BANKURA UNIVERSITY

CBCS SYLLABUS

for

M.A. in EDUCATION

(Two Year Semester System)

w.e.f.

July, 2019

BANKURA UNIVERSITY

BANKURA

WEST BENGAL

PIN 722155

CONTENTS

1. PREAMBLE:

M.A. in Education Programme is meant for candidates desirous of pursuing post-graduate programme in Education. This post-graduate programmein Education would comprise theoretical courses and practical courses. Theoretical courses include core, major elective, minor elective (interdisciplinary choice based), compulsory foundation, and elective foundation. Practical courses consist of psychological practical. In addition, research workin the form of a dissertation would form an essential part of the M.A. in Education Programme. Depending on the actual design and declared objectives, the programme provides opportunities for students to extend as well as deepen their knowledge, understanding, and skill.

2. INTRODUCTION TO CBCS (CHOICE BASED CREDIT SYSTEM):

The CBCS proves an opportunity for the students to choose courses from the prescribed courses comprising minorelective. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading systems provides uniformity in the evaluation and computation of the cumulative grade point average (CGPA) based on students' performance in examinations enables the students to move across institutions of higher learning. The uniformity in evaluation system also enable the potential employers in assessing the performance of the candidates

3. DEFINITIONS:

a. 'Academic Session' means four consecutive (two odd + two even) Semesters;

c. 'Choice Based Credit System' (CBCS) provides choice for students to select from the prescribed courses as offered by the University.

d. 'Course' is a component of a programme. All courses need not carry the same weightage. Courses define learning objectives and learning outcomes. A course may be designed to comprise lectures / tutorials / field work / outreach activities / project work / / viva voce / seminars / assignments / presentations etc. or a combination of some of these.

e. 'Core course' means a course that the student admitted to a particular programme must successfully complete to receive the Degree and which cannot be substituted by any other

course. For this purpose, all courses other than Specialization / Choice Based Electives, are considered as Core courses.

f.   According to 'Credit Based Semester System' (CBSS) a student needs toobtain credits as specified by the university from time to time for the award of a degree.

g.   'Credit Point' is calculated on the basis of grade points and number of credits for a course obtained by a student.

h.   'Cumulative Grade Point Average' (CGPA) is a measure of overall cumulative performance of a student in all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is calculated up to two decimal places.

i.   'Elective Course' means a course other than a core course. Elective course may be'Discipline Centric Elective' or Major Elective which enables students to achieve proficiency in a specialized discipline or 'Open Elective' or Minor Elective which may be chosen from an unrelated discipline.

j.   'Grade Point' is the numerical weightage allotted to each 'letter grade' on a ten point scale.

k.   'Letter Grade' is an index of the performance of students in a course. Grades are denoted by letters O, A+, A, B+, B, C, P ,F, and Absent will be stated as 'Ab'.

l.   'Programme' means the Masters programme conducted by theBankura University.

m.   'Semester Grade Point Average' (SGPA) is a measure of performance of work done in a semester. It is the ratio of total credit points secured by a student in various courses prescribed in a semester and the total course credits obtained during that semester. It shall be calculated up to two decimal places.

n.   "Semester" means 16 weeks of academic work following a five day week pattern. The odd semester commences in July and ends in December and the even semester commences in January and ends in June.

o. 'Grade Card' based on grades obtained shall be issued to all the registered students after every semester. The grade card will display the details of courses studied(code, title, number of credits, grade secured) along with SGPA of that semester and CGPA.

4. PROGRAMME SPECIFIC OBJECTIVES (PSO):

The curriculum is designed to achieve the following programme specific objectives of the M. A. in Education Programme-

i) To impart knowledge and understanding about the philosophical, psychological, sociological, historical, economic and political foundations of education.

ii) To impart knowledge and understanding of the process of research and skill in conducting research in specialized areas.

iii) To impart knowledge and understanding of curriculum and management studies.

iv) To impart knowledge and understanding and to build up the skill of effective uses of educational technology and information and communication technology.

v) To impart knowledge and understanding the teacher education system

vi) To impart knowledge and understanding of inclusion education system

vii) To impart knowledge and understanding of specialized courses regarding guidance and counselling, environmental education, measurement and evaluation technique, distance education system, and comparative education.

viii) To impart knowledge and understanding of generic elective/minor elective courses in early childhood education and mental health issues in education.

5. DETAILS OF M.A. IN EDUCATION PROGRAMME STRUCTURE

COURSE STRUCTURE

TOTAL MARKS = 1000   **SEMESTER - 4**   **CREDITS =80**

COURSES	SEM - I	SEM - II	SEM - III	SEM - IV
CORE COURSES	200	200	150	150
INTERNAL ASSIGNMENT	50	-	-	-
ELECTIVE COURSES (Major)	-	-	50	50
ELECTIVE COURSES (Minor)	-	-	50	-
COMPULSORY FOUNDATION*	50*	-	-	-
ELECTIVE FOUNDATION*	-	50*	-	-
PRACTICUM	-	50	-	-
DISSERTATION WORK	-	-	-	50
TOTAL	250	250	250	250

* represents the foundation course. The foundation courses are to be conducted by the University. The course shall have internal assessment only and so, credit earned for these courses, shall not be considered while preparing the final result. However, the candidates are required to obtain **Satisfactory or Not Satisfactory** to become eligible for the final semester examination/award of the P.G. Degree.

6. Semester wise distribution of credits

Semester	Courses	Credits	Marks		
			I.A	ESE	Total
1st Sem.	4 Courses of 4 Credits Each 1 Internal Assignment 1 Compulsory Foundation*	$4 \times 4 = 16$ $1 \times 4 = 4$ $1 \times 1 = 1*$	40 (4×10) 50 50*	160 - -	200 50 50*
2nd Sem.	4 Courses of 4 Credits Each 1 Practicum 1 Compulsory Foundation*	$4 \times 4 = 16$ $1 \times 4 = 4$ $1 \times 1 = 1*$	40 (4×10) - 50*	160 50 -	200 50 50*
3rd Sem.	4 Courses of 4 Credits Each 1 Elective (CBCS/ Open)	$4 \times 4 = 16$ $1 \times 4 = 4$	40 (4×10) 10 (1×10)	160 40	200 50
4th Sem.	4 Courses of 4 Credits Each 1 Dissertation Work	$4 \times 4 = 16$ $1 \times 4 = 4$	40 (4×10)	160 50	200 50
Total	16 Courses of 4 Credits Each, 1 Internal Assignment of 4 credits each,1 elective (CBCS/Open), One Practicum and One Dissertation	$(16 \times 4) + 4 + 4 + 4+4= 80$	220	780	1000
Grand Total Marks		**80**	**1000**		

I.A. =Internal Assignment/Assessment, ESE= End-Semester Examination

* represents the foundation course. The foundation courses are to be conducted by the University. The course shall have internal assessment only and so, credit earned for these courses, shall not be considered while preparing the final result. However, the candidates are required to obtain **Satisfactory or Not Satisfactory** to become eligible for the final semester examination/award of the P.G. Degree.

COURSE STRUCTURE OF SEMESTER - I

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	L.	T.	P.
Core Courses		4	10	40	50	64		
EDN 101C	Philosophical Foundation of Education (Part-one)							
EDN 102C	History of Education	4	10	40	50	64		
EDN 103C	Psychological Foundation of Education (Part-one)	4	10	40	50	64		
EDN 104C	Methodology of Educational Research (Part-one)	4	10	40	50	64		
Internal Assignment								
EDN 105IA	Assignment (15 Marks, Seminar (30 Marks), Tutorial (5 Marks), and Library Work	4 (Seminar -2, Assign.- 1, Tutorial- 1)	50 (**Evaluated by the D.C**)	-	50		16	96(seminar- 64, Assignment -32)
Compulsory Foundation Course (Tuesday from 1 p.m. to 2 p.m.)								
EDN 106 CF	Communicative English and Personality Development,	1		50		16		
Note: The foundation courses are to be conducted by the University. The course shall have internal assessment only and so, credit earned for these courses, shall not be considered while preparing the final result. However, the candidates are required to obtain **Satisfactory or Not Satisfactory** to become eligible for the final semester examination/award of the P.G. Degree.								
Total in Semester - I		**20**	**90**	**160**	**250**	**272**	**16**	**96**

COURSE STRUCTURE OF SEMESTER - II								
Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	L	T	P
Core Courses								
EDN 201C	Sociological Foundation of Education (Part-two)	4	10	40	50	64		
EDN 202C	Politics and Economics of Education	4	10	40	50	64		
EDN 203C	Psychological Foundation of Education (Part-two)	4	10	40	50	64		
EDN 204C	Methodology of Educational Research (Part-two)	4	10	40	50	64		
Practical			b) 20 (Note Book-10, Viva-Voce – 10)	a) 30 (Note Book-10,Examamination-15 Viva-Voce – 5)				
EDN 205P	a) Psychological Practical (30 Marks), [Evaluated by H.o.D, Internal, and External] b) Excursion / Project / Environmental Awareness (20 Marks [Evaluated by H.o.D, and all faculty members]	4 (2+2)			50			128(Practical-64, Project-64)
Elective Foundation Course								
[A student will select any one of the following course as electivefoundation Course from following groups (Tuesday from 1 p.m. to 2 p.m.)]								
EDN 206 EF	1. Yoga and Life Skills Education, 2. Value Education and Human Rights	1	50		50	16		
Note: The foundation courses are to be conducted by the University. The course shall have internalassessment only and so, credit earned for these courses, shall not be considered while preparing the find result.However, the candidates are required to obtain **Satisfactory or Not Satisfactory**to become eligible for the final semester examination/award of the P.G. Degree.								
Total in Semester - II		**20**	**60**	**190**	**250**	**272**	**0**	**128**

COURSE STRUCTURE OF SEMESTER - III									
Course Code	**Course Title**		**Credit**	**Marks**			**No. of Hours**		
				I.A.	**ESE**	**Total**	**L**	**T**	**P**
Core Courses			4	10	40	50	64		
EDN 301C	Curriculum Studies								
EDN 302C	Educational Technology& Information and Communication Technology		4	10	40	50	64		
EDN 303C	Teacher Education (Part-one)		4	10	40	50	64		
Elective Courses –Major (Any one of the following)									
EDN 304	304 EA	Guidance and Counseling (Part-one)	4	10	40	50	64		
	304 EB	Environmental Education (Part-one)	4	10	40	50	64		
	304 EC	Educational Measurement, Evaluation, and Assessment (Part-one)	4	10	40	50	64		
	304 ED	Distance Education(Part-one)	4	10	40	50	64		
	304 EE	Comparative Education (Part-one)	4	10	40	50	64		
Dissertation to be allotted in 3rd semester but evaluated in the 4th semester									
Elective Courses –Minor (Any one of the following) (Courses are mandatory choice based and students (other than department) of any Department of PG level can opt for the course) (Monday, Wednesday, Thursday, Friday from 1 p.m. -2 p.m.)									
EDN 305	305 EIDA	Early Childhood Education	4	10	40	50	64		
	305 EIDB	Mental Health Issues in Education	4	10	40	50	64		
Total in Semester - III			**20**	**50**	**200**	**250**	**320**	**0**	**0**

COURSE STRUCTURE OF SEMESTER - IV

Course Code		Course Title	Credit	Marks			No. of Hours		
				I.A.	ESE	Total	L	T	P
Core Courses									
EDN 401C		Educational Management	4	10	40	50	64		
EDN 402C		Inclusive Education	4	10	40	50	64		
EDN 403C		Teacher Education (Part-two)	4	10	40	50	64		
Elective Courses –Major (Any one of the following)									
EDN 404	404 EA	Guidance and Counseling (Part-two)	4	10	40	50	64		
	404 EB	Environmental Education (Part-two)	4	10	40	50	64		
	404 EC	Educational Measurement, Evaluation, and Assessment (Part-two)	4	10	40	50	64		
	404 ED	Distance Education(Part-two)	4	10	40	50	64		
	404 EE	Comparative Education (Part-two)	4	10	40	50	64		
EDN 405 DN		Dissertation Work (Start From 3rd Semester and will be continued up to 4th Semester) (To be assessed by H.O.D, Supervisor, and One External Expert)	4		50 (40 Dissertation + 10 Viva-Voce)				128
Total in Semester – IV			**20**	**40**	**210**	**250**	**256**	**0**	**128**
Grand Total of Semesters I, II, III, and IV			**80**	**1000**			**1120**	**16**	**352**

M.A in EDUCATION

SEMESTER-I

Core Course Title: Philosophical Foundations of Education

Core Course Code: EDN 101 C

Contact Hours per week: 4   **Maximum Marks: 50**

Examination Duration: 2 hours   **Internal: 10**

                                                                                          ESE: 40

OBJECTIVES:

To enable students to develop the following objectives:-

❖ To understand the contributions of Philosophy in the discipline of Education.

