

Sardar Patel University

Vallabh Vidyanagar

Gujarat, India



Syllabus Effective From:

2018-2019

Subject: Master of Philosophy

M.Phil. (Education)

Institute

Waymade College of Education

Vallabh Vidyanagar

Nr.GCET Engg College, Bakrol Road

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[In conformity with Item 23 in the UGC (Minimum Standards and Procedure for Award of M. Phil./ Ph. D. Degree) Regulations 2009 (Published vide Part III Section-4 of The Gazette of India dated 11 July 2009)

OBJECTIVES OF THE COURSE

1. To equip scholars with the essential knowledge and skills required for taking up multidimensional responsibilities in educational institutions
2. To develop rigor among scholars to conduct qualitative as well as field based research studies
3. To develop a set of core skills in students to work with efficiency in the emerging areas of teacher education viz. Knowledge creation and management, techno-pedagogic skills, new methods of evaluation and assessment, Internationalization of education, Interdisciplinary, Translation studies, Indian Knowledge systems, Content Development, Diversity appreciation, etc.
4. To prepare professional administrators, supervisors and counselors for the position of responsibilities in the context of emerging perspectives in educational planning and supervisory services
5. To retain talent in the field of education by enhancing professional development of scholars

ADMISSION CRITERIA

The following candidates will be eligible to get admission to the M.Phil. (Education) programme.

1. Those candidates who have passed M.Ed. / M.A. (Education) from any recognized university within India;
2. Those candidates who have passed Master's programmes in Education from any recognized university abroad;
3. Those who have a post graduate degree from a recognized university in any field of Education discipline are eligible for the admission;

Eligible candidates will be required to clear the Entrance Examination according to the Sardar Patel University rules. NET/SET candidates are exempted from the entrance test. The merit list will be prepared according to the S P university norms.

Note: All the rules and regulations prescribed by the SP University in December-2016 will be applicable.

EXAMINATION DETAILS

SEMESTER-I

Course Type	Course Code	Title	Course Credits	No. of Hrs. per Week 04			Weightage for Internal Examination	Weightage for Semester-end Examination	Total Marks
				L	T/W	SS			
Core	ME01C MPH01	Research in Education	02	02	01	01	15/30	40/70	55/100
Core	ME01C MPH 02	Perspectives in Education	03	02	01	01	30	70	55/100
Electives	ME01E MPH 01	Perspectives for Curriculum Development-1	03	02	01	01	30	70	55/100
	ME01E MPH 02	Educational Guidance and Counseling-1	03	02	01	01	30	70	55/100
Total Credits			08						

Legend: L = Lectures; T/W = Tutorials/Workshops; SS = Studied Seminar/Term Paper

Electives: The candidate needs to select one elective from the ones offered.

M. Phil. Education

SEMESTER-II

Course Type	Course Code	Title	Course Credits	No. of Hrs. per Week 04			Weightage for Internal Examination	Weightage for Semester-end Examination	Total Marks
				L	T/W	SS			
Core	ME02C MPH01	Advanced Research Methodology & Educational Statistics	02	02	01	01	15/30	40/70	55/100
Core	ME02C MPH 02	Basics of Education & Professional Development	03	02	01	01	30	70	55/100
Electives	ME02E MPH 01	Perspectives for Curriculum Development-2	03	02	01	01	30	70	55/100
	ME02E MPH 02	Educational Guidance and Counseling-2	03	02	01	01	30	70	55/100
Core	ME02C MPH03	Dissertation	08	Evaluation of Dissertation	Internal Examiner			55/100	
					External Examiner			55/100	
					Viva	Internal and External Examiner			55/100
Total Credits of Sem-1 & Sem-2			24						

Legend: L = Lectures; T/W = Tutorials/Workshops; SS = Studied Seminar/Term Paper

Electives: The candidate needs to select one elective from the ones offered.

