a Research Supervisor, Number of M. Phil. scholars permissible per Supervisor, etc.,

9.1 (a) Any regular Professor of the University Departments/Colleges preferably two research publications in refereed journals and any regular Associate/Assistant

Professor of the University/College with a Ph.D. degree and at least two research publications in refereed journals may be recognized as Research Supervisor. Provided that in areas/disciplines where there is no or only a limited number of refereed journals, the Institution may relax the above condition for recognition of a person as Research Supervisor with reasons recorded in writing.

(b) One year of Teaching at PG level or Research Experience after the award of Ph.D. Degree.

9.2 Only a full-time regular teacher of the concerned University Departments/ Colleges can act as a supervisor. The external supervisors are not permitted.

9.3 The allocation of Research Supervisor for a selected research scholar shall be decided by the Department concerned depending on the number of scholars per Research Supervisor, the available specialization among the Supervisors and research interests of the scholars as indicated by them at the time of interview/viva voce

9.4 A Research Supervisor who is a professor, at any given point of time, cannot guide more than three (3) M.Phil. scholars. An Associate Professor as Research Supervisor can guide up to a maximum of two (2) M.Phil. scholars and an Assistant Professor as Research Supervisor can guide up to a maximum of one (1) M.Phil. Scholar.

10. Programme Structure

The curriculum of the M.Phil. Programme consists of one compulsory theory course, one elective course out of four elective courses and one course pertaining to the area of specialization chosen by the candidate under a guide

M.Phil. Semester Pattern under CBCS Programme structure and Semester wise Distribution of courses

Semester	Course Code	Course	Credits	Marks		Total Marks
		PART-I		External	Internal	Total Marks
I	MPS1RM	**Course-I:** Advanced Educational Research Methodology	5	80	20	100
	MPS1EC MPS1GC MPS1TE MPS1DA	**Course-II: Elective Courses (Choose any one of the following Courses)** i. Early Childhood Care and Education ii. Guidance and Counselling iii. Teacher Education iv. Education of Differently Abled Children	5	80	20	100
	MPS1SC	**COURSE - III Specialization Course** (the area of specialization chosen by the candidate)	5	-	100	100
II	MPS2RD	PART-II Dissertation	10	200	-	200
		Total	**25**	**360**	**140**	**500**

(a) The course of study for the M.Phil. degree programme shall consist of three written papers under Part I and a Dissertation under Part II.

(b) The M.Phil., candidates shall take the following three courses as theory papers (under Part I)

1. Research Methodology
2. Elective Course (Choose anyone out of four elective courses).
3. Third paper on Topic of Research (pertaining to the area of specialization chosen by the candidate under a guide)

(c) The Part I examinations (papers - I, II & III) shall be conducted after completion of 90 working days.

(d) For each paper, 20% of marks would be allotted for the continuous internal evaluation and the remaining 80% would be allotted for Semester University Examination.

(e) For continuous internal evaluation / assessment four tests each for a maximum of 10 marks shall be conducted.

(f) The syllabi for paper – I and II shall be prescribed by the University and for paper III, shall be prescribed by the respective Guide.

(g) The syllabi for all the 3 papers shall consist of each five units.

(h) The duration for each written examination shall be of 3 hours.

(i) Question papers for the examination of Courses- I and II shall be set externally and valued by external examiners from the Board of Examiners.

(j) Question paper for Course - III shall be set and valued by the concerned guide.

(k) The valued answer scripts and duly signed mark statement for course III shall be sent to the Controller of Examinations by the guides through the Head of the Department/Principals.

11. Submission of Dissertation

(a) The candidate shall be permitted to submit his/her M.Phil. Dissertation after completion of one year from the date of joining the programme, and after having been declared to have passed all the three courses.

(b) Dissertation shall be prepared in accordance with the prescribed format and specification (Annexure 1) and two copies of the dissertation along with proforma for submission of dissertation (Annexure – 2) (Annexure – 3) shall be submitted after completion of the stipulated period. The Supervisor shall forward the dissertation copies with the panel of examiners consisting of three (Name, address, mobile number and email) to the Controller of Examinations, through Head of the Department / Principal of the College.

(c) The dissertation shall contain a certificate from the research supervisor (Annexure-3) specifying that the dissertation submitted is a record of research work done by the candidate during the period of study under him/her, and that the dissertation has not previously formed the basis for the award of any Degree, Diploma, Associateship, Fellowship or similar title.