❖ To understand the contributions of different schools of Indian Philosophy in the field of Education.

❖ To understand the impact of Western Schools of Philosophy on Indian Education.

❖ To acquaint themselves with the Educational contributions of some great thinkers on Education and develop competency to apply their contributions especially to contemporary Indian Education Scenario;

CONTENTS:

Unit-1: Education & Philosophy   **14 Lectures**

1) Concept and Definition.

2) Aims of Education,

3) Objectives of Modern Education,

4) Child Centric Education,

5) Play-way Methods in Education,

6) Branches of Philosophy (Epistemology, Metaphysics and Axiology), and

7) Relationship between Education and Philosophy.

Unit-II: Contribution of Indian Schools of Philosophy:—— **20 Lectures**

1) Sankhya

2) Yoga

3) Vedanta

4) Buddhism

5) Jainism

6) DayanandaDarshan and

7) Islamic Tradition

(with special reference to knowledge, reality, values & their Educational Implications: aims, curriculum, methods of teaching, teacher-students relationship and discipline.)

Unit-III: Contribution of Western Schools of Philosophy:—— **9 Lectures**

1) Idealism

2) Realisms

3) Naturalism

4) Pragmatism

5) Marxism

6) Existentialism and

7) Logical Positivism

(with special reference to knowledge, reality, values & their Educational Implications: aims, curriculum, methods of teaching, teacher-students relationship and discipline.)

Unit-IV: Contribution of Great Indian Thinkers on Education and Society:—— **12 Lectures**

1) Swami Vivekananda

2) Rabindranath Tagore

3) Mahatma Gandhi

4) Aurobindo

5) Radhakrishnan

6) J. Krishnamurthy

(with special reference to contribution of their thoughts on Modern Education and development of educational thoughts for 'social change and social reconstruction')

Unit-V: Contribution of Great Western Thinkers on Education and Society:—— **9 Lectures**

1) Rousseau

2) Pestalozzi

3) Montessori

4) Froebel

5) John Dewey, and

6) Russell

(with special reference to contribution of their thoughts on Modern Education)

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M.A in EDUCATION

SEMESTER-I

Core Course Title: History of Education

Core Course Code: EDN 102 C

Contact Hours per week: 4   **Maximum Marks: 50**

Examination Duration: 2 hours   **Internal: 10**

                                                 ESE: 40

OBJECTIVES:

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

- ❖ understand the different Committees and Commissions report on Elementary Education in Independent India.
- ❖ understand the Different Committees and Commissions report on Secondary Education in Independent India.
- ❖ understand the Different Committees and Commissions report on Higher Education in Independent India.
- ❖ understand different Committees and Commissions report on teacher Education in Independent India.
- ❖ understand different Committees and Commissions report on technical Vocational & Women Education in Independent India.

COURSE CONTENTS:

Unit I: Different Committees and Commissions report on Elementary   Education in Independent India.

   (a) Sarva Shiksha Abhiyan(2000)
   (b) SarbaSiksha Mission
   (c) ECCE & DPEP(1994)

Unit II: Different Committees and Commissions report on Secondary   Education in Independent India.

(a) Secondary Education Commission (1952-53)

(b) Kothari Commission (1964-66)

(c) National Policy on Education (1986,1992)

(d) Rama Murti Committee (1990)

(e) RMSA

Unit-III: Different Committees and Commissions report on Higher Education in Independent India.

(a) Radhakrishnan Commission (1948-49)

(b) National Knowledge Commission (2007)

(c) Yash Pal Committee's Report (2009)

Unit-IV: Different Committees and Commissions report on teacher Education in Independent India.

(a) National Commission on Teachers (1999)

(b) National Curriculum Framework for Teacher Education(2009)

Unit-V: Different Committees and Commissions report on technical Vocational & Women Education in Independent India.

(a) National Council for Women Education (1959)

(b) SreematiHanshaMehata Committee (1961)

(c) Sreebhagtabotsalam Committee.

(d) Justice Verma Committee Report (2012)

(e) Prof.P.V.Indirewsan Review Committee(2000)

(f) U.R.Rao Committee (2002-2003)

(g) P.Rama Rao Committee (2002-2004)

(h) Dr.AnilKakodhar Committee (2010-2011)

Selected References:

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➢ J. C. Aggarwal - Landmarks in the History of Modern Indian Education

➢ Nurulla&Naik- A Students History in India

➢ S. S. Ravi – A Comprehensive Study of Education

➢ J. P. Banerjee – Education in India: Past, Present and Future

➢ S.N. Mukerjee- Modern Indian Education

➢ B. K. Nayak- History Heritage and Development of Indian Education

➢ B. N. Dash –History of Education in India

M.A in EDUCATION

SEMESTER-I

Core Course Title: Psychological Foundations of Education (Part One)

Core Course Code: EDN 103 C

Contact Hours per week: 4	**Maximum Marks: 50**
Examination Duration: 2 hours	**Internal: 10**
	ESE: 40

OBJECTIVES:

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

- ❖ understand the concept and process of educational psychology as an applied science.
- ❖ understand the psychological and development basis of education
- ❖ understand the concept and different principles of growth and development
- ❖ understand the different aspects of development of learner's personality.
- ❖ understand different theories of development and their educational implications
- ❖ understand different dimensions of individual differences
- ❖ understand the changing concept of intelligence, creativity and its application.
- ❖ understand different theories of personality
- ❖ understand different techniques of assessment of personality
- ❖ understand the concept of mental health and its importance in their life

COURSE CONTENTS:

Unit-I: Growth and Development

1. Growth and Development: Concept and Principles,

2. Cognitive Processes and stages of Cognitive Development,

3. Mental health and mental hygiene.

Unit- II: Approaches to Intelligence & Creativity

1. Approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence, multiple intelligence, emotional intelligence

2. Theories of Intelligence by Sternberg, Gardner,

3. Assessment of Intelligence,

4. Concepts of Problem Solving, Critical thinking, Metacognition and Creativity

Unit-III: Principles and Theories of Learning

1. Principles and Theories of learning: Behaviouristic, Cognitive and Social theories of learning,

2. Factors affecting social learning, social competence,

3. Concept of social cognition, understanding social relationship and socialization goals

Unit-IV: Personality and Theories of Personality

1. Personality-Concept and nature,
2. Theories of Personality and their Educational Implications.
3. Freud's Psycho-analytical Theory,
4. Trait Theories by Allport and Cattell, Carl Rogers, Max Wertheimer & Kurt Koffka.
5. Type Theory by Eysenck.

Unit-V: Approaches to Guidance & Counselling.

1. Guidance and Counselling: Nature, Principles and Need,
2. Types of guidance (educational, vocational, personal, health and social & Directive, Non-directive and Eclectic),
3. Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Person-centred Counselling (Carl Rogers) –
4. Theories of Counselling (Behaviouristic, Rational, Emotive and Reality)

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➢ B.K. Passi. (1982). Creativity in Education, NPC Agra.
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➢ Biehler R.F. and Jack Snowman: psychology Applied to Teaching Houghton Miffin

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SEMESTER-I

Core Course Title: Methodology of Educational Research (Part One)
Core Course Code: EDN 104 C

Contact Hours per week: 4	**Maximum Marks: 50**
Total contact hour per semester :64	**Internal: 10**
Examination Duration: 2 hours	**ESE: 40**

OBJECTIVES:

On completion of this course, the students will be able to:

❖ Describe the nature, purpose, scope, areas, and types of research in education.

❖ Explain the characteristics of quantitative and qualitative.

❖ Select and explain the problem appropriate for a research study

❖ Conduct a literature search and develop a research proposal

❖ Explain a sampling design appropriate for a research study

❖ Explain tool, design and procedure for collection of data

❖ Analyze the data descriptively

❖ Describe different types of variable and examine the variable relationship

CONTENTS:

Unit I- Research in Education: Conceptual Issues 　　　　　　　　　　**20 Lectures**

1. Aims of research as a scientific activity: Problem solving, theory building, and prediction

2. Educational research: Meaning and Scope

3. Scientific Method: Meaning, characteristics, Types, and Steps

4. Types of Educational Research: Basic, Applied, Action Research and their characteristics.

5. Approaches to educational research: Quantitative and Qualitative.

6. Planning the research study: Selection, definition and evaluation of research problems.

7. Review of the literature and its importance

8. Variable – Meaning and types, Delineating and Operationalizing Variable,

9. Hypotheses: Concepts, sources, types, characteristics of good hypotheses

10. Preparation of a research proposal

Unit II- Methods of Data Collection   10 Lectures

1. Criteria of a good research tool

2. Types of tools: Rating scale, attitude scale, questionnaire, aptitude test, and achievement test

3. Techniques of research: Interview, Observation, Projective, and Sociometric

Unit III- Sampling in Research   10 Lectures

1. Concept of population, sample, and sampling

2. Probability sampling techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling

3. Non- Probability Sampling Techniques: Incidental Sampling, Purposive Sampling, Quota Sampling, Snowball Sampling,

Unit IV- Data Analysis and Interpretation   15 Lectures

1. Data types: Nominal, Ordinal, Interval and Ratio scale,

2. Graphical representation of data

3. Measures of central tendencies and dispersion

4. Normal probability curve

5. Relative positions: percentile rank, z-scores.

Unit V- Examining Relationships   **9 Lectures**

1. Scatter plots and their interpretation, product moment, rank difference,

2. Biserial, Point-biserial, Tetrachoric and Phi-coefficient of correlation (Concept and uses only)

3. Partial and Multiple correlations (Concept and uses only)

Transaction Mode

✓ Lecture-cum-Discussion, brain storming, group discussion, presentations; Panel discussion; Seminar presentations.

Sessional Work:

✓ Development of a research proposal on an identified research problem

✓ Preparation, try out and finalization of a tool

✓ Preparation of a review article

✓ Use of computers in literature review /review of a dissertation

✓ Selection and description of appropriate statistical technique(s) for answering a research question

REFERENCES:

➢ Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.

➢ Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction,* New York: Longman, Inc.

➢ Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.

➢ Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.

➢ Cohen, Lewis and Manion Lawrence (1994) Research Methods in Education New York : Holt Rinchart and Winston Inc.

➢ Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.

➢ Flick, Uwe (1996): An Introduction to Qualitative Research . London sage publication

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▶ Keeves, John. P (ed)(1990) Educational Research Methodology and Measurement : An International Handbook. New York : Pergamo Press

▶ Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.

