

# **Curriculum for Master of Philosophy (M.Phil.) Programme**

**(Revised)**

**With effect from session 2015-2017**



NAAC Re-Accredited – 'A'

**RAMAKRISHNA MISSION SIKSHANAMANDIRA**

(A NCTE recognized Autonomous Govt. Aided (WB) Post-Graduate College under the University of Calcutta)

**College with Potential for Excellence (CPE), College of Teacher Education (CTE) &  
Swami Vivekananda Centre for Multidisciplinary Research in Educational Studies**

**BELUR MATH, HOWRAH - 711202, WEST BENGAL**

*"To me the very essence of education is concentration of mind, not the collecting of facts. If I had to do my education over again and had any voice in the matter, I would not study facts at all. I would develop the power of concentration and detachment, and then with a perfect instrument I could collect facts at will. Side by side, in the child, should be developed the power of concentration and detachment."*

*— Swami Vivekananda*

# Table of Contents

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### Semester – 1

1. Philosophy of Educational Research (80 Theoretical + 20 Seminar) = 100 Marks
2. Trends in Educational Research (80 Theoretical + 20 Seminar) = 100 Marks
3. Research Methodology (80 Theoretical + 20 Project) = 100 Marks

Total Marks = 300 Marks

### Semester – 2

4. Contemporary Issues in Education (80 Theoretical + 20 Writing essay on one contemporary issue identified by the teacher) = 100 Marks
5. Data Analysis in Educational Research (Qualitative and Quantitative) (50 Theoretical + 50 Computation) = 100 Marks
6. Compulsory elective (Anyone to be opted): (50 Theoretical) = 50 Marks
7. Project on any given issue = 50 Marks

Total Marks = 300 Marks

### 3rd Semester

7. Research Proposal (With presentation) = 50 Marks
8. Literature Review (25 Book Review + 25 Article Review) = 50 Marks
9. Seminar Presentation on research progress (After 3 months) = 50 Marks

Total Marks = 150 Marks

### 4th Semester

10. Seminar Presentation on research progress before 2 months of final submission = 50 Marks
11. Final Dissertation (50 Viva Voce + 150 by internal as well as external examiner) = 200 Marks

Total Marks = 250 Marks

# 1<sup>st</sup> Semester

## Paper – M.Phil. 1

### Philosophy of Educational Research

(80 Theoretical + 20 Seminar)

#### Course Learning Outcomes (CLOs):

After completion of the Course the students will be able to:

- *Understand the meaning of philosophy of educational research and its different faces.*
- *Comprehend the key concepts and recurring conflicts in educational research.*
- *Analyze the different kinds of research and their philosophical foundations.*
- *Know about the ethical dimensions of educational research.*
- *Have an idea about the future of educational research.*

**Unit – 1: Meaning of Educational research:** Concept of education, Key concepts in education, Educational discourse, Distinctiveness of educational research, Researching ‘educational practices’, Nature of scientific enquiry.

**Unit – 2: Philosophical foundations of different ways of doing research:** Observing, Experimenting, Surveying, Interviewing, Case studying, Historical research, Action research, Qualitative vs. Quantitative research, Research methods and philosophical assumptions.

**Unit – 3: Key concepts of educational research:** The logical geography of educational research, Key concepts – realism and objectivity, ‘casual explanation’, Explaining human behavior, Truth, Facts, Theory, Knowledge, Common sense explanation.

**Unit – 4: Competing philosophical positions of educational research:** Positivism, Phenomenology, Ethnography, Postmodernism and Feminism.

**Unit – 5: Ethical dimensions to educational research:** Ethics, Principles, Virtues, Democratic values, Future of educational research.

#### References:

Pring, Richard (2000) – Philosophy of Educational Research.  
Carr, W (2003) – Philosophy and Education.  
Dewey, J (1916) – Democracy and Education.  
Peters, R. S. (1965) – Ethics and Education  
Carfrinkel, H. (1967) – Studies in  
Ethnomethodology.

## Paper – M.Phil. 2

### Trends in Educational Research (80 Theoretical + 20 Seminar)

#### Course Learning Outcomes (CLOs):

After completion of the Course the students will be able to:

- *Have an overview of educational research in India since independence.*
- *Comprehend the area wise trends of educational research in India.*
- *Critically examine the achievements and limitations of area wise research in education.*
- *Pursue a Comparative analysis between the different areas of educational research.*

#### New directions of educational research

Trends are to be discussed under following headings:

Genesis & development of the research area, Trends in West as well as in India, Research tools and methods used or ought to be used, Identification of major research gaps, Challenges of research in the area, Prospects.

