

**Appendix-I**  
**Syllabus for M.Phil Programme in Education**

**Master of Philosophy (M.Phil) Programme**  
**Department of Education, Jadavpur University**

M.Phil programme will include two courses–Core Course and Area of Specialization. In addition all the students will be required to undertake a Dissertation. The course will also include advance seminar in which student will present a paper on any educational theme in research colloquium and clear a viva voce examination.

**Course Structure**

**Semester I:** Three Compulsory Core Courses – 150 marks

**Semester II:** One Optional Course and one Compulsory Advance Seminar – 100 marks

**Semester III & IV:** Dissertation (Thesis and Viva-voce) – satisfactory/ not satisfactory

**Semester I**

Course Code	Name of the Course	Credit	Internal assessment	End semester Exam	Total Marks	Time
M.Phil/Edn/1.1	Foundation of Education & Recent Advances	4	20	30	50	2hrs
M.Phil/Edn/1.2	Advanced Research Methodology in Education	4	20*	30	50	2hrs
M.Phil/Edn/1.3	ICT Lab work*	4	-	-	50	2 hrs

\* 10 marks of Internal Assessment will be based on Paper Presentation

**Semester II**

Course Code	Name of the Course	Credit	Internal assessment	End semester Exam	Total Marks	Time
M.Phil/Edn/2.1	<b>Optional Course**</b> (any one from listed below)					
	a) Special and Inclusive Education	4			50	2 hrs
	b) Life Skills Education	4			50	2 hrs
	c) Education Technology	4			50	2 hrs
	d) Study of Cognitive Psychology	4			50	2 hrs
M.Phil/Edn/2.2	<b>Advance Seminar***</b>	4			50	2 hrs
	a) Review of Related Literature		20			
	b) Advance Seminar presentation			30		

**2<sup>nd</sup> year (Semester III & IV): Dissertation (Thesis and viva-voce) -  
Master of Philosophy (M.Phil) Programme  
Department of Education, Jadavpur University**

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**Semester-I**

**M.Phil/Edn/1.1: Foundation of Education & Recent Advances**

**50 Marks**

**Unit-I: Socio-Cultural and Philosophical Perspectives of Education**

- a) Relationship between Education & Philosophy
- b) Social change related to stratification; inclusive society and role of education
- c) Culture, society and education

**Unit-II: Human Development Perspectives**

- a) Education and principles of human development
- b) Theories of Learning with special reference to constructivist approach and brain based approach
- c) Motivation: Theories and application

**Unit-III: Contemporary Trends and Issues in Education**

- a) Recommendations of 21<sup>st</sup> Century Education Commission in the light of globalization
- b) Quality Education for All: present scenario in India
- c) Education and National development- well being, HDI, EDI

**Unit-iv : Recent Advances in Education of socio-economically deprived and challenged children**

- a) Issues and Challenges in Education of SC,ST, & Minority Children
- b) Issues and Challenges in Education of Street Children & Child labour
- c) Issues in Education of Children with Special Needs.

**Unit –v: Role of Education in addressing social problems in India.**

- a) Drug abuse & HIV/AIDS
- b) Poverty & Illiteracy
- c) Terrorism and National unrest condition.
- d) Girls Education

**M.Phil/Edn/1.2: Advances in Research Methodology in Education**

**50 Marks**

**Unit-I Definition and procedures of Educational Research**

- a) Definition, types and purposes of educational research
- b) Procedures for conducting educational research
- c) Sources of educational information
- d) Objectivity and ethical concerns in educational research

**Unit-II: Types of Educational Research**

- a) Humanistic research
  - i) Historical Research
  - ii) Ethnographic Research
  - iii) Observation Research
  - iv) Critical Theory
  - v) Hermeneutics
- b) Survey research
  - i) Cross-sectional Survey
  - ii) Longitudinal Survey
- c) Correlation research & Causal Comparative Research
- d) Experimental Research

**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.

#### **Unit VI Preparation of Research Report**

Transaction Mode

Lecture cum Discussion; Panel discussion; small peer group discussion; seminar reading; Symposium, Reports

#### **References**

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**M.Phil/Edn/1.3: ICT Lab Work\***

**50 Marks**

The students are required to carry out computer Lab work with the facilities available in the Department. The purpose of this is to enable the students to:

- Understand the use of Excel, Statistics and SPSS package for data analysis
- Develop skills in data transformation
- Develop skills in use of appropriate statistical techniques and use the computer for data analysis
- Develop skills of drawing charts/ graphs
- Interpret the data /results accurately and appropriately

Two hours per week in the Semester will be earmarked for the Lab work. One faculty member will provide the required assistance in achieving the above-mentioned objective. The knowledge and skills acquired by students will be assessed by the faculty by way of conducting tests and assignments.

**ICT Lab Work will be assessed by the concerned faculty member. No written test will be held.**

**M.Phil/Edn/2.1: OPTIONAL COURSE\*\***

**50 Marks**

Each M.Phil student will choose anyone optional paper from the list of papers (offered by the Department in this academic session) given below:

- a) Special and Inclusive Education
- b) Life Skills Education
- c) Education Technology
- d) Study of Cognitive Psychology

However, more options may be added for next academic sessions as approved by B.O.S. from time to time.

