



BANKURA UNIVERSITY



CBCS SYLLABUS

for

M.A. in EDUCATION

(Two Year Semester System)

w.e.f.

July, 2023

BANKURA UNIVERSITY

BANKURA

WEST BENGAL

PIN 722155

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**1. PREAMBLE:**

M.A. in Education Programme is meant for candidates desirous of pursuing post-graduate programme in Education. This post-graduate programme in 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 work in 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 minor elective. 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 to obtain 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 the Bankura 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 OUTCOMES (POs):

Programme general outcomes that a postgraduate student of a programme of study in education should be able to demonstrate the following:

- i. Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines.
- ii. Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- iii. Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.
- iv. A sense of inquiry and capability for asking relevant/appropriate questions, synthesizing and articulating; Ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.
- v. Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
- vi. Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.



- vii. Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

5. PROGRAMME SPECIFIC OUTCOMES (PSOs):

The curriculum is designed to achieve the following programme specific outcomes 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 Measurement, Evaluation and Assessment in Education.
- viii) To impart knowledge and understanding of specialized courses regarding guidance and counselling, environmental education, women education, distance education system, and comparative education.
- ix) To impart knowledge and understanding of generic elective/minor elective courses in early childhood education and mental health issues in education.

6. SCOPE OF EMPLOYABILITY:

The students can get the responsible positions in:

- a. Secondary/ Higher Secondary School as a Teacher and Headmaster/Headmistress.
- b. General Degree College as Assistant Professor, Principal etc.
- c. Training College as Method Teacher, Assistant Professor, Principal
- d. Department of Education in University as an Assistant Professor, Associate Professor, Professor.
- e. DIET, Education Offices, DI, DEO, Sub-Inspector of Schools, Lectures at SCERT, NCERT, RIE, IASE etc.

**7. 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.

**8. 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	Historical, Political and Economic Perspectives of Education							
EDN 102C	Sociological Foundations of Education							
EDN 103C	Psychological Foundations of Education (Part-one)							
EDN 104C	Methodology of Educational Research (Part-one)	4	10	40	50	64		
Internal Assignment		4 (Seminar -2, Assign.-1, Tutorial-1)	50 (Evaluated by the D.C)	-	50		16	96(seminar-64, Assignment-32)
EDN 105IA	Assignment and Library Work 15 Marks, Seminar (30 Marks), Tutorial (5 Marks)							
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		4	10	40	50	64		
EDN 201C	Philosophical Foundations of Education							
EDN 202C	Educational Technology							
EDN 203C	Psychological Foundations of Education (Part-two)							
EDN 204C	Methodology of Educational Research (Part-two)	4	10	40	50	64		
Practical		4 (2+2)	b) 20 (Note Book-10, Viva-Voce – 10)	a) 30 (Note Book-10, Examination-15 Viva-Voce – 5)	50			128(Practical-64, Project-64)
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]							
Elective Foundation Course								
[A student will select any one of the following course as elective foundation 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 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 - 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	Management and Curriculum Studies								
EDN 302C	Measurement, Evaluation and Assessment in Education (Part-One)		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	Women Education (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 4 th 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			4	10	40	50	64		
EDN 401C	Inclusive Education								
EDN 402C	Measurement, Evaluation and Assessment in Education (Part-two)		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	Women Education (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 3 rd Semester and will be continued up to 4 th Semester) (To be assessed by H.O.D, Supervisor, and One External Expert)		4		50 (40 Disserta tion + 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**

Course Title: EDN 101 C: Historical, Political and Economic Perspectives 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

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

- Know the different Committees and Commissions in School Education;
- Know the different Committees and Commissions in Higher Education;
- Know about the different Committees and Commissions in Technical Vocational Education;
- Understand the Politics and Education;
- Understand the Economics and Education.

CONTENTS

Unit -I: Committees and Commissions in School Education

10 Lectures

- Indian Education Commission (Kothari Commission)
- ECCE and DPEP
- Rama Murti Committee
- National Education Policy – 2020 (School Education)

Unit -II: Committees and Commissions in Higher Education

10 Lectures

- University Education Commission (Radhakrishnan Commission)
- National Curriculum Framework - 2005
- National Education Policy – 2020 (Higher Education)

Unit -III: Committees and Commissions in Technical Vocational Education

10 Lectures

- U. R. Rao Committee
- Dr. Anil Kakodhar Committee

Unit-IV: Politics and Education

20 Lectures

- Approaches to understand Politics in education (Behaviorism, Theory of Systems Analysis and Theory of Rational Choice)



- Education for Political Development and Political Socialization
- Perspectives of Politics of Education Liberal

Unit-V: Economics and Education

16 Lectures

- 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.

QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

Suggested References

- Aggarwal, J. C. (2010). Landmarks in the History of Modern Indian Education. S Chand Publication.
- Aggarwal, J. C. (2016). Education Policy in India, 1992 and Review 2000 and 2005. Delhi: Shipra Publications.
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M.A in EDUCATION
SEMESTER-I

Core Course Title: Sociological Foundations of Education
Core Course Code: EDN 102 C

Contact Hours per week: 4

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

COURSE OUTCOMES:

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

- Understand the meanings, relationship of education and sociology;
- Understand the concepts and approaches to sociology;
- Understand the concept of education and social stratification;
- 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

10 Lectures

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

Unit -II: Approaches to Sociology

20 Lectures

- Concept of Social Movements, Symbolic Interaction, Structural Functionalism, Conflict Theory
- Types of social Institutions and their functions – school and society
- Theories of Social Movements - Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory

Unit -III: Education and Social Stratification

10 Lectures

- Concept and role of social mobility
- Education to social equity and equality of educational opportunity

**Unit - IV: Contribution of Educational Thinkers for Social Change****15 Lectures**

- Concept of social change
- Contribution of Great Thinkers with special reference to –
Paulo Freire, Wollstonecraft, Nel Noddings & Savitribai Phule
and B. R. Ambedkar