▶ Kirkapatrick, D.L. (2005). Evaluating training Programmes: The four Levels. San Francisco: Brrett-Kochler.

▶ Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.

▶ Pamela Maykut& Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.

▶ Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage.

▶ Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage.

▶ Scott, David & Usher, Robin (1996). *Understanding Educational Research.* New York: Rout ledge.

▶ Shank, G.D. (2002). Qualitative Research. Columbus, ott: Merill, Prentice Hall.

▶ Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.

▶ Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.

▶ Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.

▶ Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.

▶ Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding *Educational Research: An Introduction*. New York: McGraw Hill.

M.A in EDUCATION

SEMESTER-II

Core Course Title: Sociological Foundations of Education
Core Course Code: EDN 201 C

Contact Hours per week: 4   **Maximum Marks: 50**

Examination Duration: 2 hours   **Internal: 10**

                                                 ESE: 40

OBJECTIVES

After completion of the course the students will be able to -

- Understand the meanings of education and sociology;

- Grab the concepts and approaches to sociology;

- Generalize the functions of social institutions;

- Understand the contributions of great educational thinkers for social change;

- Understand national values that enshrined in the Indian Constitution.

CONTENTS

Unit -I:Education and Sociology

- Concept,
- Relations between education and sociology,
- Educational Sociology – Concept, Scope and Nature

Unit -II:Approaches to Sociology

- Concept of Social Movements,
- Symbolic Interaction, Structural Functionalism, Conflict Theory
- Theories of Social Movements - Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory

Unit -III: Functions of Social Institutions

- Concept and Types of social Institutions
- Role and functions of - family, school and society

Unit - IV: Contribution of Educational Thinkers for Social Change

- Meaning of Social Change
- Contribution of Great Thinkers with special reference to –
  Paulo Freire,
  Wollstonecraft,
  NelNoddings
  SavitribaiPhule

Unit - IV: National Values as enshrined in the Indian Constitution

- Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education

Suggested Books

- Shukla, S.C. & Kumar, K.: Sociological perspective in Education, Chanakya Publication, New Delhi, 1985.
- Bhatt, B.D. & Sharma, S.R.: Sociology of Education, Kanishka Publishers House, 1993.
- Brown, F.J.: Educational Sociology, Prentice Hall Inc. 1961.
- Cook, L.A. & Cook, E.: A Sociological Approach to Education, McGraw Hill, New York, 1950.
- Sharma, Y. - Sociology of Education
- Brown, F.L. -Educational Sociology
- Gisbert, P. -Fundamentals of sociology.
- Chakraborty, J.C. -Educational Sociology.
- Durkhiem -Sociology of Education
- Bottroll - Applied principles of Educational Sociology
- Rao, M.S.A - Education, Social stratification
- Dighburn, W.F - Social exchange.

SEMESTER-II

Core Course Title: Politics and Economics of Education

Core Course Code: EDN 202 C

Contact Hours per week: 4	**Maximum Marks: 50**
Examination Duration: 2 hours	**Internal: 10**
	ESE: 40

OBJECTIVES:

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

❖ understand the meaning of policy and types of policy.

❖ understand the relationship between Politics and Education.

❖ understand the relationship between policies and Education.

❖ understand the concept of Economics of Education.

❖ understand the modern trend in Education and Politics.

COURSE CONTENTS

Unit-I: Introduction to Politics and Education

Define Policy. Types of Policy. Different policies taken by West Bengal Govt. and Central Govt. related to Education

Unit-II: Relationship between Politics and Education

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-III: Concepts of Economics of Education

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

Unit-IV: Relationship between Politics and Education

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

Unit-V: Modern trends in Education & Politics

Selected References:

M.A in EDUCATION

SEMESTER-II

Core Course Title: Psychological Foundations of Education (Part Two)

Core Course Code: EDN 203 C

Contact Hours per week: 4	**Maximum Marks: 50**
Examination Duration: 2 hours	**Internal: 10**
	ESE: 40

OBJECTIVES:

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

❖ understand the Concept, meaning & different theories of Pedagogy.

❖ understand the meaning, nature and types of Assessment.

❖ understand the meaning, types and criteria of Assessment in Pedagogy of Education.

❖ understand the meaning, Principles and theories of Andragogy.

❖ understand the Assessment in Andragogy of Education.

CONTENTS:

Unit-I: Introduction to Pedagogy:

Pedagogy, Pedagogical Analysis - Concept and Stages, Critical Pedagogy- Meaning, Need and its implications in Teacher Education, Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model)

Unit-II: Assessment

Assessment – Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment of Learning) - Types of Assessment (Placement, formative, diagnostic, summative) Relations between objectives and outcomes, Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning

Unit-III: Assessment in Pedagogy of Education

Assessment in Pedagogy of Education: Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources

Unit-IV: Introduction to Andragogy

Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles), the Dynamic Model of Learner Autonomy

Unit-V: Assessment in Andragogy of Education

Assessment in Andragogy of Education - Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix), Criteria for teacher evaluation (Product, Process and Presage criteria, Rubrics for Self and Peer evaluation (Meaning, steps of construction).

Selected References:

o Chakraborty, P.K. (2012), SikshaManovigyan O SikhonPrakria, West Bengal State Book Council.

o Chauhan, S.S. (1979). Innovations in Teaching-Learning Process, Vikash Publishing House Private Ltd., New Delhi.

o De Cecco, J.P. & Crawford, W (1977). The Psychology of Learning and Instruction: Educational Psychology; Prentice-Hall of India, New Delhi.

o Orlich, D.C., et.al. (1990). Teaching Strategies. D. C. Heath& Co., Lexington, Massachusetts. • Walker, M. (2010). Educational Philosophy and Theory, Wiley-Blackwell

M.A in EDUCATION

SEMESTER-II

Core Course Title: Methodology of Educational Research (Part two)
Core Course Code: EDN 204 C

Contact Hours per week: 4   **Maximum Marks: 50**

Examination Duration: 2 hours   **Internal: 10**

                                                                ESE: 40

OBJECTIVES:

On completion of this course, the students will be able to:

❖ Understand different methods of educational research

❖ Apply qualitative research design

❖ Use mixed method design

❖ Know appropriate procedures to analyze data

❖ Understand emerging trends in educational research

CONTENTS:

Unit I- Methods of Research   **15 Lecture**

1. Historical research

2. Descriptive research

3. Experimental Research including Laboratory Experiment, Field Experiment

4. Ex-post facto Research

Unit II– Qualitative Research Design   **15 Lecture**

1. Grounded theory design: Meaning characteristic, types, steps, strength and weakness

2. Narrative research design: Meaning, characteristics, steps

3. Case study: Meaning, characteristics, components, types, steps, strengths, and weaknesses

4. Ethnography: Meaning, characteristics, steps, strengths, and weaknesses

Unit III–Mixed Method Design 10 Lecture

1. Types: Triangulation, explanatory, exploratory

2. Steps in conducting mixed method design

3. Strengths and weaknesses of mixed method design

Unit IV– Data Analysis 20 Lecture

1. Parameter and Statistics-Concept of parameter and statistics, sampling error, sampling distribution, standard error of mean

2. Testing of hypotheses-Types of error, levels of significance,

3. Testing of significance: t-test and ANOVA

4. Non-parametric statistics: Meaning and uses in Educational Research, Chi-square

5. Qualitative data analysis: Data reduction and classification, analytical induction and constant comparison

Unit V–Emerging trends in educational research 4 Lecture

Transaction Mode:

✓ Presentation, demonstration and discussion, reading additional resources provided on web-based students study sites, individual and group exercises, study of published empirical research article, and development of a statistical analysis plan on the topic selected for dissertation.

Sessional Work:

The student teacher may undertake any one of the following activities:

✓ Selection and description of appropriate statistical technique(s) for answering a research question for testing a given hypothesis

REFERENCES:

➢ Cononver, W.J. (1971). Practical Non-Parametric Statistics. New York: John Wiley & Sons Inc.

➢ Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.

➢ Gibbons, J.D. (1971). Non-Parametric Statistical Inference. New York: McGraw Hill.

➢ Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition). Boston: Allyn & Bacon.

➢ Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).

➢ Henry, G.T. (1995). Graphing data: Techniques for display and analysis. Thousand oaks, CA: Sage.

➢ Howell, D.C. (1997). Statistical Methods for Psychology. Belmont, CA: Duxbury Press.

➢ Huck, S.W. (2007). Reading Statistics and research. Boston: Allyn & Bacon.

➢ Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New York: Harper and Row.

➢ Siegal, S. (1956). *Non-parametric Statistics for Behavioural Science,* New York: McGraw Hill.

➢ Miles, M.B., &Huberman, A.M. (1994). Qualitative Data Analysis: An expanded Sourcebook. Thousand Oaks, CA: Sage.

➢ VanLeeuwen, T., &Jewitt, C. (Eds). (2001). Handbook of Visual analysis. London: Sage.

M.A in EDUCATION

SEMESTER-II

Course Title: Practical

Course Code: EDN 205 PA

Contact Hours per week: 2
Examination Duration: 2 hours

Maximum Marks: 30
Note Book: 10
Practical Work: 15
Viva-voce: 5

LABORATORY PRACTICALS

Minimum of 1 experiment and 1 test to be completed:

Experiments/ Tests

1. Learning / Creativity

2. Reaction Time / Intelligence

3. Attention / Interest

4. Concept Formation / Adjustment

5. Memory / Motivation

6. Association / Personality

7. Classroom Interaction / Aptitude

8. Sociometry / Attitude

9. Psycho-physical / Reading Comprehension

10. Sensation and Perception / Aspiration

Course Title: Excursion / Project / Environmental Awareness

Course Code: EDN 205 PB

Contact Hours per week: 2   **Maximum Marks: 20**

Examination Duration: 2 hours   **Note Book: 10**

                                          Viva-Voce: 10

Course Objectives:

After completion the course the learners will be able to:

1. Conduct project and report on this.

Course Contents:

The project work will have to be completed according to following steps and be submitted:

1. Identification of the problem/topic
2. Writing the Objectives/questions/hypotheses (wherever possible).
3. Field identification – scope and delimitations.
4. Nature of information /data required- their sources.
5. Collection and organization of data, analyzing and drawing inferences.
6. Reporting.

Or

Visit to a place of educational importance and writing a report(within 2000 words) on the following and be submitted:

1. Selection of place
2. Educational Importance of the place
3. Planning for visit
4. Documenting and noting down the visit with important features
5. Concluding remarks

Or

Conduct aprogramme related to environmental awareness and submit a report.

Note : The project may either be a theoretical critical study or an empirical study .

SEMESTER-III

Core Course Title: Curriculum Studies

Core Course Code: EDN 301 C

Contact Hours per week: 4	**Maximum Marks: 50**
Examination Duration: 2 hours	**Internal: 10**
	ESE: 40

OBJECTIVES:

After completion of the course the students will be able to–

- Understand the principles of curriculum;
- Comprehend about the models of curriculum;
- Understand curriculum development instruction;
- Understand what are the approaches to evaluation of curriculum;
- Think about curriculum change and research

CONTENTS:

Unit -I: Principles of Curriculum

- Concept, Principles, Strategies of Curriculum Development,
- Stages in the Process of Curriculum development,
- 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 -II: Models of Curriculum Design

- Academic / Discipline Based Model,
- Competency Based Model,
- Social Functions / Activities Model [social reconstruction],

- Individual Needs & Interests Model,

- Outcome Based Integrative Model ,

- Intervention Model,

- C I P P Model (Context, Input, Process, Product Model)

Unit -III: Curriculum Development Instruction

- Instructional System,

- Instructional Media,

- Instructional Techniques,

- Material in enhancing curriculum Transaction,

Unit -IV: Approaches to Evaluation of Curriculum

- Approaches to Curriculum and Instruction - Academic and Competency Based Approaches,

- Models of Curriculum Evaluation - Tyler's Model, Stakes' Model, Taba's Model, Kirkpatrick's Model

Unit -V: Curriculum Change and Research

- 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

- Types of Research in Curriculum Studies

Suggested Books

- ➢ Kelly, A V: The curriculum theory and Practice.
- ➢ Tabah, N: Curriculum Development: Theory and Practices,
- ➢ Sterhouse, L: An Introduction to Curriculum Research and Development.
- ➢ Agarwal, J C: Curriculum Development.
- ➢ Bhalla, N: Curriculum Development.

