

**MOTHER TERESA WOMEN'S UNIVERSITY
KODAIKANAL**

DEPARTMENT OF EDUCATION

M.PHIL SPECIAL EDUCATION



**SYLLABUS TO BE IMPLEMENTED FROM THE
ACADEMIC YEAR**

2021-2022

(CHOICE BASED CREDIT SYSTEM)

**SYLLABUS, REGULATION AND SCHEME OF
EVALUATION**

Eligibility : M.Ed in Special Education with 55% marks

Common Entrance Exam : University conduct a Common Entrance Test (CET) for M.Phil admission

Structure of M.Phil

No	Paper Code	Course Title	Hours	Credits	Continuous Internal Assessment (CIS)	End Semester Exam (ESE)	Total
Semester I							
1.	M21SET11	Core I (Theory) -Research Methods and Advanced Statistics	10	4	40	60	100
2.	M21SET12	Core II (Theory) - Inclusive Education and Research	10	4	40	60	100
3.	M21PST13	Core III (Theory) - Common Paper Professional Skills	10	4	40	60	100
		Total	30	12			300
Semester II							
4.	M21SET21	Core IV (Theory) - Area Paper	10	4	40	60	100
5.	M21SED21	Dissertation + Viva - voce	20	14(12+2)	-	-	200
		Total	30	18			300
Total			60	30			600

The M.Phil course consists of four theory papers. Paper III is common for all the programmes. Area Paper (IV) is pertaining to the area of specialization chosen by the candidate with the approval of guide. Area paper is purely internal (framing syllabus, question setting and evaluation) whereas the external exam will also be conducted for area paper.

Each candidate will submit a dissertation on a topic in the relevant discipline after carrying out the project work under the supervision of a guide. The project may be theoretical or experimental. The duration of the project will be for six months or more as per the discretion of the Department.

The dissertation will be evaluated by an external examiner and viva voce will be conducted by a committee consisting of the guide and the department faculty.

The examination will be for 100 marks in each of the theory papers. The question paper will cover the entire syllabus. The duration of the examination is 3 hours.

Course Code & Title	Core I : Research Methods and Advanced Statistics		
M21SET11	Semester I	Credits: 4	Hours: 10
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • conceptualize the importance, sources and types of research • explain the components of research such as sampling, variables, hypothesis and tools • explicate the applications of advanced statistical techniques • comprehend special correlational and non parametric methods • expand the knowledge on research reporting, publication and funding 		

Unit 1: Overview of Educational Research

Concept of Educational Research - Importance of research in Education - Sources of a research problem- Types of research in education - Research methods to deal with small and heterogeneous groups - Qualities of a good researcher - Variables and types - Formulation of hypotheses of the study - Testing Hypothesis of different types - Sampling procedures - Current status of research in education at National and International level - Contemporary developments in qualitative studies in education. Futuristic perspectives of research

Unit 2: Research Design and Tools of Research

Components of research design in Education - Experimental designs and its types - Experimental research – Designs with and without control - Validity of Designs – Internal and External validities – Quasi Experiments – Single Subject Design - Qualitative approaches in research - Observational research - Case - Studies and Action Research - Tools and techniques of research - Validity and Reliability - Establishing reliability and validity measures - Tools of Research - Techniques of research

Unit 3: Advanced Statistical Techniques in Educational Research

Applications of advanced statistical techniques - Importance of inferential statistics - Need for using parametric & nonparametric techniques in educational research - Qualitative and Quantitative techniques - Need and Importance of analysis of variance - Standard deviation of combined sample - Basic concepts of one, two & three – way Analysis of Variance - Specific uses of selective post hoc tests- scheffe’s test, Tukey

HSD tests - Repeated Measures of Analysis of Variance- Repeated measures of ANOVAs - Basic concepts of Multivariate techniques (MANOVA) - Multivariate Analysis of Covariance (MANCOVA)