Unit - V: National Values as enshrined in the Indian Constitution**09 Lectures**

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

QUESTION PATTERN FOR EVALUATION:

4. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
5. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
6. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

Suggested References

- Bhatt, B.D., & Sharma, S.R. (1993). Sociology of Education. Kanishka Publishers House.
- Bottroll. H. B. (1954)- Applied principles of Educational Sociology. The Stackpole Company.
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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

COURSE OUTCOMES:

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: Schools of Psychology and their significance in Education

10 Lectures

1. Behaviourism –characteristics and significance in Education
2. Cognitivism- characteristics and significance in Education
3. Constructivism- characteristics and types significance in Education
4. Humanism - characteristics and significance in Education

Unit-II: Growth and Development

12 Lectures

1. Growth and Development: Concept and Principles,
2. Cognitive Processes and stages of Cognitive Development,
3. Mental health and mental hygiene.



Unit- III: Approaches to Intelligence & Creativity

15 Lectures

1. Approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence, multiple intelligence, emotional intelligence, and Artificial Intelligence
2. Theories of Intelligence by Sternberg, Gardner,
3. Assessment of Intelligence,
4. Concepts of Problem Solving, Critical thinking, Metacognition and Creativity

Unit-IV: Principles and Theories of Learning & Transfer of Learning:

20 Lectures

1. Principles and Theories of learning: Behaviouristic, Cognitive, Social, and Constructivist theories of learning,
2. Factors affecting social learning, social competence.
3. Concept of social cognition, understanding social relationship and socialization goals
4. Concept, Importance, Nature & Types, Contemporary Views regarding general transfer & specific transfer. Theories and Methods of enhancing transfer of learning.

Unit-V: Motivation:

07 Lectures

1. Motivation: Concept, Nature, Types, Determinants
2. Theories and their educational implications: Hierarchy of Needs, Achievement Motivation, Attribution Theory.
3. Factors affecting motivation of learning

QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

**Selected References:**

- .Douglas, D., Hacker, J., Dunlosky, J., & Graesser, C. A. (1998). Metacognition Englewood Cliffs. NJ: Prentice Hall.
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M.A in EDUCATION
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

COURSE OUTCOMES:

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- Introduction to Educational Research: Conceptual Issues

20 Lectures

1. Meaning and steps of Scientific Method, Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony), Types of Scientific Method (Exploratory, Explanatory and Descriptive), Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction.
2. Educational research: Meaning, Nature and Scope. Identification of research worthy problem.



3. Planning the research study: Selection, definition and evaluation of research problems.
4. Review of the literature and its importance.
5. Variable – Meaning and types, Delineating and Operationalizing Variable,
6. Hypotheses: Concepts, sources, types, characteristics of good hypotheses

Unit II- Types/Approaches & Strategies of Research

10 Lectures

1. Quantitative, Qualitative and Mixed-Method.
2. Fundamental/Pure, Applied and Action
3. Historical, Descriptive and Experimental.
4. Longitudinal and Cross-sectional
5. Ex-post facto Research

Unit III- Development of Tools for Educational Research.

10 Lectures

1. Criteria of a good research tool
2. Types of tools: Rating scale, attitude scale, questionnaire, aptitude test, achievement test and Inventory.
3. Techniques of research: Interview, Observation, Projective, and Sociometric.

Unit IV- Population, Sample and Sampling in Research

10 Lectures

1. Concept of population/Universe, 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 V- Scales of Measurement and Descriptive Statistics.

14 Lectures

1. Types of Measurement Scales: Nominal, Ordinal, Interval and Ratio scale,
2. Quantitative Data Analysis- Descriptive data analysis (Measures of central tendencies,



Variability/dispersion, Fiducial limits and Graphical representation of data)

3. Normal Probability Curve (NPC)

4. Relative Positions: Percentile Rank, z-scores.

4. Scatter Plots and their interpretation, Product Moment, Rank Difference, Biserial, Point-biserial, Tetrachoric and Phi-coefficient of correlation (Concept and uses only), Partial and Multiple correlations (Concept and uses only)

QUESTION PATTERN FOR EVALUATION

:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

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
- Kaul, Lokesh (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
- 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.
- Kirkpatrick, 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: Merrill, 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.



M.A in EDUCATION

SEMESTER-II

Core Course Title: Philosophical 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

COURSE OUTCOMES:

To enable students to develop the following outcomes: -

- To understand the contributions of Philosophy in the discipline of Education.
- To understand the contributions of different schools of Indian & Western Philosophy in the field of Education.
- To understand the impact of Schools of Philosophy on Indian Education.
- To acquaint themselves with the thought process with the help of Logic and Logical Analysis.
- 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 – I: Education and Philosophy

05 Lectures

Concept and definition of Education and Philosophy; Relationship between Education & Philosophy; Meaning, Nature and Scope of Educational Philosophy; and Nature & characteristics of Indian Philosophy.

Unit – II: Indian Schools of Philosophy and Education

20 Lectures

Orthodox Schools: Samkhya, Yoga, Nyaya, Vaisheshika, Vedanta and Islamic Traditions.

Heterodox Schools: Buddhism and Jainism

(With special reference to Knowledge, Reality and Values and their Educational implications)

**Unit – III: Western Schools of Philosophy and Education****10 Lectures**

Idealism, Naturalism, Realism, Pragmatism, Marxism and Existentialism

(With special reference to the concepts of Metaphysics, Epistemology, and Axiology; their educational implications for aims, contents and methods of teaching)

Unit – IV: Contribution of Philosophers in Education**16 Lectures**

Rabindranath Tagore, Mahatma Gandhi, Aurobindo, Swami Vivekanand, Maulana Abul Kalam Azad, Rousseau, Froebel, and John Dewey

Unit-V: Logical Reasoning**13 Lectures**

Understanding the structure of arguments: Argument forms, the structure of categorical propositions, mood and figure, formal and informal fallacies, the classical square of opposition, Evaluating and distinguishing deductive and inductive reasoning, Categorical Syllogism & Ven Diagram.

QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

Suggested Books

- Broudy, H.S. (1977). Building a Philosophy of Education. New York:Krieger.
- Brubacher, J. S. (1962). Modern Philosophies of Education. New York: McGrawHill Book.
- Brubacher, J. S. (1969). Modern Philosophies of Education. New Delhi: Tata McGraw Hill.
- Chandra, S.S & Sharma, R.K (2004) Principles of Education, New Delhi: Atlantic Publishers and Distributors.
- Copi, I. M., Cohen, C., & Rodych, V. (2018). *Introduction to logic*. Routledge.
- Dewey, J. (1966). Democracy and Education. New York: McMillan.
- Gensler, H. J. (2012). *Introduction to logic*. Routledge.



- Henderson, S. (1947). Introduction to Philosophy of Education. Chicago: University of Chicago Press.
- Hiriyana, M. (1995). The Essentials of Indian Philosophy. Delhi: Motilal Banarsidas Publishers Pvt. Ltd.
- Joad, C.E. M. (2005). Guide to Philosophy. London: Victor Gollancz, Ltd.
- Kneller, G.F. (1978). Foundations of Education. John Wiley and Sons.
- Kundu, D. & Majumdar, T.R. (1990). Modern Theory and Principles of Education. Kolkata: World Book Press.
- Mukherjee, H. B. (1962). Education for Fullness. Bombay: Asia Publishing House.
- Pandey, R.S. (1982). An Introduction to Major Philosophies of Education. Agra: Vinod Pustak Mandir.
- Park, J. (Ed) (1963). Selected Readings in Philosophy of Education. New York: The MacMillan Company.
- Rusk, R. R. (1962). Philosophical Bases of Education. Warwick Square: University of London.
- Saxena Swaroop, N.R. (2001). Philosophical and Sociological Foundations of Education. Meerut: Surya Publication.
- Sharma, C. (2000). A Critical Survey of Indian Philosophy. Delhi: Saujanya Books.
- Sodhi, T.S., & Suri, Aruna. (1998). Philosophical and Sociological Foundations of Education. Patiala: Bawa Publication.
- Taneja, V.R. (2002). Foundation of Education. Chandigarh: Mohindra Capital Publisher.
- Weber, C. O. (1960). Basic Philosophy of Education. New York: Macmillan.
- পাশ্চাত্যতর্কবিদ্যা - জগদীশ্বরসান্যাল
- পাশ্চাত্যযুক্তিবিদ্যা - শুল্লাচক্রবর্তী
- পাশ্চাত্যযুক্তিবিদ্যা - সমীরকুমারচক্রবর্তী
- পাশ্চাত্যযুক্তিবিদ্যা - সমরেন্দ্রভট্টাচার্য



M.A in EDUCATION
SEMESTER-II

Core Course Title: Educational Technology

Core Course Code: EDN 202 C

Contact Hours per week: 4

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

COURSE OUTCOMES:

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, ODL
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, Autobiographies, Online Forums;

Unit IV- Use of Information and Communication Technology in Education 09 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 Education

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

QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

**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.
- ✓ Analysing 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*. New Delhi: Deep and Deep Publications,
- Bharihok, D. (2000). *Fundamentals of Information Technology*. Pentagon Press: NewDelhi.
- 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. (1989). *The International Encyclopedia of Educational Technology*. Pergamon Publisher.
- 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, K.L. (2008). *Educational Technology (Second Revised Edition)*. New Delhi: New Age International Pvt. Ltd. Publishers.
- Kumar, N., and Chandiram, J. (1967). *Educational Television in India*. New Delhi : Arya BookDepot.
- Mangal, S.K., & Mangal, U. (2009). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt.Ltd.
- Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*, New Delhi: Sterling Publishers Pvt. Ltd.
- Mukhopadhyay, M. (1990). *Educational Technology – Year Book 1988*. New Delhi: All India Association for Educational Technology.
- 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*. NewDelhi: Commonwealth Publishers,
- Rosenberg, M.J. (2001). *e-learning*. New York: McGraw Hill.
- Sampath., & et. al. (1981). *Introduction to Educational Technology*. Sterling Publishers Pvt. Ltd.
- Schank, R.C. (2001). *Virtual Learning*. New York: McGrawHill.
- Sharma R.A. (1994). *Programmed Instruction – An Instructional Technology*. Goyal Book Depot Meerut.



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

COURSE OUTCOMES:

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: Personality and Theories of Personality

16 Lectures

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

Unit-II: Introduction to Pedagogy:

10 Lectures

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

Unit-III: Assessment & Nature and Use of Psychological Tests:

20 Lectures

1. Assessment – Meaning, nature, Types of Assessment (Placement, formative, diagnostic, summative).



2. Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning;
3. Psychological Tests: Meaning, administration, Types. Information sources of psychological tests. Factors of psychological tests. Trainings for psychological test performances.

Unit-IV: Introduction to Andragogy:

08 Lectures

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

Unit-V: Artificial Intelligence:

10 Lectures

Artificial intelligence: Definition, History, types, Importance, Application, Benefits and risks of Artificial intelligence trends and future of Artificial intelligence.

QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

Selected References:

- Chakraborty, P.K. (2012), SikshaManovigyan O SikhonPrakria. West Bengal State Book Council.
- Chauhan, S.S. (1979). Innovations in Teaching-Learning Process. NewDelhi: Vikash Publishing House Private Ltd.,
- De Cecco, J.P., & Crawford, W. (1977). The Psychology of Learning and Instruction: Educational Psychology. New Delhi: Prentice-Hall of India.
- 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

COURSE OUTCOMES:

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

- Recognize different methods of educational research
- Apply qualitative research design
- mixed method design in research work
- apply appropriate procedures to analyze data
- Identify emerging trends in educational research

CONTENTS:

Unit I- Standardization of research tools and Statistical applications on Psychological, Educational Testing **15 Lecture**

1. Item Analysis, Reliability, Validity, Objectivity, Norms- concept, types, and methods of estimation.
2. Application of any two test from the following (Attitude, Leadership, Learning Style, personality and Interest Inventory)

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–Research Report

04 Lecture

1. Nature, importance and steps of preparing Qualitative and Quantitative research report.
2. Steps of writing a Research Proposal
3. Referencing style: APA, MLA and others.
4. Research Ethics. Evaluating a research report.

QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

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,



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

COURSE OUTCOMES:

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

- Understand different tests and experiments
- apply the test and experiments
- know appropriate procedures to construct a standardize test

CONTENTS:

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

Examination Duration: 2 hours

Maximum Marks: 20

Note Book: 10

Viva-Voce: 10

COURSE OUTCOMES:

After completion the course the learners will be able to:

1. Conduct project and to write 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 a programme related to environmental awareness and submit a report.

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



M.A in EDUCATION
SEMESTER-III

Core Course Title: Educational Management & Curriculum Studies

Core Course Code: EDN 301 C

Contact Hours per week: 4

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

COURSE OUTCOMES:

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

- ❖ To understand the nature, scope and functions of Educational Management.
- ❖ To have an idea about the difference between administration, management and supervision
- ❖ To understand institutional management.
- ❖ To understand the Concept, Types, Bases and Determinants of Curriculum.
- ❖ To understand the Curriculum Evaluation.

CONTENTS:

Unit -I: Educational Management:

08 Lectures

Concept, Nature, Evolution of Scientific Management – Taylorism, Fayolism, Demingism (Quality Management). Functions and Special features of Educational Management, Systems approach.

Unit -II: Educational Administration and Supervision:

20 Lectures

Meaning, Nature, Functions, Types and Fields of educational administration. Meaning, Nature & Functions of educational supervision. Administrative responsibilities of Central and state Government, Local bodies and other institutions – UGC, NCERT, NCTE, their needs and Supervision mechanisms.

**Unit -III: Institutional Management:****06 Lectures**

Institution building and Planning, Resource Management in educational Institution.

Unit -IV: Concept, Types, Bases and Determinants of Curriculum.**20 Lectures**

Curriculum – Meaning, Nature and Scope; Types of curriculums – Subject-centric: differentiated and Undifferentiated, Learner centric: Activity cum experience based and Constructivism based: Bases of Curriculum –Philosophical, Psychological & Sociological basis. Determinants of Curriculum – Aims and Objectives, Knowledge resources, Teachers and other human supports, Learners and their requirements for knowledge development, Infrastructure, Technology and Administration: Characteristics of a good curriculum.

Unit -V: Curriculum Evaluation.**10 Lectures**

Curriculum evaluation – Concept, Nature, Objectives, Methods, Techniques, Criteria, Feed- back & Importance; Curriculum Evaluation Theories.

QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

Suggested Books

- Agarwal, J. C. (2005). Curriculum Development. Centre for Policy Research Publisher.
- Arora, G.L. (1988). Curriculum and quality in Education. New Delhi: NCERT.
- Bhalla, N. (2007). Curriculum Development (1st Ed). Delhi: Authors press.
- Biswas, N.B. (1999). Curriculum Studies. Indian pub.
- Farland, M., & Dalton, E. (1974). Management Principles and Practices. New York: Macmillan.



- Hooper, R. (1971). The Curriculum: Context, Design and Development. Oliver & Boyd.
- Kelly, A. V. (2009). The curriculum theory and Practice (6th Ed.). SAGE Publications. Ltd.
- Koontz, H., and Donnell. C. O. (1968). Principles of Management (4th Ed). US: McGraw-Hill Inc.
- Lawton, D., Gordon, P., Ing, M., Gibby, B., Pring. R., Moore, T. (1978). Theory and Practice of Curriculum studies. London: Routledge.
- Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas Publishing House.
- Sterhouse, L. (1975). An Introduction to Curriculum Research and Development. Heinemann Educational Publishers.
- Taba, H. (1962). Curriculum development: Theory and practice. New York: Harcourt, Brace & World.
- Taylor, P.H., & Richards, C.M. (1985). An Introduction to curriculum studies (1st Ed). Routledge.
- Terry, G.R. (1972). Principles of Management. R.D. Irwin Publisher.
- Walker, D. F. (1990). Fundamentals of Curriculum. Saunders College Publishing/Harcourt Brace.



M.A in EDUCATION
SEMESTER-III

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

Core Course Code: EDN 302 C

Contact Hours per week: 4

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

COURSE OUTCOMES:

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

13 Lectures

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.

QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

REFERENCES:

- Garrett, H.E., and Woodworth, R.S. (1973). Statistics in psychology and education. Vakils, Feffer and Simons Private Ltd, Bombay.
- Mangal, S. K. (2002). Statistics in Psychology and Education. Prentice Hall India Learning Private Limited.
- Ray, S. (2002). Mullyannitty & koushal. Soma Book Agency; Kolkata.
- Shikshakhatra mullyan & niddyasana –D.PurnanduAccherjee.