(d) The dissertation shall also contain a declaration by the candidate (Annexure-4) that the work reported in the dissertation has been carried out by the candidate himself/herself.

(e) The M.Phil. dissertation will be evaluated by one External Examiner out of the three chosen by the Controller of Examinations from the panel submitted by the Research Supervisor (Annexure – 5). The Panel of examiners shall be at the level of university professor / Associate Professor/Assistant Professors and working within the State of Tamil Nadu.

(f) The External Examiner shall evaluate the dissertation and award marks. He / She shall also send a report on the merit of the dissertation in the proforma provided by the Controller of Examinations.

12. Question Paper Pattern

Model Question Paper

M.Phil. Degree Examination

(For the candidates admitted from the academic year 2020 - 2021 onwards)

Semester - I

1: 3 Hours   **Maximum Marks:80**

QP Code: **Subject Code:**

Answer all the questions

Each question Paper shall have 8 Essay type questions with internal choice

1. (a)
or
1. (b)
2. (a)
or
2. (b)
3. (a)
or
3. (b)
4. (a)
or
4. (b)
5. (a)
or
5. (b)
6. (a)
or
6. (b)
7. (a)
or
7. (b)
8. (a)
or
8. (b)

ANNEXURES

(Specimen of the cover page and Title Page)

Topic of the Dissertation

Dissertation submitted to

Tamil Nadu Teachers Education University, Chennai

in partial fulfillment of the requirements for the award of the degree of

MASTER OF PHILOSOPHY IN EDUCATION

Submitted by

Candidate Name: XXX

Register Number: XXX

Under the Guidance of

XXXX

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

KARAPAKKAM, CHENNAI-97.

Month & Year

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

KARAPAKKAM, CHENNAI-97.

PROFORMA FOR SUBMISSION OF M.Phil. DISSERTATION

I. **Registration Details:**

Name of the M.Phil. Scholar: Contact No: Email ID:	Roll No:
Name of the Supervisor: Contact No : Email. ID :	
Month and Year of Registration			
Date of completion of minimum period		Date of completion of Maximum period	
Extension of period approved (mention date)	upto:	Date of submission of dissertation	

II. **Extension of time for submission of Dissertation after two years:**

Late fee details:

Amount (Rs.)	D.D. No.	D.D. Date	Name of the bank	Branch

III. **Whether No Dues Certificate is enclosed** :

Certified that the information furnished above is true and correct to the best of my knowledge.

Signature of the M.Phil. Scholar

Signature of the Supervisor
(Name with Seal)

Signature of Head of the Department
(Name with Seal)

TAMILNADU TEACHERS EDUCATION UNIVERSITY

KARAPAKKAM, CHENNAI-97.

NAME OF THE SUPERVISOR :

Designation

<u>CERTIFICATE</u>

This is to certify that the dissertation entitled " **...**" is a bonafide record of research work done by **Mr./Ms. xxxxxxxxxxxxxxx,** M.Phil. Scholar**,** Department / College of……….., Tamil Nadu Teachers Education University, Karapakkam, Chennai, under my guidance during the period ………to........... and that this dissertation has not previously formed the basis for the award of any Degree, Diploma, Associateship, Fellowship or other similar title to this candidate or any other candidate. This is also to certify that the dissertation represents the independent work of the candidate.

Signature of the Supervisor

Station:

Date:

TAMILNADU TEACHERS EDUCATION UNIVERSITY

KARAPAKKAM, CHENNAI-97.

<u>DECLARATION BY CANDIDATE WHILE SUBMITTING DISSERTATION</u>
<u>DECLARATION</u>

I,…………………………….. M.Phil. Scholar in the Department / College of

_____declare that the work

embodied in this M.Phil. dissertation entitled_____is a result of my own

bonafide work carried out with my personal effort and submitted by me under the

supervision of___ _____at Tamil Nadu Teachers Education University,

Karapakkam, Chennai. The contents of this dissertation have not formed the basis for

the award of any Degree/ Diploma/ Fellowship/ Titles in this University or any other

University or similar Institution of Higher Learning.

Date: **Signature of the Candidate**

TAMIL NADU TEACHERS EDUCATION UNIVERSITY
Karapakkam, Chennai – 600 097.

