

CURRICULUM
FOR
M. PHIL. & PH. D. COURSE WORK

w. e. f. 2020



DEPARTMENT OF EDUCATION
RAIGANJ UNIVERSITY
Uttar Dinajpur, West Bengal – 733134

CURRICULUM DESIGN FOR M. PHIL. & PH. D. COURSE WORK

Department of Education

Raiganj University

Uttar Dinajpur, West Bengal – 733134

CREDIT STRUCTURE

Sl. No.	Name of the Course	Total Credit	Full Marks
1	M.Phil.	40	1000
		1 st Semester	16
		2 nd Semester	08
		3 rd Semester	08
		4 th Semester	08
2	Ph.D. Coursework	16	400

COURSE DETAILS

SEMESTER	COURSE	COURSE CODE	Title of The Course	Type of the paper	Full Marks	CREDIT
M.Phil. 1st SEMESTER & Ph.D. COURSEWORK	1	EDNMPH-1101	Paper- I Fundamentals of Educational Research	Theory	100 (75+25)	4
	2	EDNMPH-1102	Paper- II Research Methodology	Theory	100 (75+25)	4
	3	EDNMPH-1103	Paper- III Computer Application In Education	Theory	100 (75+25)	4
	4	EDNMPH-1204	Review of literature/ Investigation/ Seminar/ Collection and analysis of data	Application	100	4
Total					400	16

SEMESTER	COURSE	COURSE CODE	Title of The Course		Type of the paper	Full Marks	CREDIT
M.Phil. 2nd SEMESTER	5	EDNMPH-2101	Choose any one (Paper- V)	Philosophical and Sociological Perspectives of Education	Theory	100 (75+25)	4
				Advanced Educational Psychology			
				Contemporary Perspectives in Education			
				Advanced Educational Technology			
	6	EDNMPH-2102	Choose any one (Paper- VI)	Curriculum Studies	Theory	100 (75+25)	4
				Teacher Education			
				Educational Management and Administration			
				Inclusive Education			
Total						200	8

SEMESTER	COURSE	COURSE CODE	Title of The Course	Type of the paper	Full Marks	CREDIT
M.Phil. 3rd SEMESTER	7	EDNMPH-3101	Synopsis Preparation & Presentation	Application	100	4
	8	EDNMPH-3102	Term Paper (Mini Dissertation)	Application	100	4
Total					200	8

SEMESTER	COURSE	COURSE CODE	Title of The Course	Type of the paper	Full Marks	CREDIT
M.Phil. 4th SEMESTER	9	EDNMPH-3101	Dissertation	Application	150	6
	10	EDNMPH-3102	Viva- voce	Application	50	2
Total					200	8

Semester-I

Paper- I

Course Code: EDNMPH-1101

Course Title: Fundamentals of Educational Research

Unit-1: Research in Behavioural and Social Science

Research in Behavioural and Social Science- Meaning, Nature & Types; Problems and Difficulties in Behavioural and Social Science Research

Unit-2: Introduction to Educational Research

Educational Research: Meaning, Nature and Scope; Types: Fundamental, Applied & Action, Longitudinal and Cross Sectional, & Inter- disciplinary; Research Problems

Unit-3: Methods and Designs in Educational Research

Qualitative and Quantitative; Experimental, Descriptive, Historical, Analytical, Survey, Developmental.

Unit-4: Philosophical concerns in Educational Research

Scientific Enquiry, Positivism, Empiricism, Phenomenology, Ethnography, Grounded Theory

Unit-5: Ethics in Educational Research:

Research Ethics: Principles, Virtues, Democratic values; Future of Educational Research

Reference Books

1. Mangal, S. K., & Mangal, S. (2013). *Research methodology in behavioural sciences*. PHI Learning Pvt. Ltd.
2. Gall, M. D., Borg, W. R., & Gall, J. P. (1996). *Educational research: An introduction*. Longman Publishing.
3. Mack, L. (2010). The philosophical underpinnings of educational research.
4. Chandra, S. S., & Sharma, R. K. (2004). *Research in education*. Atlantic Publishers & Dist.
5. Cresswell, J. W. (2005). Educational research: planning, conducting and evaluating quantitative and qualitative.
6. Gay, L. R., Mills, G. E., & Airasian, P. W. (1992). Educational research: Competencies for analysis and application.