SEMESTER:1
CORE COURSES

ME01CMPH01 RESEARCH IN EDUCATION (CREDITS:02)

Objectives: Student/s will be able to

1. Understand theoretical knowledge about Nature of Inquiry & Assumptions
2. Review related literature based on styles of reviews and integrate findings
3. Formulate hypotheses, and apply knowledge of Research Design for a Research Problem
4. Critically analyze suitable methods and approaches for Educational Research
5. Acquaint with theoretical understanding of Statistical techniques
6. Compute and analyze data using appropriate statistical techniques

UNIT 1: Nature of Inquiry and Assumptions & Ethical Understanding

- 1) **Nature of Scientific Inquiry** : The search for truth, The assumptions and nature of Science, The tools of science & scientific method
- 2) Concept and Principles of Positivism, Phenomenology & ethnomethodology
- 3) **Critical theory and critical educational research** : Concept , Criticisms of approaches (naturalistic and interpretive Approaches)
- 4) **Ethics of Educational Research:** The field of Ethics & Ethical dilemmas

Unit 2: Basics of Educational Research

- 1) Educational Research: Concept, scope, types and importance of educational research.
- 2) Review of Related Literature: Purpose and sources of review of literature, Importance, styles of Research reviews, Different Methods of Research Review
- 3) Hypothesis & Types: Concept, Types, Formulations of Hypothesis, Testing of Hypothesis
- 4) Sampling: Concept of Sample, Sample Size and Sampling Error, Sampling Strategies Probability and Non-Probability

UNIT – 3 : Experimental Research

- 1) Overview of Types of Research Design: Pre-Experimental, True Experimental and Quasi Experimental
- 2) Reliability and Validity of Experiment: Concept & its Types, Threats to Internal and External Validity
- 3) Conducting an Experimental Research : Steps & Factors controlling Experiment
- 4) Types of Test: One Tailed, Two Tailed, Difference between One tailed and Two tailed test, Application of One tailed & Two tailed test

Unit – 4 Statistical Tools in Experimental Research

1. t- test: Concept, assumptions, uses, Analysis and Interpretation
2. F- test: Concept, assumptions, uses, Analysis and Interpretation
3. Chi Square : Concept, assumptions, uses, Analysis and Interpretation
4. Correlation: Concept, Types and its uses.

References

1. Kerlinger, Fred,N (1978). Foundations of Behavioural Research. New Delhi: Surjeet Publications.
2. Mc.Kernan, James. (1991). Curriculum Action Research - A Handbook of Methods and Resourcesfor the Relative Practitioner, London: Kogan
5. Polkinghorne, D. (1983). Methodology for Human Sciences: Systems of Enquiry. Albany: State University of New York Press.
3. Reason, P and Rowan, J. (1981). Human Enquiry. New York: Wiley.
4. Swami, Satprakashananda. (1974). Methods of Knowledge. Calcutta: Advaita Ashrama.

ME01CMPH02 PERSPECTIVES IN EDUCATION (CREDIT: 02)

Objectives: After completion of this course student will be able to

1. Understand the source and aims of knowledge and education
2. Understand Indian and western perspectives of philosophy and education
3. Understand different schools of psychology
4. Appreciate the importance of environmental education and sustainable development
5. Understand continuing professional development

Unit-1 Philosophy of Education:

1. Epistemology and Education - Methods of acquiring Knowledge, Real Knowledge as defined by Idealism, Realism, Pragmatism, Naturalism
2. Axiology of Education-Contribution made by Bhagwatgeeta, Jainism, Buddhism and Islam
3. Western Schools of Philosophy and Education- Reconstructivism, Essentialism, Existentialism
4. Eastern Schools of Philosophy and Education- Nyaya, Sankhya and Vedant

Unit-2 Schools of Psychology

1. Principles and Application of Schools of Psychology in Education :Behaviorism, Cognitivism, Functionalism, Humanistic/Gestalt, Psychoanalytic School
2. Thought Process-Teacher thought Process, Student thought Process
3. Learning style Models - a) Honey & Mumford's model, b) Sudbury C) Model of democratization. d) Anthony Greaser's model
4. Teaching Theories-Constructivist, Social and Situational Theories