CONTROLLER OF EXAMINATIONS   **Email:** coe@tnteu.ac.in

Lr.No.   Date:

Dear Dr....................................... ,

    Sub: Tamil Nadu Teachers Education University – M.Phil. Dissertation of
          Mr.............– Evaluation Report – Requested – Reg.
    Ref: Your acceptance letter Dated …..

<div align="center">****</div>

    I gratefully acknowledge your letter cited above and thank you for accepting to evaluate the M.Phil. Dissertation of Mr…………………, entitled "… ". I enclose the dissertation with a request to evaluate it and forward your assessment in the prescribed Evaluation Report Form and the marks awarded. In addition, you are also requested to give a detailed report, indicating your specific comments on the thesis and questions, if any, to be answered by the candidate at the time of Viva-Voce Examination. If the thesis requires any revision, I request to suggest the specific nature of revision so that it will help the M.Phil. scholar to revise suitably.

I once again request you to send your Evaluation Report along with a detailed report and marks awarded at an early date (**in any case, not exceeding 15 days**). Kindly quote the Reference No: ………......... in all future correspondence.

    Since evaluation of M.Phil. dissertation is highly confidential, I request you to contact only the Controller of Examinations for clarifications such as acceptance, evaluation report, etc. **No correspondence should be made to the supervisor or with scholar or with any other person in this matter**.

With Best Regards,

<div align="right">Yours Sincerely,</div>

<div align="right">**CONTROLLER OF EXAMINATIONS**</div>

Encl.:
1. Dissertation
2. Evaluation Report Form
3. Remuneration Claim Form

TAMIL NADU TEACHERS EDUCATION UNIVERSITY
KARAPAKKAM, CHENNAI - 97

M.Phil. Dissertation : Examiner's Evaluation Report

1. Name of the Candidate :

2. Reference No. :

3. Title of the Dissertation :

4. Overall Assessment : Place the thesis in ANY ONE of the following categories by a tick (☐) mark.

(Strikeout the statements which are not applicable)

(a) I recommend the acceptance of the dissertation in the present and further based on the standard attained, I classify the work as HIGHLY COMMENDED/COMMENDED

(or)

(b) I recommend the acceptance of the dissertation. However, the candidate shall incorporate the corrections indicated in my detailed report and place the corrected copy to the Viva-Voce Examination Board but the corrected thesis need not be sent to me

(or)

(c) I defer my recommendation at this stage and the candidate shall incorporate the suggested modifications in the dissertation and the corrected thesis along with the candidate's clarifications shall be sent to me.

(or)

(d) I reject the dissertation for the reasons set out in my detailed report

(e) Marks awarded (Maximum Marks :100)

Note: ***In addition to placing the dissertation in ANY ONE of the above categories, a detailed report in about 300 words (or longer, if necessary) on the strength and weakness of the dissertation shall be enclosed. Also enclose a list of questions/ clarifications, if any, to be asked during the public Viva-Voce Examination.***

Date: Signature of the Examiner:
                                                                        (not to be typed)

Place:

                                                           Name in BLOCK Letters   :

Address :

SYLLABUS

M.Phil. Syllabus

I Semester
Course- I

ADVANCED EDUCATIONAL RESEARCH METHODOLOGY

Course Code: MPS1RM   Maximum Marks: 100

Contact hours per week: 5   Internal: 20
Examination Duration: 3 hours   External: 80

Course Objectives

On completion of this course, the students will be able to:

CO1: understand objectivity and ethical concerns in educational research

CO2: understand different approaches and Methods of Educational research

CO3: understand and apply various methods of sampling.

CO4: apply the various quantitative and qualitative techniques in research.

CO5: prepare and review of research proposals and research reports.

Unit I- Foundations of Educational Research

Nature of Science: concepts, definitions, hypothesis, theories, laws and models- Different approaches and research process in education - Objectivity and ethical concerns in educational research - Contemporary status of scientific method.

Unit II- Approaches and Methods of Educational research

Approaches: Positivism - Empiricism - Phenomenology - Symbolic Interactionism - Methods: Ethnography - Grounded theory - Descriptive research - Historical research - Experimental research - Case study - Action research.