➤ Walker, D F: Fundamentals of Curriculum.

➤ Kelly, A.V: The curriculum, theory and practice

➤ Taylor, P.H. & Richards, C.M : An Introduction to curriculum studies

➤ Lawton, D; Gordon, P; Ing, M; Gibby, B; Pring. R; Moore T : Theory and Practice of Curriculum studies

➤ Hooper & Richard : Curriculum Design

➤ Arora, G.L : Curriculum and quality in Education

➤ Biswas, N.B.: Curriculum Studies

➤ Taba, H : Curriculum Development Theory & Practice

M.A in EDUCATION

SEMESTER-III

Core Course Title: Educational Technology & Information and Communication Technology

Core Course Code: EDN 302 C

Contact Hours per week: 4	**Maximum Marks: 50**
Examination Duration: 2 hours	**Internal: 10**
	ESE: 40

OBJECTIVES:

On completion of this course, the students will be able to:

❖ understand the nature and scope of educational technology and also about the various forms of technology,

❖ understand the systems approach to Education and instructional strategy and design

❖ apply the computer in education

❖ use the ICT in education

❖ know the recent trend in e learning.

CONTENTS:

Unit I- Basic Concept of Educational Technology and ICT   15 Lectures

1. Concept of educational technology – teaching technology, instructional technology behaviour technology, information technology; communication technology, and information and communication technology

2. Application of education technology – formal, non-formal, informal, and inclusive education system

Unit II- System Approach and Instruction   15 Lectures

1. System approach to instructional design – ADDIE, ASSURE, Dick and Carey Model,

2. Instruction – Instructional Strategy (for large and small group, formal and non-formal group), Instructional Design (Overview of behaviorist, cognitive, and

constructivist theories and their implication – Skinner, Piaget, Ausubel, Bruner, Vygotsky), Gagne's nine events, five E's of Constructivism,

Unit III- Computer in Education 15 Lectures

1. Application – CAI, CAL, CBT, CML, ODLM

2. Concept and approaches to e learning :- offline; online; Synchronous – Skype, Google talk, MSN, Search Engines, Video messaging, Video Conferencing; Asynchronous – Email, Blogs, Wiki, Podcast, YouTube, Autobiographics, Online Forums;

Unit IV- Use of Information and Communication Technology in Education   9 Lectures

1. Uses of ICT – Administrative Uses, Instructional Uses, Evaluation uses

2. Use of ICT for Research: Online Repositories and online libraries, Online and offline assessment tools (online survey tools)- concept and development

Unit V- Emerging Trend in e learning 10 Lectures

1. Open education resources : Massive open online courses- concept and uses

2. E Inclusion – Concept and uses

3. Quality of e learning – Measuring quality of system: information,system, service, user satisfaction and Net benefits (D& MIS success Model, 2003)

4. Blended learning and Mobile learning

5. Ethical issues : e learner and e teacher – Teaching, learning , and research

Transaction Mode:

✓ Lecture cum demonstration and hands on experiences on the use of Personal computer / Laptop; Participation in computer based media production projects. Analysis of the different application software packages with reference to its use in education. Preparation of a project report by using various application software packages and its critical appraisal.

✓ Analysisng the different instructional designs based on the various instructional design models.

Sessional Work:

The students may undertake any one of the following activities:

✓ Prepare a PowerPoint presentation on any topic of your choice.

✓ Plan and Prepare an ICT integrated presentation for secondary level.

✓ Development of e-content/e-module

Essential Readings:

➤ Adam, D.M. (1985): *Computers and Teacher Training: A Practical guide,* The Haworth Pren, Inc., N.Y.

➤ Barton, R.(2004).Teaching Secondary Science with ICT. McGraw-Hill International

➤ Behera, S.C. (1991): *Educational Television Programmes,* Deep and Deep Publications, New Delhi.

➤ Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi

➤ Coburn, P. and et. al. (1985): *Practical Guide to Computers in Education*, Addison – Wesley Publishing Company, Inc.

➤ Das, R.C. (1993): *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.

➤ Evaut, M. *The International Encyclopaedia of Educational Technology*.

➤ Graeme, K. (1969): *Blackboard to Computers: A Guide to Educational Aids,* London, Ward Lock.

➤ Haas, K.B. and Packer, H.Q. (1990): *Preparation and Use of Audio Visual Aids,* 3rd Edition, Prentice Hall, Inc.

➤ Imison, T. & Taylor, P.H. (2001). Managing ICT in the Secondary Schools. Heinemann: Oxford.

- Kumar, N. and Chandiram, J. (1967): *Educational Television in India*, New Delhi : Arya Book Depot.

- Kumar, K.L. (2008): *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).

- Mangal, S.K. & Uma Mangal (2009). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.

- Mukhopadhyay, M. (1990): *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.

- Mukhopadhyay, M. (1990): *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.

- Norton, P. (2000). Introduction to Computers. New Delhi: Tata McGraw-Hill Publications.

- Parmaji, S. (1994): *Distance Education*, New Delhi: Sterling Publishers.

- Rana, S. (1994): *Open Learning in India*, Commonwealth Publishers, New Delhi.

- Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.

- Sampathet. al. (1981): *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.

- Schank, R.C. (2001) Virtual Learning New York: McGraw Hill.

- Sharma R.A: Programmed Instruction – An Instructional Technology, Goyal Book Depot, Meerut.

- Sharma, B.M. (1994): Media *and Education*, New Delhi: Commonwealth Publishers.

- Sharma, B.M. (1994): *Distance Education*, New Delhi: Commonwealth Publishers.

- Sharma, K.D. and Sharma, D.V. (1993): *Open Learning System in India*, Allied Publishers Ltd., New Delhi.

- Shukla, Satish S. (2005). Basics of Information Technology for Teacher Trainees. Ahmedabad: VarishanPrakashan.

➢ Venkataiah, N. (1996): *Educational technology*, New Delhi: APH Publishing Corporation.

REFERENCES:

➢ Anand Rao B. and Ravishankar: Readings in Educational Technology, Himalay Publishing House, RamdootDr.Bhalerao Marg, Bombay – 04.

➢ Bhaskara Rao, Digumarti (2013): Vidya - SamacharaSankethikaSastram (ICT in Education). Guntur: master minds, Sri Nagarjuna Publishers.

➢ Chauhan S S: A Text Book of Programmed Instruction. (2nd Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.

➢ Denis, Kim, Sen and Morin (2000). Information Technology - The Breaking Wave. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.

➢ Department of School Education and Literacy , MHRD (2012). National Policy on Information and Communication Technology (ICT) In School Education. New Delhi

➢ Dharma, OP and Bhatnagar O.O: Educational and Communication for Development, Oxford and IBG, New Delhi.

➢ Goldberg, Alvin and Carl E.;Larson: Group Communication, Prentice Hall, Inc. New Jersey.

➢ HarunArrasjid and DorineArrasjid: Media – A pocket Guide, MSS Information Corporation, New York.

➢ Keith Hudson: Introducing CAL – Practical guide to writing CAL Programmes, Chapman and Hall, London.

➢ Khanna S.D et.al: Technology of Teaching and Teacher Behavior, Doaba House, New Delhi, 1984. Four Author: Technology of Teaching.

➢ Panda B.N.(2013). Open Educational Resources, RIE, NCERT, Bhubaneswar, Odisha, India

➢ Patel I.J and other: A Hand Book of Programmed Learning, CASE, Baroda.

➢ Ronald H Anderson: Selecting and Developing Media for Instruction, Van Nostrand Reinhold, New York.

➢ Ruhela S P (2001): Some Aspects of Educational Technology.

➢ Senapaty H.K. (2010), Package on ICT Mediated Constructivist Learning for Professional Development of Teacher Educators, RIE, NCERT, Bhubaneswar, Odisha, India

➢ Sharma R A: Programmed Instruction – An Instructional Technology, Loyal Bank Depot, Meerut (UP).

➢ Sutherland, R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge

➢ Walter A Written and Charles F Schuller: Instructional Technology - its nature and use of A.V. Materials (5th Ed), Harper and Row Publishers, New York.

M.A in EDUCATION

SEMESTER-III

Core Course Title: Teacher Education (Part One)
Core Course Code: EDN 303 C

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

OBJECTIVES:

After completion of the course the students will be able to -

- Understand the concept and development of teacher education in India;
- Have the knowledge of teacher education for society and recommendation of various commissions and policies regarding teacher education;
- Gather the idea about the different types of teacher education;
- Understand the concept of organizing teacher education programmes;
- Understand some ideas about models of teaching;

CONTENTS:

Unit -I: Concepts and Development of Teacher Education

- Concept of Teachers' Training and Teacher Education,
- Meaning, Nature and Scope of Teacher Education;
- Importance of Teacher Education,

Unit -II: Teacher Education in the Society and Commissions and Policies

- Teacher education in a changing society;
- Recommendations of various Commissions on Teacher Education in Post Independence era with special reference to: Kothari Commission, NPE-1986; NCF-2005, NCFTE-2009, NPE - 2016

Unit -III: Variety of Teacher Education Programmes

- Types of Teacher Education Programs – Pre-Service and In-Service

- The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at 1) Elementary, 2) Secondary, 3) Higher Secondary Levels ,

Unit -IV: Organization of Teacher Education

- Concept of Pre-service and In-service Teacher Education.
- Organization of Components of Pre-service and In-service Teacher Education.
- Transactional Approaches for foundation courses.
- Expository, Collaborative and Experiential learning.

Unit -V:Andragogy in Education and Models of Teaching

- Meaning, Principles, Competencies of Self-directed Learning
- Knowledge base Teacher Education of - Schulman, Deng and Luke &Habermas,
- Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching,
- Models of Teacher Education –1) Behaviouristic, 2) Competency-based, 3) Inquiry Oriented Teacher Education Models
- Theory of Andragogy (Malcolm Knowles), The Dynamic Model of Learner Autonomy

Suggested Books:

- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
- Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.
- Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Rout ledge Falmer. London and New York.
- Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003). Modals of Teaching (7th Ed.). Boston: Allyn & Bacon.
- Korthagen, Fred A.J.et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.

➢ Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.

➢ Linda Darling, Harmmond& John Bransford (2005): Preparing Teachers for a changing World. John Wiley & Son Francisco.

➢ Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching. Routledge: New York.

➢ Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.

➢ NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.

➢ NCTE. (1998): Policy Perspective in Teacher Education- Critique and Documentation, NCTE New Delhi.