Paper II

Course Code: EDNMPH-1102

Course Title: Research Methodology

Unit-1: Introduction to Research

Research: Meaning, Nature; Research Problems- Identification, Formulation and Statement; Research Designs; Research Objectives & Questions; Review of Related Literature

Unit-2: Hypothesis and Variables in Research

Hypothesis: Meaning, Types, Characteristics of Good Hypothesis, Formulation & Testing; Variables: Concepts, Types & Methods of Control

Unit-3: Sampling

Meaning, Nature and Types of Sampling; Sampling Methods: Probability & Non-Probability; Sampling Errors, Exercising control over errors in Sample Research

Unit-4: Tools and Techniques of Data Collection

Measurement Scale-Nominal, Ordinal, Interval and Ratio; Needs and Criteria of Good Research Tools, Validity and Reliability of Research Tool; Construction and uses of Observation, Interview, Questionnaire, Rating, and Attitude scale and tests of Performance, Sociometric

Unit-5: Statistics in Research

Creating tables, charts, and graphs; Measures of central tendency: Mean, Median and Mode; Measures of dispersion: variance, standard deviation; Correlation and regression analysis, t-Test ANOVA, ANCOVA, Chi-Square, Testing of Hypothesis

Unit-6: Research Report

Structuring Research Report: Essential Consideration in Writing a Research Report; Research Report Writing for Dissertation and Thesis Work; Research report Writing for Publication in Research Journals

Reference Books

1. Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education*. Cengage Learning.
2. Punch, K. F., & Oancea, A. (2014). *Introduction to research methods in education*. Sage.

Paper III

Course Code: EDNMPH-1103

Title of the Course: Computer Application in Education

Unit-1: Fundamentals of Computers

Computers: Definition and classification and role in Research; Components of Computer: History, Development and Generations of Computers,

Unit-2: Application of Computer in Education

CAI, CAL, CBT, CML, Concept, Process of preparing ODLM, Concept of e learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)

Unit-3: Computers in Research 1

Word Processing: MS Word- Importance of MS word; Data Processing: MS Excel- importance of spreadsheet, creating, open up and saving work book.

Unit-4: Computers in Research 2

PowerPoint – Use and importance; Web pages- Use and kinds; Multimedia tools; Evaluating the sources of internet; E-books, UGC Infonet, INFLIBNET & ERNET

Unit-5: Introduction to Internet

Computer Network: Types (LANS, WANS, WLANS, Intranet, Extranet); Internet: Why?, The World Wide Web, Browsers, Websites, Search Engines, Sharing and downloading, Chat or Internet teleconference, Telnet.

Unit-6: Practice with Software

SPSS: Method of Calculating Descriptive and Inferential Statistics

Reference Books

1. P.K. Sinha (2015). *Computer Fundamentals*. BPB Publications
2. Savelyev, V. Venda (1989). *Higher Education and Computersation*. Progress Publishers. Moscow
3. Tinio, V. L. (2003). *ICT in Education*.
4. Mrunalini, T. and Ramakrishna, A. (2011). *Information & Communication Technology (ICT) In Education*, Neelkamal Publication
5. Arulsamy, S. *Application of ICT in Education*, Neelkamal Publication
6. Khan, A., Ahmad, J. & Md. Ahmad, S. *Computer Application in Education*, Neelkamal

Paper IV

Course Code EDNMPH-1204

**Title of the Course: Review of Literature/ Investigation/ Seminar/ Collection and
Analysis of Data**

(As per the instructions given by the respective teacher/supervisor/guide/authority)

Semester-II

Paper-V

Course Code EDNMPH-2101

Any one Course from the followings

Option-1

Title of the Course: Philosophical and Sociological Perspectives of Education

Unit 1: Contribution of Indian Schools of philosophy

Sankhya, Yoga, Vedanta, Buddhism, Jainism) with special reference to Vidya, Dayanand Darshan; and Islamic traditions towards educational aims and methods of acquiring valid knowledge

Unit-2: Contribution of Western schools of thoughts

Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism) and their contribution to Education with special reference to information, knowledge and wisdom

Unit-3: Approaches to Sociology of Education

Symbolic Interaction, Structural Functionalism and Conflict Theory; Concept and types of social Institutions and their functions (family, school and society), Concept of Social Movements

Unit-4: Socialization and Education

Education and culture; Contribution of thinkers (Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, J. Krishnamurthy, Paulo Freire, Wollstonecraft, Nel Noddings and Savitribai Phule.

Reference Books

1. Ravi, S. S. (2015). *Philosophical and sociological Bases of Education*. PHI Learning Pvt. Ltd.
2. Bhatia, K. K., & Narang, C. L. (2002). *Philosophical and sociological bases of education*. Ludhiana: Tandom Publication.
3. Saxena, N. R. S., & Swaroop & Dutt, N. K. (2013). *Philosophical and sociological foundation of education*. *Vinay rakheja, Meerut-250001*.
4. Aggarwal, J. C. (2009). *Psychological, Philosophical and Sociological Foundations of Education*. Shipra Publications.
5. Pathak, R. P. (2007). *Philosophical and sociological perspectives of education*. Atlantic Publishers & Dist.