Unit III- Sampling Theory

Nature and purpose of sampling - Techniques and methods of sampling - Sampling and Non-sampling errors - Sampling Distribution: Normal Distribution, t' Distribution, F' Distribution and X2 Distribution.

Unit IV- Data Analysis in Quantitative Research

Regression and Correlation Analysis - Hypothesis Testing: Type I and Type II Errors; One tailed Vs two tailed test; Comparing statistics (t-test, z-test and F-test) - Analysis of variance and covariance - Chi square test, Sign test, Median test, and Kruskal-Wallis test/H-test - Multivariate Analysis - Characteristics and application - Factor Analysis - Multiple Regression Analysis - Discriminant Analysis.

Unit V- Data Analysis in Qualitative Research

Characteristics and applications - Criticism of historical data - Coding of qualitative data – Axial coding, Selective coding - Methods of qualitative data analysis—content analysis,logical and inductive analysis, - illustrative method; analogies - Meta analysis - Triangulation of data - Preparation of research Proposals and report.

TEXT BOOKS

1. Best, W. J and Kahn, J. W. (2006). *Research in education*. Prentice Hall.

2. Chandra, S. S and Sharma, R. K. (2007). *Research in education*. Atlantic.

3. Creswell, J. W. (2014). *Educational research*. PHI Learning.

4. Henry E. Garrett. (2008). *Statistics in psychology and education.* Surjeet.

5. Neuman, W. L. (1997). *An introduction to educational research methods:Qualitative and quantitative approaches*. Allyn and Bacon.

SUPPLEMENTARY READINGS

1. Bryman, Alan. (2008)**.** *Social research methods. 4th Edition*. Oxford University Press.

2. Cohen, Louis. et.al (2008). *Research methods in education*. Routledge.

3. Cresswell, John W. (2012). *Educational research*. Pearson.

4. Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Sage.

5. Turabian, K. L. (1973). *A manual for writers of term papers, theses and dissertation*. Chicago University Press.

E - RESOURCES

1. http://www.ncert.nic.in/pdf_files/basic_in_education.pdf

2. http://guides.lib.utexas.edu/education

3. http://researchbasics.education.uconn.edu/types of_research/

4. http://www.eldis.org/go/home&id=2419&type=Document

5. http://researchbasics.education.uconn.edu/sampling/

COURSE OUTCOMES

After completing this course, the students will be able to

CO1: explain the process of conducting research and types of research

CO2: select the suitable method of educational research

CO3: analyse the significance of qualitative study in research

CO4: explain the various techniques in collecting, analysing and interpreting the quantitative and qualitative method data

CO5: Write a research report on their own.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME OUTCOMES							PROGRAMME SPECIFIC OUTCOMES						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
CO1	✓							✓						
CO2	✓							✓						
CO3	✓							✓						
CO4	✓							✓						
CO5	✓				✓			✓						

I Semester

Course- II

Elective - I Early Childhood Care and Education (ECCE)

Course Code: MPS1EC   Maximum Marks: 100

Contact hours per week: 4   Internal: 20

Examination Duration: 3 hours   External: 80

Course Objectives

On completion of this course, the students will be able to

CO1: understand the need and importance of early childhood care and education.

CO2: know the different aspects of child growth and development.

CO3: understand about the child care and child rearing practices

CO4: understand different models and various issues of ECCE

CO5: apply various teaching- learning strategies.

Unit I- Introduction to Early Childhood Care and Education

Meaning, nature, scope and significance of ECCE - Rights of the Child and Government Policies for Child Welfare - Present status of ECCE in India and recommendations of various commissions; Integrated Child Development Scheme (ICDS); major. organizations working for ECCE like NIPCCD etc.

Unit II- Early Childhood Growth and Development

Principles governing child development; variations caused by heredity and environment - Developmental characteristics of children below 5 years: Critical period - Factors affecting development: influence of maternal malnutrition, diseases, aging factor, birth spacing, smoking, drugs and radiation effects on child's personality and later behaviour; ECE as foundation for development

Unit III- Child Rearing Practices

Types of child rearing practices; authoritarian versus democratic practices; need to conserve some good practices - Need for early child care for the children of working mothers,

broken homes, street children - Need for designing early stimulation at home and school; delays and differences - Child abuse, child labour, neglect of the girl child - Role of selected organizations for mother and child care nutrition, health care and immunization

Unit IV- Pre- School Child and School Readiness

Types of pre-schooling facilities available in India - Pre-school as a linkage for primary stage Importance of pre-school for accelerating school readiness: Personal and social readiness Psychomotor readiness - Academic readiness: reading, writing and numeracy skills.