Unit-3 Economics of Education and Human Rights

1. Economics and Education :Meaning, Nature, Scope, Relation
2. Education for human resource development, social mobility,
3. Impact of Liberalization, Privatization, and globalization on education,
4. Human right in Education -Concept, Main Human rights and Need of their study , Right to Information-Meaning, Need and advantages to citizens

Unit 4 Perspectives on Education

1. Indian Perspectives: Philosophical, Sociological and Psychological
2. Western Perspectives: Philosophical, Sociological and Psychological, Difference between Indian and Western Perspectives
3. Panch Kosh Education, Learners' Personalities: Satvik, Rajsik, Tamsik:, Qualities of a good teacher and a good student
4. Main Sources of Indian Perspective

References

1. Aggarwal, J.C.(2004). Teacher & Education in Emerging Indian Society. New Delhi: VikasPub.House
2. Ansari, M.M.(1987). Education and Economic Development, New Delhi AIU, Publication.
3. Ausubel D. P. (1968). Educational Psychology: A cognitive View. New York: Holt, Rinnehart and Winston.
4. Blaug Mark (1987). Economics of Education & the Education of an Economist New York, University Press.
5. Broudy H. (1965). Building a Philosophy of Education. New Delhi: Prentice HallCo.

6. Joyce, Bruce and others,(2008). Models of Teaching, New Delhi: Prentice Hall Publication.
7. Kneller, G.F. (1968). Education & Economic Growth. New York: Hohn Wiley. .
8. Mathur, S. S. (2000). A Sociological Approach to Indian Education. Agra : Vinod Pustak Mandir
9. Peters R.S. (1973). The Concepts of Education. London: Routledge and Kegan Paul
10. Piaget J. (1952). The origins of intelligence in children. New York: International Universities Press.

ELECTIVE COURSES:

ME01EMPH01 PERSPECTIVES FOR CURRICULUM DEVELOPMENT-1

(3 CREDIT)

Objectives: Student/s will be able to

1. develop a broad perspective of the theory of curriculum development and foundations of curriculum construction.
2. develop the conceptual bases relating to curriculum planning and organization.
3. develop futuristic orientation towards the needs of the society with regard to types of curricula and research in curriculum.
4. understand contemporary developments in curriculum development.
5. analyze and apply curriculum process.
6. implement evaluation model/ strategies for curriculum evaluation.
7. identify and formulate curriculum for specific purposes.
8. develop technology-based curriculum for education.

UNIT 1: Curriculum as a field of study

1. Meaning and definitions of curriculum –
2. Curriculum rationales from Philosophical Perspectives
3. Curriculum rationales from Sociological perspectives
4. Difference between Philosophical and Sociological Perspectives

UNIT 2: The Domain of Curriculum Studies

1. Curriculum Theories - legitimization theories, process theories and structural theories
2. Curriculum study Areas - Factors affecting Curriculum- Knowledge and Curriculum,
3. Principles of Curriculum Construction.
4. Curriculum Models : Inductive and Deductive Models

UNIT 3 : Curriculum and its various dimensions

1. Cognitive Psychology and Curriculum : Importance of Cognitive Psychology and Curriculum, Role of Educational Psychology in Curriculum Development
2. Curriculum Policies: Definitions, Types of Policies
3. Types of curriculum : Subject curriculum, Teacher Centered curriculum, Learner centered curriculum, Activity/Experience curriculum, Integrated curriculum
4. Curriculum Components - Aims and Objectives, Forms of Subject matter, Modes of Transaction

UNIT 4: Curriculum Approaches and Methods

1. Curriculum Planning: Definition and Structure of Curriculum Planning and Curriculum Planning Process
2. Methods of organizing knowledge : Subject matter approach, Integrated approach, Module approach
3. Methods of organizing Instruction and learning activities
4. Modern approaches to Curriculum planning and developing

References

1. Apple, M. (1979). Ideology and Curriculum. Boston: Routledge & KeganPaul.

2. Dash, B.N. (2010). Curriculum Planning and Development: Wisdom Press, New Delhi.
3. Hirst, P.H. (1974). Knowledge and the Curriculum: A Collection of Philosophical Papers. London: Routledge & Kegan Paul.
4. Lewy Aneh. (1991). The International Encyclopedia of Curriculum. Oxford. New York: Pergamon Press.
5. Satya Narayana. P. V. V., Krishna, G., Rao, D.B. (2004). Curriculum Development and Management: Discovery Publishing House, New Delhi.
6. Taba, Hilda. (1962). Curriculum Development - Theory and Practice. Harcourt Brace and World Inc.,
7. Wiles and Bondi: (1993). Curriculum Development – Guide to Practice. New York, Toronto: Macmillan Publishing Company.