M.A in EDUCATION
SEMESTER-III

Core Course Title: Teacher Education (Part One)

Core Course Code: EDN 303 C

Contact Hours per week: 4

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

COURSE OUTCOMES:

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 **10 Lectures**

- 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 **12 Lectures**

- Teacher education in a changing society;
- Recommendations of various Commissions on Teacher Education in Post Independence era with special reference to - NCF-2005, NCFTE-2009 and NEP - 2020

Unit -III: Teacher Education Programmes **17 Lectures**

- Types of Teacher Education Programs – Pre-Service and In-Service
- The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents at
 - 1) Elementary, 2) Secondary, 3) Higher Secondary Levels and 4) Tertiary



Unit -IV: Student Teaching Programmers

10 Lectures

- Teaching objectives – Bloom’s Taxonomy,
- Teacher education and practicing school,
- Teacher education and community,
- Techniques of Teacher Training - Macro and micro-teaching skills, interaction analysis, evaluation of student teaching

Unit -V: Andragogy in Education and Models of Teaching

15 Lectures

- 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

QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

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

COURSE OUTCOMES:

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

1. To know the basic concept of Adjustment and Mental Health
2. To know the different types of Maladjusted Behaviour.
3. To develop the knowledge about adjustment and maladjustment.
4. To be acquainted with the process of testing and diagnosis in Guidance and Counseling.
5. To know the different types of Mental Diseases.
6. To know the different types of Therapeutic Approaches applied in Guidance and Counseling

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.



Unit II: Maladjusted Pattern of Behaviours in Infancies & Childhood: — 20 Lectures

1. Concept & Types of Behaviour Problems.
2. **Problem behaviors:** Stealing, lying, Temper Tantrum, Negativism, Overdependence, Stammering, Dominance & Aggressiveness, Truancy, Bedwetting or Enuresis, Sleep Disorder, Eating Disorder, ADHD, Autism, Phobia – diagnostic symptoms, causes and treatment.

Unit III: Maladjusted Pattern of Behaviours in Adolescence: — 20 Lectures

1. **Delinquency:** Characteristics, Types, Causes, Preventions and remedial measures.
2. **Drug Addiction:** Nature, Characteristics, causes, treatment, brief acquaintances with some major substances.
3. **Psychoses:** Schizophrenia, Manic-depressive, Paranoia— Clinical Features, Etiology, Treatment, Delusional Disorder.
4. **Neuroses:** Anxiety neuroses, phobia, Hysteria, Psychasthenia and Neurasthenia.
5. Phobia, OCD, ASPD, Dilemma.

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

1. Testing techniques/Devices— Intelligence, Achievement, Interest and Personality;
2. Non-testing techniques/Devices— Systematic Case Study, Interview, Cumulative Record Card and Observation;

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

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; Arnold Lazarus and Albert Bandura; Rational Emotive Behavioristic Therapy by Albert Ellis; and Cognitive Therapy by A. T. Beck.



QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

REFERENCES:

- Beck, Carlton E.: Philosophical Foundations of guidance. Englewood cliffs, New Jersey, Prentice Hall.
- 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 Mogauley, 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); Sangatibidhane Nirdeshana O Paramarshadan, Rita Publications, Kolkata.
- Ghosh, S.K. (2013); Sikshay Sangati Apasangati 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. Shikshay Nirdeshona O Mullayan, Classics Books, Kolkata.
- Kabir, S. M. S. (2017). *Essentials of Counseling*. Abosar Prokashana Sangstha, ISBN:9789848798225, Banglabazar, Dhaka 1100.



- 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.



M.A in EDUCATION
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

COURSE OUTCOMES:

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.
- ❖ Understand 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

10 Lectures

1. Environmental Education: Development, Concept, Characteristics, Components and Scope.
2. Objectives and Guiding Principles and Foundation of Environmental Education



UNIT-II: Understanding Environmental Concepts

14 Lectures

- 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: Environmental Degradation & Role of Education

15 Lectures

- 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

15 Lectures

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

10 Lectures

- 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

QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

**REFERENCES:**

- Dev, A. (Ed.) (2003). A Handbook of Human Rights, Creative Learning Series. NBI, New Delhi.
- Katoch, S.K. (2013). Manveeya Mulya, Paryavarn Aur Manavadhikar Shiksha. Mohindra Capital Publishers (P) Ltd.Chandigarh.
- Lowry, W. P. (1973). Air Pollution. Elsevier Inc.
- NCERT (1988). National Curriculum for Elementary and Secondary Education: A Framework (Revised Version). NCERT: New Delhi.
- NCERT. (1980). Environmental Studies: Teachers Guide. New Delhi.
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- Oudum, E., & Barrett, G. (2004). Fundamentals of Ecology (5th edition). Brooks/Cole.
- Sainfeld, J. H.(1975). Air Pollution. McGraw-Hill Inc.U S.
- Saxena, A.B. (1996). Education for the Environmental Concerns. Radha Publications, New Delhi, PP.112.
- Sharma, B.R. (1997). Environmental and Pollution Awareness. Sathya Prakashan.
- Sharma, Y.K., and Katoch, K.S. (2007). Education for Values, Environment and Human Rights. New Delhi: Deep and Deep Publication.
- Singh, P. (1987). Ecology of Urban India. Ashish Pubs.
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- Tchobanoglous, G., & et. al. (1991). Waste Water Engineering – Treatment, Disposal & Reuse (3rd Ed). McGraw-Hill Education (ISE Editions).
- Tletenberg, T. H. (1995). Environmental & Natural Resource Economics (2nd, Ed). Scott. Foreman. Tata McGraw Hill Pub. Co.
- Trivedy, R. K. (2010). Handbook of Environmental Laws, Guidelines, Compliance & Standards. B.S. Publications.
- Wack, K., and Waner, C. F. (1976). Air Pollution. US: Environmental Protection Agency.