Unit V- Curriculum and Teaching Methods for Early Childhood and education

Development of pre-academic skills (pre-reading, pre-writing and number) - Communication skills and socialization process; educational implications - Various approaches followed in pre-schools: Montessori Model; Kindergarten Model; Vygotsky Model and local specific model and approaches - Indian interventions in ECCE- Balwadis, Anganwadis, Crèches - Significance of play way methods and materials in pre-school - Curriculum planning and development for ECCE; National Curriculum Framework (NCF) 2005; NFG Report on ECCE

TEXTBOOKS

1. Aggrawal, J.C. & Gupta, S. (2007). *Early Childhood Care and Education* (1st edition). Shipra Publications.
2. Aggrawal, J.C. & Gupta, S. (2007). *Early Childhood Care and Education: Principles and Practices*. Eastern Book Corporation.
3. Austin, Gilbert R. (1976). *Early childhood education: An international perspective*. Academic Press.
4. Evans, Ellis, D. (1975). *Contemporary influence in early childhood education*. Holt Rinehart and Winston.

5. George. (1995). *Early childhood education*. Prentice Hall.

6. Joann Brewer. (1995). *Introduction to early childhood education*. Allen & Baren.

7. Mishra, R.C. (2005). *Early childhood education today*. Prentice Hall.

SUPPLEMENTARY READINGS

1. Beyer, L. E. (1996). Creating democratic classrooms: The struggle to integrate theory and practice. Teachers' college Press.

2. Govt. of India (2005). *National plan of action for children*. New Delhi: Department of Women and Child Development.

3. UNICEF and MHRD. (2001). *Early childhood care for survival, growth and development*. MHRD.

4. UNESCO. (1979). *New approaches to education of children of pre-school age report of a regional meeting of experts*. UNESCO Regional Office for Education in Asia and Oceania.

5. UNESCO (2007). *Early childhood care and education*. Strong Foundations.

E – RESOURCES

1. http//:www.expat.or.id/info/earlychildhoodeducation
2. http//:www.unicef.org/earlychildhood/index_40748
3. http//:www.unesco.org/images/001593/159355E

COURSE OUTCOMES:

After completion of this course, the students will able to

CO1: explain the concept, meaning and importance of early childhood care and education.

CO2: summarize various developments in early childhood stage.

CO3: describe the types of child rearing practices

CO4: implement the various approaches in early childhoodcare and education.

CO5: compare various organization contributions in early childhood care and education.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME OUTCOMES							PROGRAMME SPECIFIC OUTCOMES						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
CO1	✓									✓				
CO2	✓									✓				
CO3	✓									✓				
CO4	✓									✓				
CO5	✓						✓			✓				

Elective 2 - GUIDANCE AND COUNSELING

Course Code: MPS1GC   Maximum Marks: 100

Contact hours per week: 5   Internal: 20

Examination Duration: 3 hours   External : 80

Objectives

On completion of this course, the students will be able to

CO1: understand the importance & scope of Guidance and Counseling.

CO2: know various techniques and procedure of counseling.

CO3: reflect on career development theories and its application.

CO4: understand the importance of occupational information and plan activities.

CO5: know the need for research in guidance and counseling.

Unit I- Introduction to Guidance

Guidance: Meaning, nature, purpose, scope and principles; difference between guidance and counseling - Types of Guidance: Socio-personal, educational, vocational guidance - 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- Introduction to Techniques of Counseling

 Meaning, nature, scope and principles of counseling - Techniques of Counseling - Directive, non-directive and eclectic - Counseling process: concepts, stages, steps - Individuals and Group Counseling - Approaches to Counseling-Psycho analysis, adhesion counseling, person centred counseling existential counseling, Gestalt theory, rational- Emotive Theory, Transactional

analysis, behavioral and Cognitive, Behavioral counseling - Professional counselling -Non-testing techniques: Observation, Case study, autobiographies and socio-metric techniques - Counseling for children with special needs - Counseling as a profession, professional ethics and professional preparation.