ME01EMPH02 EDUCATIONAL GUIDANCE AND COUNSELING-1 (CREDIT-03)

Objectives: Student/s will be able to

1. understand concept, need, importance and principles of Guidance and Counseling
2. acquaint with various procedures of organizing various Guidance services
3. explain the psychological and sociological foundations of Guidance and Counseling
4. describe various approaches to Guidance and Counseling.
5. identify the role of family, school, community in guidance and Counseling
6. explain various theories of vocational development.

UNIT 1 Guidance and Counseling: Theories

- 1) Guidance and Counseling: Concept and Principles, Needs and Importance
- 2) Skills, Qualities and Roles of Counselor & Important Safety measures while counseling
- 3) Scope and Current Status of Counseling in India and Abroad
- 4) Counseling standards: Ethical and Legal.

UNIT 2 Psychological Bases of Guidance & Counseling

- 1) Guidance and Counseling: A Psychological perspective
- 2) Human behaviour and Individual differences
- 3) Defense Mechanisms - Maladjustment - Mental health - Integrated Personality.
- 4) Importance of Psychological Competencies during Counseling

Unit 3 Sociological Bases of Guidance & Counseling

- 1) Guidance and Counseling: A Sociological Perspectives
- 2) Sociological bases: Social Nature of Human beings - Nature of Human relationships - Increasing complexity of today's world - Conflict of Values.
- 3) Structured Learning Therapy: The tasks of the Counselor in social skill training - Irrational beliefs and problems - promoting rational thinking - Cognitive Behaviour Therapy - Desensitization - Assertiveness training.
- 4) Expected set of Values and skills for Social Counseling

UNIT 4 Methods and Approaches to Guidance & Counseling:

- 1) Directive and Authoritarian - Psycho-Analytic - Behaviouristic - Humanistic Eclectic –
- 2) Counseling as helping - Concept of Stress - Types of Stress - Counselor and Client matching - Coping and Adjustment strategies of Controlling Stress as an experience – Transactional Analysis -Relaxation Techniques.
- 3) Team Counseling : Reasons and Objectives, Kinds of Teams, Progress in Person.
- 4) Group Counseling: Concept, needs, challenges, issues and remedies

References:

- Barki, B.G. & Mukhopadhyay, B. (2010). Guidance and Counseling. New Delhi, Sterling Publishers Pvt. Ltd.
- Chaturvedi, R. (2007). Guidance and Counseling Techniques. New Delhi, Crescent Publishing Corporation.
- Codasty, J. (2008). Understanding Emotional IQ. New Delhi: Pustak Mahal.
- Humphreys, H.A. and Traxler, Q.E. (1954). Guidance Services. Chicago: Science Research Associates.
- Fotis, G.W. (2002). Nine Most Powerful Ways to Improve your People Skill. Mumbai: Jico Publishing House.
- Jones, A.J. (1970) Principles of Guidance (6th ed.). New York: McGraw Hill.
- Kalam, A & Tiwari, A.K. (2005). Guiding Souls. New Delhi, Ocean Books Pvt. Ltd.
- Madhukar, I. (2005). Guidance and Counseling. Delhi, Authors Press.
- Mayers, G.E. Principles and Techniques of vocational Guidance. New York: McGraw Hill.
- Presricha, (1976). Guidance and Counseling in Indian Education. New Delhi: N.C.E.R.T.