Sl. No.	List of Research Areas	Paper sub code
1.	Contemporary Problems and Issues in Education	CE - A
2.	<b>Teacher Education</b>	CE - B
3.	<b>Sociology of Education</b>	CE - C
4.	<b>Psychology of Education</b>	CE - D
5.	<b>Philosophy of Education</b>	CE - E
6.	<b>History of Education</b>	CE - F
7.	Comparative Education	CE - G
8.	Economics of Education	CE - H
9.	Guidance and Counseling	CE - I
10.	Measurement and Evaluation in Education	CE - J
11.	Curriculum Studies	CE - K
12.	Language Education	CE - L
13.	Mathematics Education	CE - M
14.	Social Sciences Education	CE - N
15.	Science Education	CE - O

Sl. No.	List of Research Areas	Paper sub code
16.	Educational Technology	CE - P
17.	Management and Administration in Education	CE - Q
18.	Non-formal Education	CE - R
19.	Adult Education	CE - S
20.	Elementary Education	CE - T
21.	Inclusive Education	CE - U
22.	Higher Education	CE - V
23.	Research Methodology	CE - W

### References:

Survey of Educational Research (1<sup>st</sup> to 6<sup>th</sup> Survey)  
Saxena (1980) – Controlling quality in Educational Research.

# **Paper – M.Phil. 3**

## **Research Methodology** (80 Theoretical + 20 Project)

**Unit – 1: Initiation of Research:** Identification of Research Problem, Purpose of statement, Research question and Hypothesis.

**Unit – 2: Qualitative Methods of Research:** Characteristics, Strategies, Data collection procedures.

**Unit – 3: Quantitative Methods:** Surveys - Design, Instrumentation etc., Experimental Method – Design, Procedure, Instrumentation.

**Unit – 4: Mixed Method:** Components, Strategies, Alternative Strategies, data Collection Procedures.

**Unit – 5: Report Writing:** Chapterization, Qualitative Write-up, Mixed Method Write-up. Referencing.

**Project:** Exploring research activity with reference to given research problem.

### **References:**

- Creswell, J.W. (2009) – Research Design  
Flower, F. (2002) – Survey Research Method  
Creswell, J.W. (2007) – Designing and Conducting Mixed Method Research  
Hesse-Biber, S.N. and Leavy, P. (2006) – The Practice of Qualitative Research  
Punch, K.F. (2005) – Introduction to Social Research

## 2<sup>nd</sup> Semester

### Paper – M.Phil. 4

#### Contemporary Issues in Education

(80 Theoretical + 20 Writing essay on one contemporary issue identified by the teacher) = 100

**Unit 1: Universalization of Elementary Education** – Concept, Progress, Problems, solution & Initiatives

**Unit 2: Secondary Education** – Progress, Problems & Solutions & Initiatives

**Unit 3. Higher Education** - Progress, Problems, Initiatives

**Unit 4: Distance Education** – Concept, Progress, Problems, Initiatives **Unit 5.**

**Unit 5:** Researches on above mentioned areas in Indian perspectives.

#### Reference:

Various issues of University News

# **Paper – M.Phil. 5**

## **Data Analysis in Educational Research: Qualitative and Quantitative (50 Theoretical + 50 Computation)**

**Unit – 1:** Significance testing: Coefficient correlation, Standard error, t-test, Chi-square.

**Unit – II:** Analysis of variance (ANOVA) and analysis of covariance (ANCOVA).

**Unit – III:** Correlational statistics: Partial, multiple, regression, prediction and factor analysis.

**Unit – IV:** Analyzing qualitative data, compiling, disassembling and reassembling, interpreting & concluding.

**Unit – V:** Analyzing qualitative data, interpreting and concluding.

### **Reference:**

Yin, Robert K. (2010) , Qualitative research from start to finish.

Merriam, Sharma B. (2009), Qualitative research: A guide to design and implementation. Blaikie,

Norman W.H. Analyzing quantitative data: From description to explanation.

Cohen, manion, Morrison, Research methods in education.

# **Paper – M.Phil. 6**

## **Special Paper**

(Any one to be opted from the followings)

(50 Theoretical)

### **(1) Teacher Education**

1. Problems of Teacher Education – Causes & suggestions for improvement
2. Role of NCTE – Objectives, Recommendations, methodology & evaluation
3. Analyzing classroom interaction – Meaning, systematic observation, method, FIACS
4. In-service Teacher Education – Objectives, Principles, Improvement
5. Researches in Teacher Education in Indian perspective.

### **(2) Sociology of Education**

1. Social change & Education – concept, factors & role of education
2. Modernization & Education characteristics of modernization, ways of modernization & role of education
3. Democracy & Education – Aspect of democracy, Importance of education in democracy, ways of ensuring democracy in education
4. Education and Values – Concept, kinds of educational values, strategies for inculcation of values in education.
5. Researches in sociology of education with respect to above mentioned areas in Indian perspective.

### **(3) Psychology of Education**

1. Constructivist approach to Instruction – Concept, cooperative learning, problem solving learning, teaching thinking skill
2. Motivation – Concept, theories, implication
3. Adjustment – Concept, theories, methods
4. Personality – Concept, theories, Assessment
5. Researches in Educational psychology with above mentioned areas in Indian perspective

**(4) Philosophy of Education**

1. Epistemological, Metaphysical and Axiological assumptions of different Schools of Indian Philosophy
2. Competing Western Research Paradigms.
3. Some essential propositions regarding the typology of researches in philosophy of education.
4. Methods for 'doing philosophy of education' (both Indian & Western)
5. General propositions for rejuvenating researches in philosophy of education

**(5) History of Education**

1. Philosophy of History & Historiography
2. Significance & types of Sources
3. Analysis and Interpretation of data in historical research
4. Methods for 'doing history of education' (both Indian & Western)
5. General propositions for rejuvenating researches in history of education