Unit III- Career Development and Guidance

Nature and meaning of work, human motives, work and work ethics - Theories of Career choice and Career development - Trait factor, Anne Roe's theory, Holland's theory and Donald Supell's theory - Career pattern and life stages - Career maturity and Career adjustment - Career development of men & women - Vocational education and vocationalisation of education and career development

Unit IV- Occupational Information in Guidance

Meaning and types of occupations, changes in the occupational pattern, need for occupational skills; training and apprenticeship, wage and self-employment - Use of standardized tests – aptitude and interest inventories in knowing one's self - Source of occupational information: Primary, Secondary, and Government-private; Classification and filling of occupational information need and importance, methods of filling NIC, NCO - Dissemination of occupation – Group techniques; Career talks, Career exhibitions, Career Conference etc. - Case study and Career monographs - Use of Internet in providing occupational information

Unit V- Research in Guidance and Counseling

Need & Scope of research in guidance - Qualitative and quantitative research methods appropriate to guidance and counselling, action research - Experimental and descriptive researches like survey & Case study - Review and trends of research studies in guidance and counselling - Identification and designing of a research study problem - Application of statistics for data analysis and interpretation - Writing research report and methods of dissemination -Evaluation of Guidance programmes in schools.

TEXTBOOKS:

1. Agarwal, R. (2010). *Elementary guidance and counselling*. Shipra.

2. Gupta, M. (2003). *Effective guidance and counselling: Modern methods and   techniques.* Mangal Deep.

3. Kochar, S.K. (1993). *Educational and vocational guidance in secondary schools*.Sterling.

4. Madhukumar, I. (2007). *Guidance and counselling*. Author press.

5. Mishra, R. C (2004). *Guidance and counselling.* APH.

SUGGESTED READINGS:

1. Agarwal, J.C. (2004). *Educational, vocational guidance and counselling.* DoabaHouse.

2. Bhatia. K.K. (1993). *Educational and vocational and guidance.* Vinod.

3. Crow and Crow. (1962). *An introduction to guidance*. S. Chand and Company.

4. Naik, D. (2004). *Fundamentals of guidance and counseling*. Lall Book Depot.

5. Traxler, A. E.and North, R.D. (1996). *Techniques of guidance*. Harper and Row.

E – RESOURCES:

1. http://www.counseling.org

2. http://www.academia.edu

3. http://www.tandfonline.com

4. http://www.jstor.org

5. https://www.apa.org/

COURSE OUTCOMES:

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

CO1: understand the basics of guidance and would be able to plan out guidance programs.

CO2: describe the approaches to counseling and counseling for children with special needs.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME OUTCOMES							PROGRAMME SPECIFIC OUTCOMES						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
CO1				✓							✓			
CO2				✓							✓			
CO3				✓							✓			
CO4				✓							✓			
CO5				✓							✓			

Elective 3- Teacher Education

Course Code: MPS1TE   Maximum Marks: 100

Contact hours per week: 4   Internal: 20

Examination Duration: 3 hours   External: 80

Course Objectives

On completion of this course, the students will be able to:

CO1: understand the policy perspectives on teacher education.

CO2: understand different approaches towards professional preparation of teachers.

CO3: identify the strategies followed for the professional development of teachers.

CO4: identify the issues in Professional Growth and Development.

CO5: analysis innovations and Research agencies on Teacher Education.

Unit I- Teacher Education: Policy Perspectives

Teacher education Concept, nature, aims and scope - Teacher education in Post-independence period (Policy perspectives, recommendations of various commissions and committees and NPE 1986) - Institutions and agencies of teacher education (MHRD, UGC, NCTE and NCERT), and centrally sponsored schemes in teacher education - Approaches to teacher education- consecutive Vs. integrated; face to face Vs. distance mode; initial Vs continuum

Unit II- Professional Preparation of Teachers

Training Approaches- transpersonal communication approach; task analysis component approach; system approach; constructivist approach; Portfolio assessment and mentoring - Organization of pre-service teacher education-need and relevance - Problems and issues in professional preparation of teachers - Reflective teaching

Unit III- Professional Development of Teachers

Concept, nature and scope of professional development of teachers; induction level early professional development and Continuous Professional Development (CPD) models; teacher

centers, study circles and subjects club etc. - Approaches to Professional development of teachers- Clinical Supervision of Teaching, Self- Learning Approaches, Use of Technology and Human Resource development - Concept of Career Development and Staff Development: its distinction from professional development - Factors influencing professional development of teachers - Teaching as a Profession: Its legal and official status.