SEMESTER:2 CORE COURSES
ME02CMPH01 ADVANCED RESEARCH METHODOLOGY & EDUCATIONAL
STATISTICS (CREDIT-2)

Objectives: Student/s will be able to

1. Understand the contemporary developments in Educational Research.
2. Study and understand the Humanistic Research Methods in Education
3. Critically study the approaches to Qualitative Data Analysis
4. Understand the recent development and statistical analysis in research
5. Acquaint with citation referencing and article review

UNIT 1: Humanistic research Methods:

- 1) Case Study Method : Concept & Examples of Case Study, Participant Observation, Recording Observation and Planning of Case study
- 2) Ethnographic research method: Concept, Types of Ethnographic Research, Steps to conduct Ethnographic Research and Analyzing and Interpretation of Data.
- 3) Phenomenological Research: Concept, Research Method, Advantages and Disadvantages
- 4) Grounded Theory: Basic Principles, Research Process, Limitations, Epistemological questions

Unit –2 Approaches to Qualitative Data Analysis

- 1) Qualitative Data Analysis: Concept, Tabulating data Five ways of organizing and presenting data analysis , Systematic approaches to data analysis Methodological tools for analyzing qualitative data
- 2) Content Analysis: Concept, Steps, Computer Usage, Reliability
- 3) Mixed Method Research: Concept, Types of Mixed method design, Data Analysing and Integrating, Strengths, uses and weaknesses
- 4) Data Collection and Analysis: Phenomenological Research

Unit 3 Recent Developments & Statistical Analysis in Educational Research

- 1) Internet based Research in Education : Concept, Significance, Advantages and Disadvantages,
- 2) Simulation in Research & Geographical Information Systems (GIS),
- 3) MS Excel and SPSS : Concept, Significance, Features, Use of Excel & SPSS in data Analysis
- 4) Advanced Statistical Techniques: Regression, Biserial – Point Biserial and Tetrachoric Correlation, Sign and Median Test (Overview and Calculation)

Unit 4 Citation, Referencing & Article Writing

- 1) Citation & Referencing : Concept, Citing Sources, Difference between Citation and Referencing, Types of Citation
- 2) Styles of Referencing : Format APA and MLA styles for different types of sources, Illustrations in APA and MLA styles, Plagiarism
- 3) Research article : Concept of Research article, Format of writing Research Article, Referencing and Citation in Research Article
- 4) Research Paper : Concept of Research Paper, & Format of writing Research Paper, Difference between Research Article and Research Paper

References

1. Balasubramanian, P.S. (1986), Quantitative and Qualitative Approaches to Educational research in Journal of the Madras University Vol. VIII, No:1&2, 1986.
2. Burgen, Robert, G. Ed., (1985). Issues in Educational Research: Qualitative Methods. London: The Falmer Press.
3. Chamberlin, J.G. (1969). Toward a Phenomenology of Education. Philadelphia: West Minister Press.
4. Cohen, Brenda. (1983). Means and Ends in Education. London: George Allen & Unwin.
5. Denzin, Norman K. and Lincoln, Yvonna S. (1994). Hand Book of Qualitative Research. New Delhi: Sage Publications.

ME02CMPH02 BASICS OF EDUCATION & PROFESSIONAL DEVELOPMENT (CREDIT-3)

Objectives: After completion of this course student will be able to

1. Understand the importance of sustainable development, human rights and peace education
2. Understand the concept of Futurology in education
3. Understand the concept of CPD Practices and their importance in Teaching Profession
4. Understand the concept of The Learning Society and Processes/ practices, outcomes/product in creating a learning society

Unit-1 Areas of Education

1. Environment: meaning, Scope and Importance of Knowledge of Environment
2. Eco-system: - Food Chain and Food web, Conservation of natural resources Concept, need, Importance and Strategies
3. Education for Sustainable Development - Concept, need and Importance of sustainable development, Threats to Environment-Destruction of Flora and fauna, Use of Plastic, e waste, Pesticides
4. Human Right Education: Concept, Need, Importance
5. Peace Education: Concept, Need, Importance

Unit-2 Futurology

1. Futurology meaning and importance
2. Futurology reference to Dellore's report
3. Futurology in the Field of Social Science
4. Education in the Field of future studies