Option-2

Title of the Course: Advanced Educational Psychology

Unit-1: Growth and Development

Concept and principles, Cognitive Processes and stages of Cognitive Development, Personality: Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka), Mental health and Mental hygiene

Unit-2: Approaches to Intelligence

Concepts of Social intelligence, multiple intelligence, emotional intelligence Theories of Intelligence by Sternberg, Gardner, Assessment of Intelligence, Concepts of Problem Solving, Critical thinking, Metacognition and Creativity

Unit-3: Principles and Theories of learning

Behaviouristic, Cognitive and Social theories of learning, Factors affecting social learning, social competence, Concept of social cognition, understanding social relationship and socialization goals

Unit-4: Guidance and Counselling

Nature, Principles and Need, Types of guidance (educational, vocational, personal, health and social & Directive, Non-directive and Eclectic),

Unit-5: Approaches to counselling

Cognitive, Behavioural & Humanistic, Person-centred Counselling

Reference Books

1. Mangal, S. K. (2002). *Advanced educational psychology*. PHI Learning Pvt. Ltd..
2. Chauhan, S. S. (2009). *Advanced educational psychology*. Vikas publishing house.
3. Eggen, P. D., & Kauchak, D. (1999). *Educational psychology* (Vol. 403). Prentice hall.
4. Slavin, R. E. (2019). *Educational psychology: Theory and practice*.
5. Hilgard, E. R., & Bower, G. H. (1966). *Theories of learning*.
6. Kochhar, S. K. (1984). *Guidance and counselling in colleges and universities*. Sterling Publishers Pvt. Ltd.

Option-3

Title of the Course: Contemporary Perspectives in Education

Unit-1: Committees and Commissions in Education

Contribution to Teacher Education Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1986,1992), National Commission on Teachers (1999), National Curriculum Framework 2005, National Knowledge Commission (2007), Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012)

Unit-2: Relationship between Policies and Education

Linkage between Educational Policy and National Development, Determinants of Educational Policy and Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.

Unit-3: Concept of Economics of Education

Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education Signaling Theory Vs Human Capital Theory.

Unit-4: Educational Finance

Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting in Education

Unit-5: Relationship Between Politics and Education

Perspectives of Politics of Education Liberal, Conservative and Critical, Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice), Education for Political Development and Political Socialization.

Reference Books

1. Aggarwal, J. C. (2009). Landmarks in the history of Modern Indian Education, 6th ed. Vikas Publishing House Pvt Ltd.
2. Akinyemi, S. (2013). *The economics of education*. Strategic Book Publishing.
3. Chattopadhyay, S. (2012). Education and Economics: Disciplinary evolution and policy discourse. *OUP Catalogue*.
4. Sharma, R. N., & Sharma, R. K. (1996). *History of education in India*. Atlantic Publishers & Dist.

Option-4

Title of the Course: Advanced Educational Technology

Unit-1: Introduction to Educational Technology and ICT

Concept of Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology & ICT, Applications of Educational Technology in formal, Non-formal, informal and inclusive education systems, Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky)

Unit-2: Systems Approach to Instructional Design

Models of Development of Instructional Design, Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design,

Unit-3: Application of Computers in Education:

CAI, CAL, CBT, CML, Concept, Process of preparing ODLM, Concept of e learning, Approaches to e learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)

Unit-4: Emerging Trends in e learning

Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources, E Inclusion - Concept of E Inclusion, Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research

Unit-5: Use of ICT in Evaluation, Administration and Research

E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.

Reference Books

1. Abbott, C. (2001). *ICT: Changing education*. psychology press.
2. Mangal, S. K., & Mangal, U. (2009). *Essentials of educational technology*. PHI Learning Pvt. Ltd.
3. Pelgrum, W. J., & Law, N. W. Y. (2003). *ICT in education around the world: Trends, problems and prospects*. UNESCO: International Institute for Educational Planning.
4. Roblyer, M. D., & Doering, A. H. (2006). *Integrating educational technology into teaching* (Vol. 2). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Paper-VI

Any one Course from the following

Option-1

Title of the Course: Curriculum Studies

Course Code EDNMPH-2101

Unit-1: Introduction to Curriculum

Concept and Principles of Curriculum, Strategies of Curriculum Development, Stages in the Process of Curriculum development, Concept of Curriculum Planning and Curriculum Development

Unit-2: Foundations of Curriculum Planning

Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests), Bench marking and Role of National level Statutory Bodies- UGC, NCTE and University in Curriculum Development