Unit IV- Critical Issues in Professional Growth and Development

Professional training of privately managed and minority-controlled schools - Bringing theory into practice- illustrative case studies - Professional training for teachers/teacher educators in curriculum development and evaluation procedures- Professional training for teachers of vocational subjects and orientation to new areas of special and inclusive education concepts - Production of educational technology materials in learning to teach - Collaboration between voluntary bodies and government agencies in the professional training through need based INSET programmes.

Unit V- Innovations and Research agencies on Teacher Education

Use of technology, media in teacher education - **District and State Level Agencies** (Block, Cluster and District Level Agencies; SCERT's role in Policy Planning) - **Regional Level Bodies** (RIEs' role in pre-service and in-service education and training) - **National Level Organizations** (NCERT's role as a professional body in planning and implementation of national level school education programme, NAAC as a body of UGC for Quality Control and accreditation). - **International Agencies** (UNESCO, World Bank): International perspectives onteachers support and developmental/ innovative practices; organizing professional training in different countries in major developmental areas - **Studies on emerging models of Training:** Cascade model; ODL; ETV, radio counseling; contact programmes at study centers; designing self-learning packages; need-based INSET programmes etc.

TEXT BOOKS:

1. Aggarwal, J. C. (2012). *Development of education system in India*. Shipra.

2. Bhatta, H. S. (2010). *Secondary education*. APH.

3. Dash, M. (2000*). Education in India: Problems and perspectives*. Atlantic.

4. Jayapalan, N. (2005). *Problems of Indian education*. Atlantic.

5. Mishra, R. C. (2015). *History of education administration*. APH.

SUPPLIMENTARY READINGS:

1. Nayak, A. K., & Rao, V. K. (2010). *Secondary education*. APH.

2. Mudhopadyay, Sudesh and Anil Kumar, K. (2001). *Quality profiles of secondary schools*. NIEPA.

3. Govt. of India (1953). *Report of Secondary Education Commission*. MHRD.

4. Govt. of India (1996). *Indian Education Commission* (1964-66) Report. MHRD.

5. Govt. of India (1986/1992). *National Policy of Education*, 1992 Modification and their POA's. MHRD, Dept. of Education.

E-RESOURCES:

1. http://www.mhrd.gov.in
2. http://www.ncert.nic.in
3. http://www.unesco.org
4. http://www.unicef.org

COURSE OUTCOMES

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

CO1: trace out the history of teacher education in India; trends, developments and forces that shaped teacher education.

CO2: analyse the various approaches to professional preparation of teachers.

CO3: list the various factors influencing professional development of teachers.

CO4: preparation of self-learning material for B.Ed. students on any identified topic.

CO5: examine the role of various district, regional, national and international Organizations working for the development of teacher education.

COURSE OUTCOMES	PROGRAMME OUTCOMES							PROGRAMME SPECIFIC OUTCOMES						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
CO1							✓							
CO2							✓							
CO3							✓							
CO4							✓							
CO5							✓							

Elective 4 - Education of Differently Abled Children

Course Code: MPS1DA   Maximum Marks: 100

Contact hours per week: 4   Internal: 20

Examination Duration: 3 hours   External: 80

Course Objectives

On completion of this course, the students will be able to:

CO1: critically understand the perspectives of special education.

CO2: analyze the various issues in teaching and assessment of differently abled

CO3: recognize the need of under achievers.

CO4: appreciate the significance of affective sensitivity to exceptionalities.

CO5: realize the importance of affective learning for gifted.

Unit I- Perspectives on Special Education

Conceptual issues, practical issues, issues reflected in practice - Perspectives on classification; perspectives on categorical treatment and labeling; perspectives on environments and prevalence; perspectives on the regular education initiatives; perspectives on categorical relevance; perspectives on out of school placements - Issues in early intervention: assumptions, early assessment, nature and early special education intervention.

Unit II- Issues in Teaching and **Assessment**

Current decision-making practices, assessment practices: who is assessed, what is assessed; assessment techniques and procedures; who performs assessment, relevance to intervention/remediation. Issues in teaching views of causality and their relationship to treatment approaches; place and time of intervention, objectives of teaching, procedures of teaching; criteria for effectiveness of speaking - Transition Issues: transition into school; early labeling; alternatives to traditional school placement; transition during school between general and special education; post school education.