**A) SPECIAL AND INCLUSIVE EDUCATION**

**Unit-I: Special Education: Philosophical and Sociological Aspects**

- a) History of Education and Rehabilitation of Children with Special Needs
- b) Movement of Special Education: From Exclusion to Inclusion Practices in Education and Society
- c) Transition from Education to Vocational and Social Rehabilitation
- d) Research trend in special and inclusive education – India and abroad.

**Unit-II: Special Education: Psychological Aspects**

- a) Parental Attitude towards Disability, Parental Education and Rehabilitation
- b) Psychology and Mental Health of Challenged Children
- c) Community Psychology towards Disability including the Government Policies from British Period to Present Century
- d) ) Research trend in rehabilitation psychology and counseling of special needs people

**Unit-III: Special Education: Bio-Medical Aspects**

- a) Definitions, Classifications, Characteristics, Etiology and Preventive Measures of Different Disabilities
- b) Assessment and Interventions of Challenged Children (Medical, Psychological, Educational, Vocational, Marital and social)
- c) Transfer of Technologies for Rehabilitation of Challenged People, Use of Educational and Instructional Technologies in Rehabilitation
- d) Research and development in rehabilitation technology with special reference to indigenous knowledges.

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## **B) LIFE SKILL EDUCATION**

### **Unit-I: Concept and Evolution Life Skill Education**

- a) Meaning and Definition of Life Skills by WHO
  - o Core Generic Life Skills as prescribed by WHO
  - o Importance of Life Skills in daily life
- b) Livelihood Skills, Survival Skills and Life Skills
- c) Meaning and Concepts of Life Skills Education
- d) Genesis of the Concept- UN Inter-Agency Meeting, Hamburg Declaration, Quality Education and Life Skills: Dakar Framework, Life Skills Education in the India, Four Pillars of Education and Life Skills Education

### **Unit-II: Mental Health Problems and life Skills Education**

- a) Meaningful classification of mental health problems
- b) Identification Criteria of Common Mental health problems-emotional and behavioural problems, psychoses and others common problems.
- c) Role of Life Skills in promotion of mental health

### **Unit-III: Different Life Skills & their Measurement**

- a) Social Skills and Negotiation Skills: Self-Awareness, Empathy, Effective Communication, Interpersonal, Relationship
- b) Thinking Skills: Thinking, Creative and Critical Thinking, Problem Solving, Decision Making
- c) Coping Skills: Coping with Emotions & Coping with Stress
- d) Life Skills Assessment Scale

### **References:**

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## **C) EDUCATIONAL TECHNOLOGY**

### **UNIT I**

- Concept and Components of Educational Technology
- Communication and Instruction : Theory, Concept, Nature, Process, Components Types, Classroom Communication, Mass media approach in Educational Technology.
- Designing Instructional System : Formulation of instructional objectives
- task analysis, designing of instructional strategies such as lecture, team teaching discussion, seminar and tutorials.
- Modification of teaching behaviour :
- Micro teaching, Flander's Interaction Analysis, Simulation.

### **UNIT II**

- Teaching levels, Strategies & Models :
- Memory, Understanding and Reflective levels of teaching.
- Teaching strategies : Meaning, Nature, Functions and Types
- Models of teaching : Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching).
- Programmed instruction (linear/branching model)
- Development of the programmed instruction material
- teaching machines
- Computer Assisted Instruction

### **UNIT III**

- Educational technology in formal, non-formal and Informal Education, Distance Education, Open Learning Systems and Educational Technology.
- Emerging trends in Educational Technology, Videotape, Radio-vision, Tele-conferencing, CCTV, CAI, INSAT – Problems of New Technologies.
- Evaluation and Educational Technology.
- Resource Centres for Educational Technology, CIET, UGC, IGNOU, NOS, State ET Cells, AVRC, EMRC, NIST etc. – their activity for the improvement of teachinglearning.
- Researches in Educational Technology
- Future priorities in Educational Technology



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*How ICT Can Create New, Open Learning Environments: Information And Communication Technologies In Schools: A Handbook For Teachers*, UNESCO, Paris, 2005.

## D) STUDY OF COGNITIVE PSYCHOLOGY

### Unit-I: Scope, Methods and Fundamentals of Cognitive Psychology

- a) Origin, Concept, and Development
- b) Cognitive Neuroscience
- c) Fundamentals of Cognition

### Unit-II: Learning, Knowing, Remembering and Using Language

- a) Episodic Memory, Distortions of Memory & Semantic Memory
- b) Language, Language Production and Comprehension

- c) Learning and Cognitive Theories of Learning

### **Unit-III: Thinking and Studies in Cognitive Psychology**

- a) Intelligence, Reasoning and Decision Making
- b) Problem Solving and Creativity
- c) Studies and Research Trends in Cognitive Psychology

### **Reference**

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### **M.Phil/Edn/2.2: Advance Seminar\*\*\***

**50 Marks**

Advance seminar includes one Review of related literature and one advance seminar presentation. Each student will be required to make and write a Review of related literature related to an educational problem and present the same in the seminar to be organized by the Research colloquium of the Department. The review of related literature carrying 20 marks will be evaluated internally and seminar presentation will be evaluated by a committee formulated by HOD for this purpose which includes one external expert along with HOD and concerned supervisor. However the topic/problem must be selected in advance. Two hours per week in the Semester will be earmarked for the preparation of paper in consultation with supervisor

Total Marks 50

Distribution of marks is as under:

Preparation of Paper (assessed by the supervisor): 20 marks

Presentation and discussion (assessed by committee members): 30 marks