Unit-3: Models of Curriculum Design

Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model [social reconstruction], Individual Needs & Interests Model, Outcome Based Integrative Model, Intervention Model, CIPP Model

Unit-4: Curriculum Evaluation

Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction, Approaches to Evaluation of Curriculum: Approaches to Curriculum and Instruction (Academic and Competency Based Approaches), Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model

Unit-5: Curriculum Changes

Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of students, teachers and educational administrators in curriculum change and improvement, Scope of curriculum research and Types of Research in Curriculum Studies

Reference Books

1. Taylor, P. H., & Richards, C. M. (2018). *An introduction to curriculum studies*. Routledge.
2. Talla, M. (2012). *Curriculum Development: Perspectives, Principles and Issues*. Pearson Education India.
3. Hunkins, F. P., & Ornstein, A. C. (2016). *Curriculum: Foundations, principles, and issues*. Pearson Education.

Option-2

Title of the Course: Teacher Education

Unit-1: Introduction to Teacher Education

Meaning, Nature and Scope of Teacher Education; Types of Teacher Education Programs, The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels, Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning

Unit-2: Understanding Knowledge base of Teacher Education

Point of view of Schulman, Deng and Luke & Habermas, Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching,

Unit-3: Models of Teacher Education

Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

Unit-4: In-service Teacher Education

Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education, Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC), Preliminary Consideration in Planning in-service teacher education programme (Purpose, Duration, Resources and Budget)

Unit-5: Profession and Professionalism

Concept of Profession and Professionalism; Teaching as a profession, Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development, ICT Integration, Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education

Reference Books

1. Mohan, R. (2019). *Teacher education*. PHI Learning Pvt. Ltd.
2. Singh, S. (2003). *Teacher Education*. Discovery Publishing House, New Delhi.
3. Elliott, J. (Ed.). (2011). *Reconstructing teacher education* (Vol. 221). Routledge.
4. Costa, A. L. (2001). *Developing minds: A resource book for teaching thinking*. Association for Supervision and Curriculum Development, 1703 N. Beauregard St., Alexandria, VA 22311-1714.

Option-3

Title of the Course: Educational Management and Administration

Unit-1: Educational Management

Meaning, Principles, Functions and importance of Educational Management, Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism,

Unit-2: Educational Administration

Meaning, Principles, Functions and importance of Educational Administration, Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organisational compliance, Organizational development, Organisational climate

Unit-3: Leadership in Educational Administration

Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)

Unit-4: Quality in Quality Management in Education

Concept of Quality and Quality in Education: Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma, Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad

Unit-5: Change Management

Meaning, need for Planned change, Three-Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke, Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit

Reference Books

1. Bush, T., & Bell, L. (Eds.). (2002). *The principles and practice of educational management*. Sage.
2. Sindhu, I. H. (2012). *Educational administration and management*. Pearson Education India.
3. Koontz, H. (2010). *Essentials of management*. Tata McGraw-Hill Education.
4. Everard, K. B., Morris, G., & Wilson, I. (2004). *Effective school management*. Sage.

Option-4

Title of the Course: Inclusive Education

Unit-1: Introduction to Inclusive Education

Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities), Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education, Legal Provisions: Policies and Legislations (NPE-1986), POA (1992), PWD Act (1995), National Policy of Disabilities (2006), NCF-2005, Concession and Facilities to Diverse Learners (Academic and Financial), RCI Act (1992), Inclusive Education under SSA, Features of UNCRPD and its Implication

Unit-3: Impairment, Disability and Handicap

Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse Learners' Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities, Identification of Diverse Learners for Inclusion, Educational Evaluation Methods, Techniques and Tools

Unit-4: Inclusive Classroom

Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching), Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School

Unit-5: Barriers and Facilitators in Inclusive Education

Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India

Reference Books

1. Mangal, S. K. (2007). *Educating exceptional children: An introduction to special education*. PHI Learning Pvt. Ltd.
2. Stubbs, S. (2008). *Inclusive education. Where there are few resources*. Oslo, The Atlas Alliance Publ.
3. Florian, L., Rose, R., & Tilstone, C. (Eds.). (2002). *Promoting inclusive practice*. Routledge.

Semester-III

Course Code: EDNMPH-3101

Title of the Course: Synopsis Preparation & Presentation

(As per the topic of the research work and instructions given respective supervisor/guide)

Course Code: EDNMPH-3102

Title of the Course: Term Paper (Mini Dissertation)

(The research scholars have to write a research work on the topic chosen for Dissertation)

Semester-IV

Course Code: EDNMPH-4101

Title of the Course: Dissertation

(The research scholars have to submit the Dissertation copy)

Course Code: EDNMPH-4102

Title of the Course: Viva-voce

(The research scholars have to face a viva-voce for Dissertation)