M.A in EDUCATION

SEMESTER-III

Elective Course Title: Guidance and Counseling (Part-One)
Elective Course Code: EDN 304 EA

Contact Hours per week: 4   **Maximum Marks: 50**

Examination Duration: 2 hours   **Internal: 10**

                                                                 ESE: 40

OBJECTIVES:

After completing the course the students will be able to:

1. To know the basic concept of Adjustment and Mental Health

2. To know about the different types of Maladjusted Behaviour.

3. To know the basic concept of Guidance and Counseling.

4. To know about the different types of Therapeutic Approaches applied in Guidance and Counseling

5. To develop the knowledge about adjustment and maladjustment.

6. To understand the idea about Abnormal Behaviour and Mental Illness.

CONTENTS:

Unit I:Adjustment and Mental Health: —   **10 Lectures**

1. Meaning and Definition of Adjustment,

2. Meaning of Maladjustment, Causes of Maladjustment in Students;

3. Defense Mechanism- Definition, Meaning and different methods of Defense Mechanism

4. Mental Health and Hygiene:— Meaning and aspects of Mental Hygiene — Conservative, Preventive, Curative; Concept and Importance of Mental Health, Characteristics of Mentally Healthy Individual, Factors Affecting Mental Health, Educational importance of Mental Health and Adjustment

Unit II:Maladjusted Behaviours: —   **20 Lectures**

1. **Psychoses:** Schizophrenia, Manic-depressive, Paranoia— Clinical Features, Etiology, Treatment, Delusional Disorder

2. **Neuroses:** Anxiety neuroses, phobia, Hysteria, Psychasthenia and Neurasthenia.

3. **Problem behaviors:** Stealing, lying, bedwetting, OCD, ADHD, Autism, – diagnostic symptoms, causes and treatment; Sleep Disorder, Eating Disorder.

4. **Drug Addiction:** Nature, Characteristics, causes, treatment, brief acquaintances with some major substances.

5. **Delinquency:** Characteristics, Types, Causes, Preventions and remedial measures.

Unit-III: Guidance: —   **8 Lectures**

1. **Guidance:** Meaning, Definition, Nature & Characteristics, Types, Aims, Need and Principles of Guidance

Unit-IV:Counseling: —   **8 Lectures**

1. **Counselling:** Meaning, Definition, Nature, Elements, Aims, Need and Differences among Guidance, Counselling and Adjustment, Characteristics of good counselling; Types of Counselling: Directive, Non-Directive and Eclectic.

Unit-V: Therapeutic approaches in Guidance and Counselling: —   **18Lectures**

1. Types of Psychotherapy and its use in Guidance and Counselling— Psycho-drama, Play therapy, Behaviour Modification therapy, Cognitive therapy, Narco-therapy, Occupational Therapy, Psychoanalytic method-Free Association, Transference and Dream Analysis; Reality Therapy by William Glaser; Behaviour Therapy by B. F. Skinner, Arnold Lazarus and Albert Bandura; Rational Emotive Therapy by Albert Ellis; and Cognitive Therapy by A. T. Beck.

REFERENCES:

➢ Beck, Carlton E.: Philosophical Foundations of guidance. Englewood cliffes, New Jersey, Prentice Hall.

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- Pal, A.K. (2014); Guidance & Counseling, Abhijeet Publications, Nw Delhi.

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- Roychowdhury, A. (2001), Manuser Mon, West Bengal State Book Council.

- Chakrabarty, A. ShikshayNirdeshona O Mullayan, Classics Books, Kolkata.

- **Kabir, S.M.S.**(2017). *Essentials of Counseling.* AbosarProkashanaSangstha, ISBN:9789848798225, Banglabazar, Dhaka1100.

- Ivey, A. E., D'Andrea, M., Ivey, M. B. and Morgan, L. S. (2002). Theories of counseling and psychotherapy: A multicultural perspective, 5th ed. Boston, MA.: Allyn & Bacon.

- James, R. K. & Gilliland, B. E. (2003). Theories and strategies in counseling and psychotherapy, 5th ed. Boston, MA: Allyn & Bacon.

- Kottler, J. A. (2002). Theories in counseling and therapy: An experiential approach. Boston, MA: Allyn & Bacon.

➢ Corey, G. (2005). Theory and practice of counseling and psychotherapy. (7th ed.). Belmont,CA: Cengage Brooks/Cole.

➢ Palmer, S. (Ed.). (2000). Introduction to Counselling and psychotherapy: the essential guide. London, UK: Sage.

➢ Patterson, C.H. & Watkins, C.E. (1996). Theories of psychotherapy (5th ed.). New York: HarperCollins.

SEMESTER-III

Elective Course Title: Environmental Education (Part One)

Elective Course Code: EDN 304 EB

Contact Hours per week: 4	**Maximum Marks: 50**
Examination Duration: 2 hours	**Internal: 10**
	ESE: 40

OBJECTIVES:

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

❖ Understand the concept, nature, components and importance of environmental education and

❖ develop sensitivity towards environmental issues.

❖ Know the relationship between man and environment and understand the need for a sustainable development.

❖ Understand the importance and scope of environmental education.

❖ Acquaint with possible environmental hazard and enabling them to combat with those negative effects of the environmental degradation.

❖ Orient with various components of environments for preparing a curriculum for environmental education.

❖ Develop various methods and strategies for realizing the objective of environmental education.

❖ Understand various projects in the area of environmental studies in different countries

CONTENTS:

UNIT-I: Environmental Education

1. Environmental Education: Concept, Characteristics, Components and Scope

2. Historical Background of Environmental Education

3. Objectives and Guiding Principles and Foundation of Environmental Education

UNIT-II: Education of Environmental Concepts

1) Concept of Environment and Ecosystem

2) Man Made Disasters: Population growth, technological system-industrial growth, scientific and technological inventions and their impact on the environmental system.

3) Natural Disasters

UNIT-III: Education of Environmental Degradation

1) Environmental Degradation

2) Environmental Pollution: Air; Water; Soil, Noise.

3) Global Environmental Issues: Ozone Layer Depletion, Green House Effect, acid Rain, polar melting and rising of sea level

UNIT-IV: Environmental Conservation and Sustainable Development

1. Concept, Characteristics, Objectives and Need of Environmental Conservation

2. Concept, Characteristics, Objectives and Need of Sustainable Development

3. Role of Education in Environmental Conservation and Sustainable Development

UNIT-V: Environmental Psychology

1) Environmental Psychology-Meaning and Nature

2) Concept of Environmental Knowledge, Environmental awareness and attitude change

3) Environmental Action –Concept and Factors controlling Environmental Activism

REFERENCES:

➢ Air Pollution by Sainfeld J. H. (1975)

➢ Air Pollution by Wack, K and Waner C. F. (1976) and William Lowry, P. (1973).

➢ Arjun Dev (Ed.) (2003), A Handbook of Human Rights, Creative Learning Series, NBI, New Delhi.

- Ecology of Urban India – by Pramod Singh

- Fundamentals of Air Pollution by Stern, A. C., Henry Wohlers, G. R. Richard, Boudal, W.

- Katoch S.K. (2013) ManveeyaMulya, ParyavarnAurManavadhikar Shiksha", published by Mohindra Capital Publishers (P) Ltd., Chandigarh.

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- NCERT (1981). Environmental Education at the School Level, NCERT, New Delhi.

- NCERT (1988), National Curriculum for Elementary and Secondary Education: A Framework (Revised Version), NCERT, New Delhi.

- NCERT (2000), National Curriculum Framework for School Education, NCERT, New Delhi.

- NCERT (2001), Guidelines and Syllabi for Primary Stage Upper Primary Stage, Secondary Stage and Higher Secondary Stage, NCERT, New Delhi. on United States, 1988.

- Principles of Ecology – Eugene P. Oudum. Pub. Company

- R. K. Trivedy – Handbook of Environmental Laws, Guidelines, Compliance & Standards,

- Sharma Y.K. and Katoch K.S. Education for Values, Environment and Human Rights, Deep and Deep Publication, New Delhi

- Sharma, B.R. (1997), Environmental and Pollution Awareness, SathyaPrakashan.

- Survey of the Environment – Annual Reports published – by The Hindu.

- T. H. Tletenberg: Environmental & Natural Resource Economics, 2nd, Ed. Scott. Foreman

- Tata McGraw Hill Pub. Co. 1995.

- U.S. Environmental Protection Agency, The Potential Effects of Global climate Change

- Vol. 1 & 2 Environ – Media karad, India

- Waste Water Engineering – Treatment, Disposal & Reuse 3rd Ed. Metcalfe & Eddy. Inc.

M.A in EDUCATION

SEMESTER-III

Elective Course Title: Educational Measurement, Evaluation, and Assessment (Part One)

Elective Course Code: EDN 304 EC

Contact Hours per week: 4	**Maximum Marks: 50**
Examination Duration: 2 hours	**Internal: 10**
	ESE: 40

OBJECTIVES:

The Learners will be able to:

❖ Know and differentiate among measurement, evaluation, and assessment

❖ Describe the nature, scope, types, role and relevance of educational evaluation;

❖ Understand the instructional objectives

❖ Understand the characteristic of good evaluation instruments

❖ Know about the assessments of andragogy and pedagogy of education.

CONTENTS:

Unit I: Basic Concept   **15 Lectures**

1. Meaning and Nature: Educational measurement, evaluation, and assessment

2. Principles of evaluation

3. Purpose and role of evaluation.

4. Types of assessment: Placement, Formative, Summative and Diagnostic

Unit II: Instructional Objectives   **10Lectures**

1. Taxonomy of Educational Objectives

2. Assessment of cognitive domain (Blooms), affective domain (Karthwohl), and psychomotor domain (R.H. Dave)

Unit III: Qualities of Good Evaluation Instrument   **13 Lectures**

1. Validity- meaning, types and measurement

2. Reliability- meaning and measurement

3. Norms- meaning, types and measurement

4. Usability.

Unit IV: Assessment of Andragogy of Education   **13 Lectures**

1. Interaction analysis: Flander's Interaction Analysis, Galloway's system of interaction analysis

2. Criteria of teacher evaluation: Product, Process, and Presage criteria

3. Self and peer evaluation: Meaning and steps of construction

Unit V: Assessment in Pedagogy of Education   **13Lectures**

1. Feedback devices: Meaning, types, criteria, guidance as a feedback devices

2. Assessment of portfolios, reflective journal, field engagement,

3. Competency based Assessment

4. Assessment of teacher prepared ICT resources.

REFERENCES:

➤ Statistics in Psychology and Education-S. K .Mangal (T)

➤ Statistics in Psychology and Education-H.E. Garrett & R .S Woodworth (T)

➤ Shiksha Manovidya.- Sushil Ray Soma Book Agency; Kolkata

➤ Mullyannitty&koushal- Sushil Ray Soma Book Agency; Kolkata.

➤ Shiksha khatramullyan&niddyasana – D.PurnanduAccherjee.

M.A in EDUCATION

SEMESTER-III

Elective Course Title: Distance Education (Part One)

Elective Course Code: EDN 304 ED

Contact Hours per week: 4	**Maximum Marks: 50**
Examination Duration: 2 hours	**Internal: 10**
	ESE: 40

OBJECTIVES:

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

- Explain the meaning, characteristics, objectives, merits and demerits of distance education.
- Discuss the mode and strategies of distance education.
- Discuss the present status of distance and open education in India.
- Discuss the problems and remedies of distance and open education in India.
- Try to know about the institutions provide distance education.

CONTENTS:

Unit I: Concept of Distance Education

- Meaning and definition of Distance Education.
- Characteristics and objectives of Distance Education.
- Merits and limitations of Distance Education.

Unit II: Strategies of Distance Education

- Mode and strategies of Distance Education.
- Relationship among Non-formal, Correspondence, Distance and Open Education.

Unit -III: Status of Distance Education in India

- Present state of Distance Education in India.
- Role of multi-media in Distance Education.
- Need and importance of Distance Education in India.

Unit - IV: Problems and Remedies of Distance Education in India

- Problems of Distance Education in India.
- Measures for strengthening Distance Education in India.

Unit – V: Institutions for Distance Education

- Institution for Distance Learning: IGNOU, NIOS, NSOU, Their aims, objectives, functions and administrations.
- Student Support Services in Distance Education.