Unit III- Helping Students with Underachievement

Definition and identification characteristics; pattern of responses to expectations - Etiologies of under development; Family Etiology: identification and modeling, gender issues in underachievement; manipulative rituals and counter identification; School Etiology: school climate; inflexible classrooms, competitive classrooms; negative expectations; peer pressure and underachievement; an unrewarding curriculum, matching efforts and outcomes - Helping students with underachievement: assessment communication; changing expectations; role model identification; correction of deficiencies, modification of reinforcements

Unit IV- Affective Sensitivity to All Exceptionalities

Importance of positive personal interactions; students with disabilities or destabilizing situations; student-material interactions; student- environment interactions; student-student interactions; teacher-student interactions - Teacher expectations and students' behaviours; influence of labels; achievement tests results and tracking; monitoring and evaluating interactions: informal techniques (time analysis, teacher made checklists, peer teacher observers; video paper; role playing); formal techniques - Changing expectations; the quality of student interactions; measuring the status of students with disabilities; enhancing interactions between students with disabilities and their peers - Understanding who have disabilities; books and films about individuals who have disabilities, in-service sessions, panel of individuals with disabilities, special materials; teaching social skills; teacher-parent interactions

Unit V- Affective Learning for Gifted Students

Affective learning: meaning, importance and scope; self- concept, moral development, an effective humanistic curriculum, a value curriculum - Materials and strategies for encouraging effective growth - Humanistic teacher: characteristics and roles - Leadership training; leadership definitions- traits, characteristics and skills, models, programmes and strategies.

TEXTBOOKS

1. Aruna Mohan, (2019). *Educational Psychology – curriculum modification forstudents with special needs.* Vikkasha Publishers.

2. Gayatri Ahuja, (2018. *Curriculum accommodations and adaptations, societyfor advance study in rehabilitation* (SASR). Atlantic Publisher.

3. Kauffman James M. & Hallahan Daniel P. (Ed) (2011*). Handbook of Special Education*. Routledge

4. Ranganathan, R. (2006). *International rehabilitation conference on channelingthe challenges of disability*. MacMillen

5. Umadevi, M.R. (2010). *Special education: A practical approach to educationof children with special needs*. Neelkamal

SUPPLEMENTARY READINGS

1. Banerjee, R M A, and Nanjundaiah M, (2011). *Understanding inclusive practicesin school: Examples of schools from India.* Bangalore, Karnataka : Seva-in-Actionand Disability and Development Partners, U.K.

2. Bender, W. N. (2002). *Differentiating instruction for students with learningdisabilities:*

3. *Best practices for general and special educators*. Corwin Press

4. CBSE. (2010). *Manual for teachers on school based assessment classes VI to VIII.*

5. CBSE (2011). *Continuous and Comprehensive Evaluation – Manual for English Teachers, classes IX and X.* SCERT

6. Gartin, B. C., Murdick, N. L., Imbeau, M. & Perner, D. E. (2002). *How to use differentiatedinstruction with students with mental retardation and developmental disabilities in the general education classroom.* Arlington

7. IGNOU, Unit 11, *Continuous and comprehensive evaluation.*

8. Jarolimek, J. & Foster, C. (1981). *Teaching and learning in the elementary school*. (2nd ed.).: Macmillan

E – RESOURCES:

1. http://www.egyankosh.ac.in

2. https://www.unicef.org/

3. https://www.deepaacademy.org/

4. http://www.edudel.nic.in

5. https://www.ugc.ac.in/

COURSE OUTCOMES:

After completing this course, the students will be able to

CO1: critically analyse the various issues related to education of differently abled children

CO2: explore the objectives and procedures of teaching differently abled children

CO3: identify the under achievers and help them to correct deficiencies

CO4: demonstrate the various formal and informal teaching techniques to the differently abled children.

CO5: examine the self-concept and moral development of differently abled children.

COURSE OUTCOMES	PROGRAMME OUTCOMES							PROGRAMME SPECIFIC OUTCOMES						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
CO1						✓							✓	
CO2						✓							✓	
CO3						✓							✓	
CO4						✓							✓	
CO5						✓							✓	