Unit-3 Continuing Professional Development

1. Concept and Types
2. CPD Practices in Teaching Profession: Orientation Course, Refresher Course, Seminars, Conferences, Workshops
3. CPD Practices for Professional Growth: Appraisal by Self, Appraisal by Students, Association/Accreditation, Upgradation of Professional Qualification, Innovative Teaching Practices: Cooperative/ Model based/ Technology Integrated
4. Research in CPD: Action Research, Researchers' Forum, Mutual Auditing, Faculty Development Initiative

Unit – 4 The Learning Society

1. The Learning Society: Concept and Significance
2. Conditions for Learning
3. Learning Organisation: Concept and Need
4. Creating a Learning Organisation: Policies, Processes/ practices, outcomes/product

References

1. Bolitho, R. and Padwad, A. Ed. (2012). Continuing Professional Development: Lessons from India.

New Delhi: British Council

2. Chhatwal G.R. (1998) Encyclopedia of Environmental Education, New Delhi: Anmol Publications.

3. Damodar, M. Environmental Education, New Delhi: Kalyani Publication

4. Desh, B. & Berberet G. (1987). Environmental Education for Conservation and Development, New

Delhi: Nataraj Publications.

5. Fisher, W.F.(1997). Towards Sustainable Development, Jaipur and New Delhi: Rawat Publications.

6. Trivedi P.R. & Gurdeep (1997). Concepts in Environment, New Delhi: Askashdeep Publishing House.

ELECTIVE COURSE

ME02EMPH01 PERSPECTIVES FOR CURRICULUM DEVELOPMENT-2

(3 CREDIT)

Objectives: Student/s will be able to

1. understand different curriculum paradigms for effective curriculum development
2. analyze and interpret e-models of curriculum development for distance education
3. practice and inculcate evaluation competencies for curriculum development
4. learn importance of learning theories in curriculum development
5. learn and practice various approaches for curriculum evaluation
6. evaluate curricula of various boards
7. design course content for Short term courses

Unit - 1 Learning Theories and Curriculum Development

1. Needs and Importance of Learning
2. Major Learning Theories: Behaviouristic, Cognitivism, Social Learning Theory
3. Curriculum Paradigm (Positivism, Phenomenological / Interpretive, Critical), Theories of
4. Learning (Nativism, Behaviorism, Structuralism), Competencies in Curriculum Development

Unit – 2 Course Design for Distance Education

1. Needs, Scope and Importance
2. History of Distance Education in India
3. Distance Education : components and its features, Interactive Online Learning (Interaction and Distance Learning), E-Learning
4. Design Models and their characteristics

Unit – 3 Curriculum Evaluation

1. Meaning, Objectives, Scope and Importance of Curriculum
2. Evaluation , Constructivist Approach to Curriculum Evaluation
3. Case Study Approach to Curriculum Evaluation
4. Models of Evaluation (Naturalistic ,Technical and Stake’s Countenance Model)

Unit – 4 Practicum in Curriculum Development

1. Review and practice (Population Education, Environmental Education, Family Life Education)
2. Review Curriculum of GSEB and CBSE
3. Curriculum Framework 2005, Curriculum Framework 2012
4. Preparation of Course Design for Short term courses on various emerging issues.

References:

1. Chandra, R. (2005). Virtual Education and Educational Features. Kalpaz Publication, New Delhi
2. Sharma, P. (2012). Principles of Curriculum. A.P. H. Publishing Corporation, New Delhi
3. Dash, B.N. (2010). Curriculum Planning and Development. Wisdom Press, New Delhi

4. Kalaiyaran, G. (2012). Curriculum Development. A. P. H. Publishing Corporation, New Delhi
5. Joshi, S.C. (2004). Dynamics of Non-formal Education. Akansha Publishing House, New Delhi
6. Posner, J.G. and Rudnitsky, A. N. (1982). Course Design: A Guide to Curriculum Development for Teachers. Longman, New York & London
7. Bhalla, N. (2007). Curriculum Development. Authors Press, Delhi
8. Mohanty, J. (2001). Studies in Distance Education. Deep & Deep Publications Pvt. Ltd., New Delhi