M.A in EDUCATION
SEMESTER-III

Elective Course Title: Women Education (Part One)

Elective Course Code: EDN 304 EC

Contact Hours per week: 4

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

COURSE OUTCOMES:

The Learners will be able to:

- Understand about the women education.
- Understand about the Past and Present Scenario of Women Education in India.
- Know about the Commissions and Committees on Women Education
- Know about the Women Educational Thinkers in 19th Century
- Know about the recent trends in Women Education

CONTENTS:

Unit -I: Introduction to Women Education

10 Lectures

- Meaning, Concept, and Scope of Women Education
- Objectives, Need and Importance of women education
- Major Obstacles of Women Education - Social, Political, Psychological, Economic, Cultural, and Religious

Unit -II: Past and Present Scenario of Women Education in India

10 Lectures

- Position and Status of Women Education in Ancient and Medieval India,
- Status of Women Education in Modern India,
- Constitutional Provisions of Women Education in India

Unit -III: Commissions and Committees on Women Education

16 Lectures

- National Committee on Women's Education (1958)
- Hansa Mehta Committee about women education (1962)
- Bhakta vatsalam committee on women education (1963)
- Justice Verma Committee Report (2012)



Unit -IV: Thinkers on Women Education in 19th. Century India

16 Lectures

- Raja Rammohan Roy
- Pandit Iswar Chandra Vidyasagar
- Swami Vivekananda
- Rabindranath Tagore

Unit -V: Recent Trends in Women Education

12 Lectures

- National Development and Women Education
- Women Education and Women Empowerment
- Political Participation of women
- Effect of Globalization on Women Education.

QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

REFERENCES:

- Agarwal, S. P. (2001). Women's Education in India. Guwahati: Eastern Book Depot.
- Gupta, N. L. (2000). Women Education through Ages. Guwahati: Eastern Book Depot.
- Hart, H. R., Belsey, A. M., & Taemo, E. (1990). Integrating Maternal and Child Health Services with Primary Health Care, WHO Geneva. New Delhi: B. R. Publishing Co.
- Joshi, S. T.(1999). Women and Development: The Changing Scenario. New Delhi:
- Kumar, R. (2000). Women and Leadership. New Delhi: Anmol Publishers Pvt. Ltd.,
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- Shanthi, K. (2005). Women in India: Retrospect and Prospect. New Delhi: Anmol Publishers Pvt. Ltd.
- Sharma, N. (2007). HIV-AIDS in Women and Children. New Delhi: Pearl Books.
- Sharma, U. (1995). Women Education in Modern India. New Delhi: Commonwealth Publisher.



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

COURSE OUTCOMES:

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.

QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

Suggested Books

- 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.
- Nayak , B.K. (2012).– Modern Trends and Issues in Education of India.
- Pathak, R.P. (2012). Development and Problems of Indian Education. Pearson Education India.
- Race, P. (1944). The Open Learning 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

COURSE OUTCOMES:

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

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

Unit III: Approaches to Comparative Education.

Importance of cross-disciplinary approach in Comparative Education;



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

Bangladesh, Pakistan, Sri Lanka 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.

QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

REFERENCES:

- Chatterjee, D. (2013). Swadesh O Bidesher Tulanamulak Siksha. Shova, Kolkata.
- Chattoraj, S. (2010). Siksha: Deshe O Bideshe, Central Library, Kolkata 16.
- Chaube & Chaube. (2006). Comparative Education. Vikash Publishing House, New Delhi.
- Mukhopadhyay, D. (2002). Tulanamulak Siksha, West Bengal State Book Council, Kolkata.
- Rahaman, M. (2009). Education of Administration. Pravati Library, Dhaka.
- Rai, B.C. (2010). Comparative Education. Prakashan Kendra, Lucknow.
- Ray, A. (1990). Sikshay Nabayug: Ekti Tulanamulak Alochona. West Bengal State Book Council, Kolkata.
- Samad, A. (2010). Tulanamulak Siksha. Pravati Library, 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

COURSE OUTCOMES:

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
- ❖ 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

QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.



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.
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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

COURSE OUTCOMES:

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

- ❖ To know 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 follow the way to maintain good mental health and adjustment in life.

CONTENTS:

Unit-I: Mental Hygiene:

10 Lectures

- 1) Definition, Meaning, Aims, Nature and Scopes of Mental Hygiene; Origin and development of Mental Hygiene Movement.
- 2) Aspects of Mental hygiene —Conservative, Preventive, Curative. Relationship between Mental Hygiene and Education.

Unit-II: Mental Health:

10 Lectures

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:

14 Lectures

- 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:

20 Lectures

- 1) Problem behaviors: Stealing, lying, Temper Tantrum, Negativism, Overdependence, Stammering, Dominance & Aggressiveness, Truancy, Bedwetting or Enuresis, Sleep Disorder, Eating Disorder, ADHD, Autism, Phobia – diagnostic symptoms, causes and treatment.
- 2) Delinquency: Characteristics, Types, Causes, Preventions and remedial measures.
- 3) Drug Addiction: Nature, Characteristics, causes, treatment, brief acquaintances with some major substances.
- 4) Psychoses: Schizophrenia, Manic-depressive, Paranoia— Clinical Features, Etiology, Treatment, Delusional Disorder.
- 5) Neuroses: Anxiety neuroses, phobia, Hysteria, Psychasthenia and Neurasthenia.

Unit-V: Therapies:

10 Lectures

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

QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

**REFERENCES:**

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- Dutta, G & Nag, S. (2014); Sangatibidhane Nirdeshana O Paramarshadan. Rita Publications, Kolkata.
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- Roychowdhury, A. (2001), Manuser Mon. West Bengal State Book Council.
- Chakrabarty, A. Shikshay Nirdeshona O Mullayan. Classics Books, Kolkata 18.
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M.A in EDUCATION
SEMESTER-IV

Core Course Title: Inclusive Education

Core Course Code: EDN 401C

Contact Hours per week: 4

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

COURSE OUTCOMES:

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

1. To know the emerging concept of 21st centuries education i.e., Inclusive Education for Inclusive Society.
2. To understand the concepts of Inclusive Education and different aspects of Inclusive Education.
3. To explain the Concept, Identification, Causes Prevention and Remedies for Various Disabilities
4. To know the Diverse Learners and Planning and Management of their Education & Education for related others groups.
5. To understand how gender, power and sexuality relate to education in terms of access, curriculum and pedagogy
6. To help student understand the evolution of Inclusive Education and the barriers of Inclusive Education.