<u>**Suggested Books**</u>

- ➢ S.S. Ravi – A Comprehensive Study of Education
- ➢ R.P. Pathak – Development and Problems of Indian Education
- ➢ B.K. Nayak – Modern Trends and Issues in Education of India
- ➢ Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
- ➢ Kaye, & Rumble (Ed) (1981): Distance Teaching for Higher and Adult Education, London: Croom Helm.
- ➢ Keegan, D. (1989): Foundations of Distance Education, London: Routledge.
- ➢ Race, Phil (1944): The Open Leaning Handbook, Second Edition, London: Kogan Page.
- ➢ Rathore, H. C. S. (1993): Management of Distance Education in India. New Delhi: Ashish Publishing House.

M.A in EDUCATION

SEMESTER-III

Elective Course Title: Comparative Education (Part One)

Elective Course Code: EDN 304 EE

Contact Hours per week: 4   **Maximum Marks: 50**

Examination Duration: 2 hours   **Internal: 10**

                                                          ESE: 40

OBJECTIVES:

The Learners will be able to:

- ❖ Understand the nature, meaning, scope, methods and issues of Comparative Education as emerging discipline;
- ❖ Understand various factors (Geographical, Socio-cultural, and Philosophical etc.)
- ❖ Acquaint with the various approaches to and methods of comparative Education.
- ❖ Introduction about SAARC Countries.

CONTENTS:

Unit I: Comparative Education.

1) Meaning, Nature, Scope and Importance.
2) Comparative Education as an independent academic discipline;
3) Methods of comparative Education;
4) Fields of comparative Education;

Unit II: Factors of comparative Education

1) Geographical, Socio-cultural, historical, Philosophical, Economics, Scientific, Structural and Functional.

Unit III: Approaches to Comparative Education.

1) Importance of cross-disciplinary approach in Comparative Education;

Unit IV: Education of SAARC Countries and Comparison with India.

1) Bangladesh, Pakistan, SriLanka and comparison with India.

Unit V: Contemporary Trends in World Education Scenario

1) National and International;

2) Role and Programmes of educational activities of UNO;

3) Role of UNESCO in improving quality of education among the member countries.

REFERENCES:

➢ Chatterjee, D. (2013); Swadesh O BidesherTulanamulakSiksha, Shova, Kolkata.

➢ Chattoraj, S. (2010), Siksha: Deshe O Bideshe, Central Library, Kolkata 16

➢ Chaube&Chaube, (2006); Comparative Education, Vikash Publishing House, New Delhi.

➢ Mukhopadhyay, Devi. (2002), TulanamulakSiksha, WestBengalStateBookCouncil, Kolkata.

➢ Rahaman, M. (2009), Education of Administration, PravatiLibray, Dhaka.

➢ Rai, B.C. (2010); Comparative Education, Prakashan Kendra, Lucknow.

➢ Ray, A. (1990); SikshayNabayug: EktiTulanamulakAlochona, West Bengal State Book Council, and Kolkata.

➢ Samad, A. (2010), TulanamulakSiksha, PravatiLibrary, Dhaka.

➢ Sharma, Y.K. (2008); Comparative Education: A Comparative Study of Educational System, Kanishka Publications, and New Delhi.

➢ Sodhi, T.S. (2000); A Text Book of Comparative Education, Vikash Publishing House, New Delhi.

M.A in EDUCATION

SEMESTER-III

Minor Elective Course Title: Early Childhood Education

Minor Elective Course Code: EDN 305 EIDA

Contact Hours per week: 4	**Maximum Marks: 50**
Examination Duration: 2 hours	**Internal: 10**
	ESE: 40

OBJECTIVES:

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

❖ Understand the concept of Early Childhood Education

❖ Develop an understanding of the needs and rights of children with emphasis on the sociocultural context of childhood

❖ Develop understanding of child's cognitive, Social, physical, and emotional development and to create learning opportunities that support student academic development

❖ Understand the Contributions of different Philosophers and Educationists to Pre-School Education.

❖ Understand the various types of programmes, scheme, services and organizations to meet the welfare needs of children.

❖ Gain pedagogical knowledge and skills and use this expertise to encourage each student to develop critical-thinking and problem-solving skills.

❖ Understand laws and policies for children and discuss implementation, issue and strategies

CONTENTS:

Unit I: Introduction to Early Childhood Education

1. Early Childhood Education: Concept, Nature, Need, Importance and Objectives

2. Significance of Child Rearing Practices & Learning.

3. Development of Pre-School Education in India

Unit II: Contribution of Philosophers

1. Jean Jacques Rousseau (Pioneer)

2. Maria Montessori (Montessori)

3. Friedrich Wilhelm August Froebel (Kindergarten)

4. Mahatma Gandhi (Basic Education)

Unit III: Policies and Programmes for Children

1. Needs and Rights of Children in the context of Social Issues and Problems.

2. Legislations for Children: UN Convention on the Rights of the Child (1989); National Policy on Children (1974); The Juvenile Act (1986) and The Child Labour (Prohibition and Regulation) Act (1986).

Unit-IV: Pre-School Education and its Agencies

1. Activities and Programmes for Pre-School Education, Anganwadi and Day Care Programmes.

2. Characteristics of a Balanced Pre-School Curriculum, Evaluation of Pre-School Curriculum and its Activities,

3. Role of Agencies involved in Management of Pre-School Education in India (Central Social Welfare Board, State Social Welfare Board, Indian Council for Child's Welfare)

UNIT-V: The Roles & Responsibilities of Educators in Early Childhood Care Education.

1. Interpersonal relationships and communication with parents and community

2. Observation, Documentation, Cooperation, Organization, Supervision and Leadership

3. Scope and Nature of Pre-service Teacher Education in Early Childhood Care Education

4. Active Teaching for Active Learning and guiding children's behaviour

REFERENCES:

➢ Aggarwal, J.C. (1990).Methods and materials of Nursery Education, Delhi, Doaba House.

➢ Cath Arnold (1999).Child Development and Hearing 2-5 years- Georgia's story, New Delhi, Sage Publication.

➢ Day Barbara (1983).Early Childhood Education: Organising Learning Activities, New York, McMillan.

➢ Mollics Davies () Movement and Dance in Early Childhood, New Delhi, Paul Chapman Publishing, Sage Publication.

➢ Riley J.(2003). Learning in the Early Years, A guide for teachers. New Delhi, Sage Publication.

➢ Sue. C. Wort (2002) Early Childhood Curriculum, Guwahati, Nivedita Book Distributors.

➢ Travers, J.E. (1971).The Growing Child. Introduction to Child Development, New York, John Kluey.

M.A in EDUCATION

SEMESTER-III

Minor Elective Course Title: Mental Health Issues in Education
Minor Elective Course Code: EDN 305 EIDB

Contact Hours per week: 4	**Maximum Marks: 50**
Examination Duration: 2 hours	**Internal: 10**
	ESE: 40

OBJECTIVES:

After completing the course the students will be able to:

❖ To understand the concepts of mental health, adjustment and maladjustment.

❖ To acquaint the students with behavioral problems along with etiologies and remedial measures.

❖ To make the students aware about the role of home, society educational institutions in promoting mental health and adjustment.

❖ To educate the students for good mental health and adjustment in life.

CONTENTS:

Unit-I: Mental Hygiene:

1) Definition, Meaning and Aims of Mental Hygiene;
2) Aspects of Mental hygiene —Conservative, Preventive, Curative.

Unit-II: Mental Health:

1. Concept and Importance of Mental Health,

2. Characteristics of Mentally Healthy Individual,

3. Factors Affecting Mental Health,

4. Educational Implications of Mental Health.

Unit-III: Adjustment:

1) Definition and Meaning of Adjustment, Criteria of Good Adjustment, Relation between mental health and adjustment.

2) Meaning of Maladjustment, Causes of Maladjustment in Students.

3) Defense Mechanism- Definition, Meaning and different methods of Defense Mechanism.

Unit-IV: Types of Mental Diseases:

1) **Psychoses:** Schizophrenia, Manic-depressive, Paranoia— Clinical Features, Etiology, Treatment, Delusional Disorder,

2) **Neuroses:** Anxiety neuroses, phobia, Hysteria, Psychasthenia and Neurasthenia.

3) **Problem behaviors:** Stealing, lying, bedwetting, OCD, ADHD, Autism, – diagnostic symptoms, causes and treatment; Sleep Disorder, Eating Disorder.

4) **Drug Addiction:** Nature, Characteristics, causes, treatment, brief acquaintances with some major substances.

5) **Delinquency:** Characteristics, Types, Causes, Preventions and remedial measures.

Unit-V: Therapies:

Types of Psychotherapy— Psycho-drama, Play therapy, Behaviour Modification therapy. Cognitive therapy, Narco-therapy, Occupational Therapy, Psychoanalytic method-Free Association, Transference and Dream Analysis.

REFERENCES:

➢ Brown, J.F. :The Psychodynamics of Abnormal Behaviour, Tata McGraw Hill,New Delhi.

➢ Carrol, H.A. :Mental Hygiene : The Dynamics of Adjustment, Prentice Hall, NewJersey.

➢ Coleman, J.C. :Abnormal Psychology and Modern Life, D.B. TaraporevalaSonsand Co., Bombay.

➢ Hadfield, J.A. :Psychology and Mental Health,

➢ Hall, C.S. &Lindzey, G., Theories of Personality, Wiley Publications, New York.

➢ Kalein, D.B. :Mental Hygiene, Prentice Hall India Pvt. Ltd., New Delhi.

➢ Page, J.B. :Abnormal Psychology, Tata McGraw Hill, New Delhi.

➢ Ryan, W.C., Mental Health through Education, Appleton, New York.

- Symonds, P., The Dynamics of Human Adjustment, Appleton, New York. Page, I. P. (1970). Abnormal Psychology. New Delhi: Tata McGraw Hill Publishers.

- Chauhan, J. C. (1986). Mental Hygiene. New Delhi: Allied publisher.

- Dollard, J. & Miller N. E. (1970).Personality and Psychotherapy. Chicago: Aldine.

- Dutta, G & Nag, S. (2014); SangatibidhaneNirdeshana O Paramarshadan. Rita Publications, Kolkata.

- Ghosh, S.K. (2013); SikshaySangatiApasangati O Nirdeshana.Classique Books, Kolkata.

- Pal, D. (2010); Nirdeshana O Paramarsha. Central Library, Kolkata. □□□□

- Roychowdhury, A. (2001), Manuser Mon. West Bengal State Book Council.

- Chakrabarty, A. ShikshayNirdeshona O Mullayan. Classics Books, Kolkata   18. Ghosh, A. MnoshikSasthavigyan. Edu Educational Enterprisers.