Unit 4: Correlation and Parametric Statistical methods

Special correlation and non parametric methods - Pearson's product and non parametric methods - Spearman's Rank order correlation - Chi-square and contingency coefficient - Bi serial correlation – phi coefficient –Tetro choric correlation - Curve linear relationship-other nonparametric statistics - Partial and multiple correlations: Meaning and limitations of partial correlation method- computation and interpretation - First order and second order partial correlation - Meaning of multiple correlations, computation of multiple correlations - Interpretation

Unit 5: Research Reporting and Funding

Research reporting and status of research - Components of a good research report, Synopsis & Abstract - Primary and Secondary references - Chapterisation of research, Bibliography and References - Structuring and Writing of research proposal for funding agencies - Sources of funding in educational research at International and National level - Research Publication - Writing and publication of Journal articles (Scopus, Web of Science, UGC Care) - Presentation of research paper in conference and seminar - Application of technology in research - Research Ethics

Reference books

1. Bryman Alan (2009) Social Research Methods, Published by Sirohi Brothers (Pvt) Limited, Noida, (Uttar Pradesh)
2. John, W. B. (2006) Research in Education Published by, Dorling Kindersley (INDIA). New Delhi
3. David. D. (2007) Social Research Method, Published by Prentice Hall or India Private Ltd, New New Delhi
4. Jerry, W (2006) Educational Research Published by British Library Cataloguing–in–Publication Oath, London
5. Khan, M.S. (2009) Educational Research Published by A.P.H.Publishing Corporation, New Delhi

6. Khan J.A (2007) Research Methodology, Published by A.P.K Publishing Corporation, New Delhi
7. Rao, Sajeevan. A, Deepak. T (2009) Research Methodology with SPSS, Publication by Shree Nivas Publication, Jaipur, Rajasthan
8. Ravi, P (2007) Historical Research in Education Published by Common wealth Publishers, New Delhi
9. Sharma, SR (2008) Methods or Educational Research Published by Anmol Publication New Delhi.
10. Sharma S.R (2008) Statistical Methods in Educational Research, Published by Anmol Publication New Delhi.
11. Sharma S.R (2008) Teacher Training and Educational Research, Published by Anmol Publication New Delhi.

Course Code & Title	Core II : Inclusive Education and Research		
M21SET12	Semester I	Credits: 4	Hours: 10
Learning Objectives	<p>The Course aims to</p> <ul style="list-style-type: none"> • conceptualize the importance of research in inclusive education • explain the components in curriculum adaptation in inclusive education • gain the knowledge about recent trends in inclusive instructional strategies • enlighten upon Inclusive Educational Management • comprehend recent issues and trends in inclusive education 		

Unit 1: Overview of Inclusive Education

Education of the Special Group Children – Special Education, Integration - Historical Perspectives of Inclusion - Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion - Emerging Trends, Inclusive Education, Need for Inclusion - Benefits of Inclusion

Unit 2: Curriculum and Adaptation In Inclusive Education

Curriculum for Children with various Disabilities in inclusion - Modification, Accommodation and Adaptation in Inclusive Education - Need for curriculum adaptation - Accommodation/ Adaptation of curriculum at various levels – preschool /primary /secondary/ higher secondary - Adaptation of Syllabus, Teaching Methods and Techniques, Teaching Learning Materials - Adaptation in Co-curricular activities - Adaptation in Evaluation - Research in recent trends and issues related to curriculum adaptation

Unit 3: Inclusive Instructional Strategies

Curriculum strategies and instructional methodology in inclusion- Differentiated Instruction, Peer mediated instruction, Universal Design of Learning, Assistive technology - Application of ICT in Curriculum Adaptation, Instruction and Evaluation -

Research in inclusive instructional strategies to suit recent trends and practices - E content (for all subjects in inclusion) - steps, methods and procedure in development and implementation.