CONTENTS:

Unit-I: Inclusive Education & Inclusive Society: ——

08 Lectures

Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities). Concept of Inclusive Society, Elements necessary for creating an inclusive society, Exclusion and Inclusion in Education: Role of Parents & Teachers; Education for a multicultural society & peaceful co-existence.

Unit-II: Evolution & Policy Perspectives of Inclusive Education: ——

10 Lectures

Evolution of the Philosophy of Inclusive Education: Special, Integrated. Equality of Opportunities and Fundamental Constitutional Rights; Role of NPE-1986, Rehabilitation



Council of India (RCI) Act 1992, Person with Disabilities (PWD) Act 1995, SSA, RTE Act (2009), Rights of Person with Disabilities (RPWD-2016).

Unit-III: Disabilities: Concept, identification, assessment and intervention: — 16 Lectures

Concepts, types, causes, identification, role of family, teacher, peers and community for the following impairments & Educational Programmes for them:

Sensory impairment - hearing and visual

Intellectual impairment – Gifted & MR

Developmental disorder – Autism, Cerebral Palsy, Learning Disability

Physically challenged

Juvenile Delinquents: Alcoholism & Drug Addiction, Anti-social and Character Disorder,

Educational programmes for Rehabilitation.

Marginalized section of society and their education.

Unit-IV: Management and Teaching Learning Strategies in Inclusive Classroom: —

20 Lectures

Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, *Assistive and Adaptive Technology for Diverse learners: Product* (Aids and Appliances): Brail System, Tape Recorder, Projector, Computer, Web-Based Tools; and **Process**: Individualized Education Plan (IEP), *Differentiating Instruction*: Peer Tutoring, Self-Regulated Learning, Buddy System; *Collaborated Instruction*: Cooperative Teaching, Team Teaching; CAI, E-Learning and Web-Based Learning and Remedial Teaching.

Unit – V: Issues and Challenges to Inclusive Education:

10 Lectures

Barriers: Attitudinal, Physical and Instructional; Develop understanding and familiarity with key concepts like gender, gender bias, empowerment, gender parity & feminism; Cultural, Linguistic and Religious issues & Marginalization of social groups; Understand the gender issues in school, Curriculum and textual materials; understand how gender, power and sexuality relate to education in terms of access, curriculum and pedagogy.



QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

References:

- Dhawan, M.L. (2011). Education of Children with Special Needs. Isha Books.
- Goel, S. (2015). Inclusive Education: Break Barriers and Open Doors (1st Ed). Aavishkar Publishers, Distributors.
- Mangal S.K. (2007). Educating Exceptional Children: An Introduction to Special Education. Prentice Hall India Learning Private Limited.
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- Paul, S. (2013). Inclusive Education Hardcover. Own Publication.
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- Sharma, A. (2016). Inclusive Education (Hindi). Amit Parkashan.
- Siddiqui, H. (2017). Inclusive Education (Hindi) First edition. Agrawal Publishing.
- Tiwary, M.K., Kumar, S., & Kumar, M. (2017). Dynamics of Inclusive Classroom: Social Diversity, Inequality and School Education in India. Orient Blackswan
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- Virk, J., Arora, A. (2010). Fundamentals of Inclusive Education (6th Ed. Hindi). Twenty First Century Publication.
- Virk, J.K. (2018). Creating an Inclusive School. Bookman Publisher.



M.A in EDUCATION
SEMESTER-IV

Core Course Title: Educational Measurement, Evaluation, and Assessment (Part Two)

Core Course Code: EDN 402 C

Contact Hours per week: 4

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

COURSE OUTCOMES:

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.

QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

REFERENCES:

- Garrett, H.E., and Woodworth, R.S. (1973). Statistics in psychology and education. Vakils, Feffer and Simons Private Ltd, Bombay.
- Mangal, S. K. (T) (2002). Statistics in Psychology and Education. Prentice Hall India Learning Private Limited.
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- Ray, S. (2002). Mullyannitty & koushal. Kolkata: Soma Book Agency.
- Shiksha khatramullyan & niddyasana – D.Purnandu Accherjee



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

COURSE OUTCOMES:

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 pedagogy and levels of teaching;
- Understand the concept of quality teacher education;
- Understand about the areas of research in teacher education;

CONTENTS:

Unit -I: Organization of In-Service Teacher Education Programme **10 Lectures**

- Organization and Modes of In-service Teacher Education,
- Teacher Education Institutions - RMSA, SCERT, NCERT, NCTE, DIET, RIE and IASE,
- In-service Teacher Education Programme Procedures - Purpose, Duration, Resources and Budget

Unit -II: Teaching Profession **10 Lectures**

- 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 Teachers, Innovative practices in Teacher Education program

Unit-III: Pedagogy, Pedagogical Analysis and Level of Teaching **20 Lectures**

- Concept and Stages - Pedagogy and Pedagogical Analysis,
- Critical Pedagogy- Meaning, Need and its implications in Teacher Education program



- Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model) and Reflective Level (Bigge and Hunt teaching Model)

Unit - IV: Quality Teacher Education

18 Lectures

- Agencies of Quality Control : NCTE, NCERT, SCERT, DIET, IASE, CTE, NIEPA and UGC
- Recent policies : NCF-2005, NCFTE-2009, B.ED Regulation-2014 and NEP-2020

Unit - IV: Areas of Research in Teacher Education

08 Lectures

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

QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

Suggested References

- 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. Mi. (1987). The International Encyclopedia of Teaching and Teacher Education. Pergamon Press.
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- Siddiqui, M.A. (1993). In-Service Education of Teachers, NCERT. New Delhi.
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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

COURSE OUTCOMES:

After completing the course the students will be able to:

1. To understand the concepts of Guidance and Counselling.
2. To understand the concepts of Information service.
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-I: Guidance: —

8 Lectures

Guidance: Meaning, Definition, Nature & Characteristics, Types, Aims, Need and Principles of Guidance; Vocational / Career and Personal Individual guidance and group guidance, advantages of group guidance, Group guidance techniques, class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

Unit-II: Counseling: —

8 Lectures

Counselling: Meaning, Definition, Nature, Aims, Need & Areas of counselling: family counselling, parental counselling, adolescent counselling, counselling of girls, counselling of children belonging to special groups: Its concept and the relevance to the Indian situation; and Differences among Guidance, Counselling and Adjustment; Types of Counselling: Directive,



Non-Directive & Eclectic - Characteristics of good counselling; Skills and qualities of an effective counsellor.