M.A in EDUCATION

SEMESTER-IV

Core Course Title :Educational Management

Core Course Code: EDN 401C

Contact Hours per week: 4	**Maximum Marks: 50**
Examination Duration: 2 hours	**Internal: 10**
	ESE: 40

OBJECTIVES:

After completion of the course the students will be able to–

- Understand about the educational management and administration;

- Grab the meaning of leadership in educational administration;

- Understandwhat is quality management in education;

- Understand about the change management;

- Think about management quality assurance agencies;

CONTENTS:

Unit -I:Educational Management and Administration

- Meaning, Principles, Functions and importance,

- Institutional building, POSDCORB, CPM, PERT,

- Management as a system, SWOT analysis, Taylorism,

- Administration as a process, Administration as a bureaucracy, Human relations approach to Administration,

- Organizational compliance, Organizational development, Organizational climate

Unit -II: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 -III:Quality Management in Education

- Concept of Quality management in 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 -III:Change Management

- Meaning, Need for Planned change,
- ThreeStep-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 Analysis, Cost Effective Analysis,

Unit -V:Management Quality Assurance Agencies

- Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC],
- Performance Indicators,
- Quality Council of India [QCI] ,
- International Network for Quality Assurance Agencies in Higher Education [INQAAHE]

Suggested Books

- ➢ Principles of Management – H . Koontz and C. O' Donnell (R)
- ➢ Studies in Business Management – C. Mridha (R)
- ➢ Principles of Management – G.R. Terry. (R)
- ➢ Management Principles and Practices- P. D. McFarland. (R)
- ➢ Administration of Education in India – P.D. Shukla (T)
- ➢ Educational Management – Chalam. (R)
- ➢ J. C. Aggarwal- Educational Administration, Management and Supervision

- J. Mohanty- Educational Administration, Supervision and School Management
- I. S. Sindhu- Educational Administration and Management

M.A in EDUCATION

SEMESTER-IV

Core Course Title : Inclusive Education
Core Course Code: EDN 402C

Contact Hours per week: 4   **Maximum Marks: 50**

Examination Duration: 2 hours   **Internal: 10**

                                                       ESE: 40

OBJECTIVES:

After completing the course the students will be able to:——

1. To know the emerging concept of 21st centuries education i.e. Inclusive Education.

2. To understand the concepts of Inclusive Education.

3. To know the Diverse Learners and Planning and Management of their Education.

4. To help student understand the evolution of Inclusive Education and the barriers of Inclusive Education.

CONTENTS:

Unit-I: Inclusive Education:——   **8 Lectures**

Meaning, Concept, Principles, Scope and Importance of Inclusive Education; Marginalized Groups, Various Marginalized Groups and their problems; Philosophy of Inclusion, Differences among Special, Integrated and Inclusive Education.

Unit-II: Policy Perspectives of Inclusive Education:——   **12 Lectures**

Historical perspective with special reference to NPE 1986, POA 1992, Rehabilitation Council of India Act 1992, Person with Disabilities Act 1995, Inclusive Education under SSA, NCF 2005, National Policy for Persons with Disabilities 2006 and United Nations Convention on the rights of Persons with Disabilities, ICDS, IEDC, IECYD and The Right to Education Bill.

Unit-III: Disabilities: Identification, Types, Causes & Prevention:——   **14 Lectures**

Concept of disability, compare with Impairment and Handicap, Identification of Diverse Learners for Inclusion, Types of Disability: Visual, Hearing, Orthopedic, Learning Disability, Drug Addicts, Delinquency, Cerebral Palsy and Multiple Disabilities; and Inclusion of Gifted Individuals and Marginalized section of society; Educational Needs, Cause and Prevention of Disabilities.

Unit-IV: Pedagogical Strategies for Special Students:——   **20 Lectures**

Teaching Strategies for Inclusive Classroom: Reflective Teaching, Cooperative Teaching, Peer Mediated Instruction and Intervention, Inclusive Instructional Design, Buddy System, Collaborative Instruction for Inclusion, Multisensory Teaching Technique, Remedial Teaching, E-Learning and Web-Based Learning; Self-Regulated Learning; Application of Various Teaching Models: ADDIE Model, Merrill's Principles of Instruction, Gagne's Nine Events of Instruction, Bloom Taxonomy; Different types of Aids and Appliances used in Classroom: Brail System, Tape Recorder, Projector, Computer,

Multiple way to engage students in Diverse classroom: Using Print Resources, Using Visual Enhancement, Using Dictionaries and other aids, Creating Motion-Centred Experiences in classroom, Using Auditory Material in classroom, Using Web-Based Tools.

Unit-V: Barriers and Facilitators in Inclusive Education: ——   **10 Lectures**

Challenges to implement Inclusive Education, Barriers of Inclusive Education—Attitudinal, Physical and Instructional; Teachers' Attitude/Role in shaping Inclusive Classroom, Parental Attitude/Involvement, Role of Peer Groups, and Role of Community.

References:

➢ 1.Tiwary, M.K., Kumar, S., Kumar M.(2017) Dynamics of Inclusive Classroom: Social Diversity, Inequality and School Education in India, Publisher: Orient Blackswan

- 2.Dhawan, M.L.(2011). Education of Children with Special Needs. Publisher: Isha Books
- 3.Goel, S.(2015). Inclusive Education: Break Barriers And Open Doors. Aavishkar Publishers, Distributors, 807, Vyas Building, Chaura Rasta, JAIPUR 302002; First Edition edition (2015)
- 4.Umadevi, M.R.(2010). Special Education Neelkamal Publication P Ltd-Hyderabad
- 5.Sawhney, N.(2017) Understanding Special Education. Publisher: BOOKMAN
- 6.Mangal S.K(2007) Educating Exceptional Children: An Introduction to Special Education Prentice Hall India Learning Private Limited
- Neena Dash, N.(2008) Inclusive Education for Children with Special Needs Publisher: Atlantic.
- Neena Dash, N.(2011) Inclusive Education for Children with Special Needs Publisher: Atlantic.
- Siddiqui, H.(2017) Inclusive Education (Hindi) Publisher: Agrawal Publishing; First edition
- 10.Rao, U.(2012)Inclusive Education. Publisher: Himalaya Pub.House-New Delhi
- 11.Virk, J.K.(2018) Creating an Inclusive School. Publisher: Bookman (2018)
- 12.Sharma, A.(2016) Inclusive Education (Hindi). Publisher: Amit Parkashan (Jalandhar); First Edition edition.
- 13.Sumana Paul, S.(2013)Inclusive Education Hardcover – 2013. Publisher: Own Publication.
- 14.Virk, J., Arora, A.(2010). Fundamentals of Inclusive Education (Hindi) Publisher: Twenty First Century Publication; Sixth edition.

M.A in EDUCATION

SEMESTER-IV

Core Course Title: Teacher Education (Part Two)

Core Course Code: EDN 403 C

Contact Hours per week: 4   **Maximum Marks: 50**

Examination Duration: 2 hours   **Internal: 10**

                                                      ESE: 40

OBJECTIVES:

After completion of the course the students will be able to-

- Understand the organization of In-service teacher education programme in India;
- Have the knowledge of teaching as a profession;
- Gather the idea about levels of teaching;
- Understand the concept of quality controllers of teacher education programmes;
- Understand some ideas about the areas of research in teacher education;

CONTENTS:

Unit -I: Organization of In-Service Teacher Education Programme

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

Unit -II:Teaching as a Profession

- 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

Unit-III: Pedagogy, Pedagogical Analysis and Organizing Teaching

- Pedagogy, Pedagogical Analysis - Concept and Stages, Critical Pedagogy- Meaning, Need and its implications in Teacher Education
- Memory Level (Herbartian Model)
- UnderstandingLevel (Morrison teaching Model)
- ReflectiveLevel (Bigge and Hunt teaching Model)

Unit - IV: Teacher Education for Quality

- Agencies of Quality Control : NCTE, NCERT, SCERT, DIET, IASE, CTE, NIEPA and UGC
- Recent policies : NCF-2005, NCFTE-2009, B.ED Regulation-2014

Unit - V: Areas of Research

- Teaching effectiveness
- Modification of teacher behavior
- School effectiveness
- Cognitive style & Learning style

Suggested Books:

- CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. Of india, MHRD, ND.
- Delors, J. (1996) Learning: The treasure with in UNESCO Publishing.
- Dunkin, J. Micheal (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
- Husen, Torsten&Postlethwaite (Eds.) (1994), the International Encyclopedia of Education Pergamon Press.
- Mangla, Sheela (2000), Teacher Education: Trends &Strategies, New Delhi, Radha Publishing.

➢ Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.

➢ MHRD(1992) Programme of Action, Department of Education, Govt., of India, New Delhi.

➢ NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publication, ND.

➢ MHRD (1990) Towards an Enlightened and Humane Society; (Ramamurti Committee Report), Department of Education, Govt. of India, New Delhi.

➢ NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.

➢ Ram, S. (1999): Current Issues in Teacher Education. Sarup& Sons Publications, New Delhi.

➢ Rao, DigumartiBhaskara (1998). Teacher Education in India. Discovery Publishing House. New Delhi.

➢ Reimers, Eleonora Villegas (2003): Teacher Professional development: an international review of the literature. UNESCO: IIEP, Paris.

➢ Siddiqui, M.A. (1993). In-Service Education of Teachers, NCERT. New Delhi

➢ Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.

M.A in EDUCATION

SEMESTER-IV

Elective Course Title: Guidance and Counseling (Part Two)

Elective Course Code: EDN 404 EA

Contact Hours per week: 4	**Maximum Marks: 50**
Examination Duration: 2 hours	**Internal: 10**
	ESE: 40

OBJECTIVES:

After completing the course the students will be able to:

1. To understand the concepts of Information service.

2. To be acquainted with the process of testing and diagnosis in Guidance and Counseling.

3. To help student understand the process of vocational guidance and career counseling.

4. To help student get acquaintances with the organizational programmes of guidance.

5. To understand concept and needs and guidance for the children with special needs.

6. To know about the Preventive and Curative agencies and measures applied in Guidance and Counselling.

CONTENTS:

Unit -1: Tools and Techniques used in Guidance and Counseling: —   **14 Lectures**

1. Concept of Testing and Non-Testing Tools

2. Testing techniques/Devices— Intelligence, Achievement, Interest and Personality;

3. Non-testing techniques/Devices— Systematic Case Study, Interview, Cumulative Record Card and Observation;

4. Diagnosis in Counseling and Follow-up Services.

Unit -1I:— Vocational Guidance: —   **14 Lectures**

1) Meaning and Importance of Vocational Guidance, relationship between educational and Vocational Guidance.

2) Job Analysis— Definition, Process and Techniques.

3) Occupational Information ---- Meaning, Importance, Techniques using for collecting such information, Preservation and Dissemination of Information.

4) Career development —Ginzberg's theory about guidance, Holland's Theory of Vocational Choice, Super`s Theory of Vocational Development, Anne Roe`s Theory of Carrier -Development. & Principles of Vocational Choice.

Unit- III: — Guidance Services in Schools: —   **6 Lectures**

1) Minimum requirements.

2) Kinds of services — Orientation Services, InformationServices, Placement Services, Counseling Services, Referral Services, Remedial Services and follow-upServices.

3) Organization of Child Guidance Clinic—

Unit- IV: Guidance and Counseling for Learner with Special Need:—   **20 Lectures**

Guidance and Education of Gifted Children, Backward Children, Students with Learning Disability, Delinquent Children and Physically and Mentally Challenged Children.

Unit- V: Preventive and Curative agencies and measures—Home and Parents; School and Teachers—   **10 Lectures**

Concept of 'Prevention and Cure' in respect of problematic children in the different fields of education. Role of Home & School and Parents & Teachers(Head Master, Counselor, Career Master and Psychiatrist) to prevent and cure maladjusted behavior of School going children.

REFERENCES:

➢ Beck, Carlton E.: Philosophical Foundations of guidance. Englewood cliffes, NewJersey,Prentice Hall.

➢ Sharma, V.K. *Administration and Training of Educational and Vocational Guidance*

➢ Sharma, ShashiPrabha**.** *Career Guidance and Counselling: Principles and Techniques*

➤ Gupta, Sarla*Career and Counselling Education*

➤ Aggarwal, J. C. (1989). Educational, Vocational Guidance and Counseling. Delhi: Doaba House.

➤ Arther J. J., (1971). Principles of Guidance Delhi : Tata McGraw Hill.

