

**Professional course of Educational Psychology**  
**Session: 2015-16 and Onwards**  
**M. Phil in Educational Psychology (2 Years)**  
 University of Dhaka

Year - I

<b>Paper</b>	<b>Course Title</b>	<b>Marks</b>	<b>No. Of Units</b>
Paper - I	A: Applying Advance Psychology in Educational Practice B: Assessing and Intervening with Individual differences	100	1.0
Paper – II	A: Issues related – practice in Educational Psychology B: B: Research in Educational Psychology	100	1.0
	Placement (field work) Thesis and Seminar Viva Voce -	100	1.0
	Total	300	3.0

## **Paper – I**

### **A: Applying Psychology in Educational Practice –**

1. Review of previous lessons learnt
2. Advance theories in Psychology
  - 2.1 Motivating children
  - 2.2 Understanding attachment and attachment Disorder.
  - 2.3 Working with family systems
3. Socialization Process in Bangladeshi family
  - 3.1 Getting to know the families
  - 3.2 Friendship in childhood
  - 3.3 Adolescent at risk
  - 3.4 Culture and Morality

### **B: Assessing and Intervening with Individual Differences**

1. Review of previous lessons learnt
2. Qualitative assessment techniques
  - 2.1 Dynamic assessment
  - 2.2 Play Based assessment
3. Dealing with the continuum of learning problems
  - 3.1 Ability grouping for creativity and giftedness
4. Issue of inclusive education
  - 4.1 Problems related to Education for all
  - 4.2 Curriculum development
  - 4.3 Individualized Education program (IEP)
  - 4.4 Case management
5. Intervening through counseling skills
  - 5.1 Intervening with special need children e.g. abuse, negligence, broken families
  - 5.2 Techniques for communicating with children
  - 5.3 Developing trust with children
  - 5.4 Observing children

## **Paper – II**

### **A: Issues related to practice in Educational Psychology –**

1. Review of previous lessons learnt
  - 1.1 Continuous professional growth
  - 1.2 Consultation as a comprehensive approach
  - 1.3 Consultation in service delivery
  - 1.4 Developing consultation partnership
2. Continuous professional development and growth
  - 2.1 Professional and personal self-development
  - 2.2 Professional issues
  - 2.3 Supervised practice
  - 2.4 Dealing with burnout, stress management
3. Cooperation and liaison with other agencies
  - 3.1 Organizational Culture and practice
  - 3.2 Role Conflict
  - 3.3 Net working

### **B: Research in Educational Psychology**

1. Review of previous lessons learnt
2. Real world enquiry
  - 2.1 Developing a research proposal
  - 2.2 Choosing a research strategy
  - 2.3 conducting need assessment
3. Dealing with data
  - 3.1 Analyzing and interpreting data
  - 3.2 Making an impact
  - 3.3 Action research
4. Issues related to research
  - 4.1 Educational psychologists as a researcher and practitioners
  - 4.2 Ethical principles for conducting research with human participants
5. formulating and conducting educational research
  - 5.1 Research proposal
  - 5.2 Carrying out research project
  - 5.3 Writing and presenting research report

**Placement:** 60% of course of time the trainees shall be required to work in school setting as placement (4 days a week). During placement the trainee will professional understanding and skills in solving educational problems through individual case assessment and intervention, classroom observation and intervention, conducting workshops, group work, need assessment etc. All work would be undertaken in partnership with students, teachers and parents.

Trainees will need to submit placement report with 10 case assessment and intervention report process account, official testimonial, supervision report, etc.

During the placement trainee require to plan and carry out individual research in educational setting and submit a report and present seminar.

**Supervision:** The trainee will be under continuous supervision. 20% of placement time will be supervision hour.

**Year II:** Continuous professional growth through fulltime placement at school, thesis work and supervision.

80% of course time the trainees shall be required to work in school setting as placement during placement the trainee will apply professional understanding and skills in solving educational problems through individual case assessment and intervention, classroom observation and intervention, conducting workshops, group work, need assessment etc. all work would be undertaken in partnership with students, teachers and parents.

Trainees will need to submit placement report with 15 case assessment and intervention report, process account, need assessment, official testimonial, etc.

During the placement the trainee require to plan and carry out individual research in form of thesis related to problems encountered in educational setting and submit a report and present at least 2 seminars.

**Supervision:** The trainees will be under continuous supervision. 20% of course time will be supervision hour. Trainees need to provide supervision report.

Research and seminar: During the course the trainee will require to plan and carry out individual research (based on case studies) in counselling setting and submit a report and present seminar.

Personal work: It is mandatory that trainees undergo a specified hours of personal counseling for coping with own stress and burnout

**Note:**

**Course Evaluation:** 60% written examination and 40% attendance, mid course evaluation, assignments and presentation.

Specified hours of supervised placement work are mandatory for accreditation of M.Phil degree. The authority will have the power to withhold the certificate in case of failure until the requirements are fulfilled.

## References

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14. Sadlin Ruth Riceo LD (1995) Instructors Resource Manual for Woolfolk Educational Psychology. Allyn & Bacon.
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