Unit -III: Vocational Guidance: —**20 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 — Career development needs of the students, career development process, factors affecting career development. Ginzberg's theory about guidance, Holland's Theory of Vocational Choice, Super's Theory of Vocational Development, Anne Roe's Theory of Career -Development. & Principles of Vocational Choice.

Unit- IV: Guidance Services in Schools: —**16 Lectures**

- 1) Minimum requirements- Resources required for organizing guidance services, (c)
School guidance committee, constitution, roles and functions.
- 2) Kinds of services — Orientation Services, Information Services, Placement Services, Counseling Services, Referral Services, Remedial Services and follow-up Services, Research and evaluation service.
- 3) Organization of Child Guidance Clinic—

Unit- V: Guidance and Counseling for Learner with Special Need: —**14 Lectures**

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

QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.



REFERENCES:

- Aggarwal, J. C. (1989). Educational, Vocational Guidance and Counseling. Delhi: Doaba House.
- Arther, J. J. (1971). Principles of Guidance. Delhi: Tata McGraw Hill.
- Beck., & Carlton,E. (1963).Philosophical Foundations of guidance. Englewood cliffe, New Jersey, Prentice Hall.
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- Kinra, A.K. (2008). Guidance and Counselling. Pearson India Education Services Pvt.Ltd.
- Kochhar, S.K. (1984). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling.
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- Sharma, S.P. (2011). *Career Guidance and Counselling: Principles and Techniques*. Kanishka Prakshan.
- Sharma, V.K. (2005). *Administration and Training of Educational and Vocational Guidance*. Commonwealth Publishers.



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

COURSE OUTCOMES:

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 biodiversity 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

10 Lectures

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

17 Lectures

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

17 Lectures

1. Environmental ethics: Issues and possible solutions.
2. Climate change Education- A Case studies approach
3. Education about the Laws of Conservation and Protection: Environment Protection Act, Wild life Protection Act and Noise Pollution Act.

Unit-IV- Education of Anthropogenic impact on the Environment

10 Lectures

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

10 Lectures

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

QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.



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- Basic Concepts of Environmental Health – NIH Publication No. 80-1254,1980.
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- WHO. (1992). Our Planet Our Health. Oxford Publications.



M.A in EDUCATION
SEMESTER-IV

Elective Course Title: EDN 404 EC: Women Education (Part-One)
Elective Course Code: EDN 404 EC

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 thinkers for women education.
- Understand about the modern trends in Women Education.
- Know about the Kanyashree Prakalpa for Women
- Know about Women's Education- Problems and Perspectives
- Know about the Women and their Health

CONTENTS**Unit -I: Educational Thinkers for Women Education in Modern Times****12 Lectures**

- Begam Rokeya
- Sarojini Naidu,
- Durga Bai,
- Dr. B. R. Ambedkar,
- E. V. Ramasamy

Unit -II: Modern Trends in Women Education**14 Lectures**

- Effect of ICT on Women Education
- Education and Women: Primary and Secondary Education, higher Education and Professional Education
- Women's Education and Social Transformation
- Changing role of women in the society



Unit -III: Kanyashree Prakalpa for Women

10 Lectures

- Scheme and Scholarship of Girls' Education
- Kanyashree Prakalpa: Concept and background of the scheme, Target Beneficiary
- Objectives and importance of the scheme
- Components of the scheme
- Effects of the scheme on women education

Unit -IV: Women's Education- Problems and Perspectives

16 Lectures

- Gender Parity in Education- Enrolment Ratios, Dropout Rates, Primary Education
- Women's Education as a tool of Women Empowerment
- Major Obstacles of Women's Education- Social, Political, Psychological, Economic, Cultural, and Religious
- Vocational, Adult, and Non-Formal Education for Women's Development
- Women and Higher Education

Unit -V: Women and their Health

12 Lectures

- Health Status of women in India- Mortality and Morbidity factors influencing Health
- National Health and Population Policies and Programmes- Maternal and Child Health, Reproductive Health and Hygiene of the Adolescent Girls, Issues of Old Age
- Health Education with special reference to rural women
- Common Nutritional Diseases and their Preventive Measures
- Spread of HIV and AIDS and its impact on women; Preventive measures

QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

Suggested References

- Agarwal, S. P. (2001). Women's Education in India. Guwahati: Eastern Book Depot.
- Gupta, N. L. (2000). Women Education through Ages. Guwahati: Eastern Book Depot.



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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 :

COURSE OUTCOMES:

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

QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

Suggested Books

- Chaube, S.S. (1986). Distance Education. Chandigarh. Chadda Publication.
- Criscito, P. (2004). Barron's Guide to Distance Learning. Barron's E Publisher.
- Daniel, J. S. & et al, (1982): Learning at a Distance: A world Perspective .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.
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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

COURSE OUTCOMES:

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 SAAR Ccountries.

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



QUESTION PATTERN FOR EVALUATION:

1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question.
2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question.
3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

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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)

To be assessed by H.O.D/Teacher-in-Charge, Supervisor, and One External Expert.

Students have to submit their Dissertation Work in the printed form (04 Copies) in stipulated time and it will be evaluated by the External Expert, Supervisor and H.O.D./T.I.C also a Viva-Voce will be conducted with the help of aforesaid members.