➤ Bhatnagar, A., & Gupta N. (1999). Guidance &Counselling : Practical (Vol I & II) New Delhi: Vikas Publishing House.

➤ Kochhar, S.K. (1984). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling.

➤ Norton,K and Mcgauley, G (1998). Counselling Difficult clients. Sage Publications, New Delhi.

➤ Pal, A.K. (2014); Guidance & Counseling, Abhijeet Publications, Nw Delhi.

➤ A.K. Kinra. Guidance and Counselling: Pearson India Education Services Pvt. Ltd.

➤ Dutta, G & Nag, S. (2014); SangatibidhaneNirdeshana O Paramarshadan, Rita Publications, Kolkata.

➤ Ghosh, S.K. (2013); SikshaySangatiApasangati O Nirdeshana, Classique Books, Kolkata.

➤ Pal, D. (2010); Nirdeshana O Paramarsha, Central Library, Kolkata.

➤ Roychowdhury, A. (2001), Manuser Mon, *West Bengal State Book Council. 16. Chakrabarty, A. ShikshayN*

M.A in EDUCATION

SEMESTER-IV

Elective Course Title: Environmental Education (Part Two)

Elective Course Code: EDN 404 EB

Contact Hours per week: 4	**Maximum Marks: 50**
Examination Duration: 2 hours	**Internal: 10**
	ESE: 40

OBJECTIVES:

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

❖ Understand the cause of biodiversity loss and acquire the skills to mitigate the biodiversity loss.

❖ Know the relationship between man and environment and understand the need for bio diversity conservation

❖ Understand the impact of urbanization and its impact on environment.

❖ Acquaint with possible environmental hazard and enabling them to combat with those negative effects of the environmental degradation.

❖ Understand environment and need for conservation from value perspectives

❖ Orient with various components of environments for preparing a curriculum for environmental education.

❖ Understand and develop various methods and strategies for realizing the objective of environmental education.

❖ Understand various projects in the area of environmental studies in different countries

CONTENTNS:

Unit-I: Education of Biodiversity and its conservation

1. Education Biodiversity – Meaning, Concept, genetic, species and ecosystem diversity.

2. Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.

3. Threats to biodiversity and Conservation of biodiversity.

Unit II: Environmental Education and Social Issues

1. Education for Sustainable development: From Unsustainable to Sustainable development.

2. Education of Urban Environment: Problems related to energy and water

3. Resettlement and rehabilitation of people; its problems and concerns-Case Studies.

Unit III: Environmental Education and Social Issues –part-2

1. Environmental ethics: Issues and possible solutions.

2. Climate change Education- A Case studies approach

3. Education about theLaws of Conservation and Protection: Environment Protection Act, Wild life Protection Act and Noise Pollution Act.

Unit-IV- Education of Anthropogenic impact on the Environment

1. Population Education: growth, variation among nations.

2. Population explosion – Family Welfare Programme.

3. Role of Environment Education in restoring human health.

Unit-V- Approaches and Methods of Environmental Education

Approaches to Environmental Education: Interdisciplinary and Multidisciplinary Methods: Discussion, Seminar, And Workshop, Problem solving and Field survey. Features of curriculum for environmental education Programmes of environmental education for primary, secondary and higher education institute

REFERENCES:

➢ Basic Concepts of Environmental Health – NIH Publication No. 80-1254, 1980.

➢ Environment and Health – A. J. Rowland and Paul Cooper, Edward Arnold Publishers

- Environmental Analysis of Water, Soil, Air by Saxena.

- Environmental Pollution and Bhopal Killing.

- Environmental Pollution of Cadmium by Rohatgi.

- Land Pollution, Cases and Control by Harrosson&Laxon.

- Ltd., 1983.

- National Academy of Sciences – Risk assessment in Federal Government: Managing the

- Our Planet Our Health – WHO, Oxford Publications, 1992.

- Perspectives on Environment by I. R. Manners, M.W.M. Micksell

- Process, National Academy Press, 1983

- Soil and water Conservation Engineering by Schwab, S. D., Frevert, R. K., Edminster, T.

- W. and Earns K. K. John Wiley and Sons.

- Water Pollution and Management by C. F. Vershney.

M.A in EDUCATION

SEMESTER-IV

Elective Course Title: Educational Measurement, Evaluation, and Assessment (Part Two)
Elective Course Code: EDN 404 EC

Contact Hours per week: 4	**Maximum Marks: 50**
Examination Duration: 2 hours	**Internal: 10**
	ESE: 40

OBJECTIVES:

The Learners will be able to:

❖ Construct and standardize different types of test;

❖ Know different types of psychological testing

❖ Process and interpret student performance on tests and interpret test scores;

❖ Acquaint with the new trends of Educational Measurement, Evaluation, and Assessment;

CONTENTS:

Unit I: Construction of Achievement and Selection Test.   **16 Lectures**

1. Construction of achievement tests

2. Standardization of achievement tests

3. Improving quality of test scores through item analysis

4. Construction and standardization of selection tests.

Unit II: Psychological Testing and Measurement.   **12 Lectures**

1. Measurement of Intelligence

2. Measurement of Aptitudes

3. Measurement of Attitudes and Interest

4. Measurement of Personality

Unit III: Qualitative and Quantitative Data Analysis.   **16 Lectures**

1. Qualitative Data: Organization, Analysis, Interpretation and Validation of Qualitative Analysis.

2. Quantitative Data: Multiple Correlation and Regression.

3. Central Limit Theorem,

4. Parametric and Nonparametric Tests(chi-square, t-test, Anova)

Unit IV: Interpreting Test Scores.   **10 Lectures**

1. NRT and CRT

2. Grade, Age and Local Norm

3. Percentile Rank

4. Standard Score

5. Caution in interpreting test score.

Unit V: New Trends in Measurement, Evaluation, and Assessment.   **10 Lectures**

1. Increasing emphasis on Institutional-Based Assessment

2. Grading, Semester and CCE

3. Question Bank and its Functions.

4. Computer in Evaluation.

REFERENCES:

➢ Statistics in Psychology and Education-S. K .Mangal (T)

➢ Statistics in Psychology and Education-H.E. Garrett & R .S Woodworth (T)

➢ Shiksha Manovidya.- Sushil Ray Soma Book Agency; Kolkata

➢ Mullyannitty&koushal- Sushil Ray Soma Book Agency; Kolkata.

➢ Shiksha khatramullyan&niddyasana – D.PurnanduAccherjee

M.A in EDUCATION

SEMESTER-IV

Elective Course Title: Distance Education (Part Two)
Elective Course Code: EDN 404 ED

Contact Hours per week: 4	**Maximum Marks: 50**
Examination Duration: 2 hours	**Internal: 10**
	ESE: 40

OBJECTIVES:

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

- Understand the growth and philosophy of Distance Education.

- Able to understand the process of Designing and Development of Self-Learning Print Material.

- Try to understand the mechanism for Learner Support Services in Distance Education.

- Understand the Role of Different forms of Communication Media in Distance Education.

- Analyze the qualities of various media used in education and their relative merits and demerits.

CONTENTS

UNIT - I: Growth and Philosophy of Distance Education

- Philosophical foundation of Distance Education: Concept, and Scope.

- Issues in Planning and Management of Distance Education Institutions.

- Growth and present status of Distance Education at National and International Level.

UNIT - II: Designing and Development of Self-Learning Materials

- Factors affecting Design of Print Materials.

- The Process of Designing and Development of Self-Learning Print Material.

- Preparation of Print Material: Application of relevant technologies.

- Concept of Non-Print Self-Learning Material

UNIT - III: Mechanism for Learner Support Services

- Learner Support Services: What, Why and How?
- Institutional Arrangements for Learner Support: Counseling and Tutoring Services, Practice and Media of Counseling, Face-to-Face Mode.
- Interaction through Assignments.

UNIT - IV: Communication Media for Distance Education

- Issues in Communication in Distance Education, Applications of Communication Technology in Distance Education.
- Role of Media in Distance Education: Radio, Television and ICT.
- Audio and Video production.
- Uses of Technology and Internet for Distance Education and E-Learning.

UNIT - V: Quality Assurance and Cost Effectiveness

- Meaning and Concept of Quality Assurance in Distance Education.
- Role of Distance Education Bureau (DEB) in maintaining Quality assurance in Distance Education.
- Role of IQAC, NAAC, UGC,
- Cost-effectiveness in Distance Education: Measures and importance

Suggested Books

- Chaube, S.S. (1986): Distance Education. Chandigarh: Chadda Publication.
- Criscito Pat; (2004): Barron's Guide To Distance Learning. Barron's E Publisher.
- Daniel, J. S. et al; (1982): Learning at a Distance: A world Perpective. Athabasca University, Edmonton.
- Garrison, D. R. (1989): Understanding Distance Education Framework for future. Routledge, Chapman and Hall, London.
- Holmberg, B. (1985): Status and Structure of Distance Education (2nd Ed.). Lector Publishing.
- Holmberg, B. (1986): Growth and Structure of Distance Education. London: Croom Helm.

- Holmberg, B. (1989): Theory and Practice of Distance Education. Routledge, Chapman & Hall, London.
- IGNOU (1988): Growth and Philosophy of Distance Education. (Block 1, 2 &3). IGNOU, New Delhi.

M.A in EDUCATION

SEMESTER-IV

Elective Course Title: Comparative Education (Part Two)
Elective Course Code: EDN 404 EE

Contact Hours per week: 4

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

OBJECTIVES:

The Learners will be able to:

- ❖ Understand some selected systems of education of the world;
- ❖ Analyze critically selected systems of education of the world;
- ❖ Compare selected systems of education of the world; and
- ❖ Orient themselves to solve Indian education problems with the application of knowledge and understanding gained through study of various foreign education systems and SAARC countries.

CONTENTS:

Unit I: Education in different developed countries and comparison with India (Aims, Objectives, Methodologies and Policies):

UK, USA, China, Japan and Germany.

Unit II: Universalization of Elementary Education.

UK, USA, China and India. (Comparison)

Unit III: Secondary Education.

UK, USA, Japan and India. (Comparison)

Unit IV: Higher Education (Including Teacher Education)

UK, USA, Germany and India (Comparison)

Unit V: Vocational and Technical Education.

a) SAARC countries

b) China, Japan, USA and India

REFERENCES:

- Chatterjee, D. (2013); Swadesh O BidesherTulanamulakSiksha, Shova, Kolkata.
- Chattoraj, S. (2010), Siksha: Deshe O Bideshe, Central Library, Kolkata 16
- Chaube&Chaube, (2006); Comparative Education, Vikash Publishing House, New Delhi.
- Mukhopadhyay, Devi. (2002), TulanamulakSiksha, WestBengalStateBookCouncil, Kolkata.
- Rahaman, M. (2009), Education of Administration, PravatiLibray, Dhaka.
- Rai, B.C. (2010); Comparative Education, Prakashan Kendra, Lucknow.
- Ray, A. (1990); SikshayNabayug: EktiTulanamulakAlochona, West Bengal State Book Council, and Kolkata.
- Samad, A. (2010), TulanamulakSiksha, PravatiLibrary, Dhaka.
- Sharma, Y.K. (2008); Comparative Education: A Comparative Study of Educational System, Kanishka Publications, and New Delhi.
- Sodhi, T.S. (2000); A Text Book of Comparative Education, Vikash Publishing House, New Delhi.

M.A in EDUCATION

SEMESTER-IV

Course Title: Dissertation

Course Code: EDN 405 DN

Contact Hours per week: 4   **Maximum Marks: 50**

                                                 Dissertation: 40

                                                 Viva-voce: 10

Dissertation Work (Start From 3ʳᵈ Semester and will be continued up to 4ᵗʰ Semester)