ME02EMPH02 EDUCATIONAL GUIDANCE AND COUNSELLING-02

Objectives: Student will be able to

1. understand the importance of Educational Counseling.
2. understand and practice various processes of counseling children with special needs
3. learn about job choices and requirements to provide vocational counseling
4. critically analyze and practice family counseling
5. understand important features of health and old age counseling and practice it in real life

UNIT-1: Educational Counseling: a Need of an hour

- 1) Need for Educational Counseling – Concept, Principles, Objectives and Needs for Educational Counseling
- 2) Problems of Children with special Needs - The gifted - Physically Handicapped - Mentally Handicapped - Emotional and Behavioural problems of adolescents - Examinations anxiety - Learning difficulties - Alcoholism and Drug abuse Truancy among the Adolescents -Sex related problems
- 3) Role of Teachers in Counseling situations at various levels:
 - a) Elementary school, b) high school c) college
- 4) Innovative Practices for Guidance and Counseling at various Educational institutions
Problems of Students: Learning styles, abilities, counseling for goals setting and accomplishments

UNIT-2: Vocational Counseling: Areas and Practices

- 1) Theories of Vocational Counseling and its Development - Vocational Choice: after
 - a) High School Education b) Intermediate c) Graduation d) Professional course
- 2) Practices for Vocational Counseling & Guidance: Innovative practices, process and Importance
- 3) Areas for Vocational Counseling - Vocational Guidance - Adolescent values - Job and Family - Perception of Sex roles - Job Analysis and Job description - Career Counseling -Vocational Stress Counseling
- 4) Counseling Strategies to Overcome various problems and challenges at workplace

UNIT –3: Career Counseling:

- 1) Career Counseling: Goal Setting, Mapping and Accomplishment Strategies
- 2) Child Guidance –Competencies- soft skills-child relationship with parents and others- favouritism - other problems
- 3) Parental Counseling - role of parents in dealing with children's problems, Counseling Parents of Handicapped and deviant Children
- 4) Need for Marital Counseling
 - a. Marital problems - socio-economic factors - finance - social life religious and other values - occupational demands.

b. Counseling the Unwed Mothers, Divorcees and the Separated

UNIT-4: Counseling at Various Stages of Life

- 1) Problems of Aging - Impact of ages on health - Psycho-somatic disorders –Socio-Economic Problems, Health problems; Planning for Health - Health insurance. Emotional problems, feeling of negligence and unworthiness.
- 2) Problems of Mental health - Psycho-neurosis - Psychosis - Psycho-therapy.
- 3) Social Problems: Rules and Regulations, Loss of Spouse, planning for social life and domestic issues.

References:

- Bordin, E.S. (1968). Psychological counseling (2nd Ed.). New York, McGraw Hill.
- Brown, R.B.(1996). Organization Commitment. Journal of Vocational Behaviour 49, 1996, 230-251.
- Chaturvedi, R. (2007).Guidance and Counseling Techniques. New Delhi, Cresnet Publishing Corporation.
- Codasty, J. (2008). Understanding Emotional IQ. New Delhi: Pustak Mahal.
- Dev, K.(2006). Educational Counseling. New Delhi. Pragun Publication.
- Fotis, G.W. (2002). Nine Most Powerful Ways to Improve your People Skill. Mumbai: Jico Publishing House.
- Fruster, J.M. Psychological counseling in India. Mumbai: McMillion.
- Hussain, S.(1998). Human Behaviour. Agra, Print Palace.
- Kalam, A & Tiwari, A.K. (2005). Guiding Souls. New Delhi, Ocean Books Pvt. Ltd.
- Mayers,G.E. Principles and Techniques of vocational Guidance. New York: McGraw Hill.
- Osipow, S.M. &Walshow. (2006). Behaviour Change in Counseling Reading. New Delhi, Authors Press.
- Paterson. (1989). Theories of Counseling and Psychotherapy. New Delhi, Authors Press.
- Patri, V. (2004). Counseling Psychology. New Delhi, Authors Press.
- Rao, S.N. (1992). Counseling Psychology. New Delhi: Tata McGraw Hill.

ME02CMPH03

DISSERTATION

EVALUATION OF DISSERTATION

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