Unit 4: Inclusive Educational Management

Management in Inclusive Education - Physical Management – Infrastructure development and access - Barrier Free Environment - Organization of School - Human Resource Management – Recruitment, Training and Development – Fund mobilization, Teaching, Classroom Management - Behaviour management - Inclusion in higher Education - Status and Recent Practices

Unit 5 : Issues and Trends in Inclusive Education

Special Issues in Research – Classroom instruction - instructional strategies - materials, resources, and technologies – involving parents and community - pre- and in-service training, mentorship and team-building– new and alternative methods for teaching - problem oriented teaching methods to address diversity and different learning styles of Children with diverse needs - Research in issues and trends in inclusive education

References

1. Government of India The Constitution (Eighty-Sixth Amendment) Act, 2002.
2. UNESCAP Biwako Millennium Framework, Asia and Pacific Decade of Disabled Persons, Bangkok, 2003.
3. UNESCO Framework for Action on Special Needs Education. Paris: UNESCO, 1994.
4. Singh J P. Disability Status India. New Delhi: Rehabilitation Council of India. Pp. XXIII, 2003.
5. Barua, M., & Daley, T. C. (2008). *Autism Spectrum Disorders - A Guide for Paediatricians in India*. New Delhi: National Center for Autism Action for Autism.
6. Kozloff, A. M. (1973). *Reaching the Autistic Child: A Parent Training Program*. Cambridge: Brookline Books, Inc.

7. Wheeler, J.J., and Carter, S.L.(2006). Using Visual cues in the Classroom for Learners with autism as a Method for Promoting Positive Behaviour. *B C Journal of Special Education*, 21 (3), p. 64-73

Course Code & Title	Core III: Professional Skills (Common Paper)		
M21PST13	Semester I	Credits: 4	Hours: 10
Learning Objectives	<p>The Course aims to</p> <ul style="list-style-type: none"> • develop skill of ICT and apply them in teaching, learning context and research • acquire the knowledge of communication skill with special reference to which its elements, types, development and styles. • understand the terms: Communication Technology, Computer Mediated Teaching and develop Multimedia/ E-Contents in their respective subjects • develop different teaching skills for putting the content across to targeted audience 		

Unit - I: Computer Application Skills

Fundamentals of Computers and Windows Operating System – MS Office Components:

Word: Equation Editing – Table Manipulation –Formatting Features – Organizational Chart. **MS Excel:** Statistical Functions – Number Manipulation – Chart Preparation with various types of Graphs. **MS-Power Point:** Preparing and presenting a power point with multimedia Features. **Internet and its Applications:** E-mail and Attachments – Working with Search Engines

Unit - II: Communication Skills (English/ Tamil/ Both)

English: Skills of Communication: Listening, Speaking, Reading and Writing, Writing Synopsis, Abstracts and Proposals, Developing good Language Abilities – Public Speaking – Writing Skills

Unit - III: Communication Technology

Multimedia, E- Content, Satellite Based Communication – EDUSAT and FTV channels, Web Audio and Video Applications on the Internet –Inter-Personal Communication through the Web.

Unit - IV: Pedagogical Skills:

Micro Teaching Skills, Skill of Induction, Skill of Stimulus Variation, Skill of Explaining, Skill of Probing Questions, Skill of Blackboard Writing and Skill of Closure – Integration of Teaching Skills – Evaluation of Teaching Skills – Computer Mediated Teaching - Research Extension and Consultancy – Preparation of Project Proposals.

Unit - V: Instructional Technology

Lecture Techniques: Steps, Planning of a Lecture, Lecture notes Updating, Delivery of Lecture – Lecture with PowerPoint Presentation, Teaching – Learning Techniques: Team Teaching, Group Discussion, Seminar, Workshop, Symposiums and Panel Discussion – Games and Simulations.

References:

1. Michael D. and William (2000), Integrating Technology in to Teaching and Learning: Concepts and Applications, Prentice Hall, New York.
2. Information and cCommunication Technology in Education: A Curriculum for Schools and Programme of Teacher Development, Jonathan Anderson and Tom Van Weart, UNESCO, 2002.
3. Pandey S.K (2005), Teaching Communication, Commonwealth Publishers, New Delhi
4. Sharma R.A., (2006), Fundamentals of Education Technology, Surya Publications, Meerut
5. Kum Babu A and Dandapani S. (2006), Microteaching (Vol 1 and Vol 2), Neelkamal Publications, Hyderabad
6. Bela Rani Sharma (2007), Curriculum Reforms and Teaching Methods, Sarup and Sons, New Delhi.

