

Date: 06.02.2020

To,
The Honorable Vice Chancellor
University of Kalyani
Kalyani, Nadia

Sub: Approval for Minor Change in M.A/M.SC in Education Curriculum from the present session.

Respected Sir,

I would like to inform you that due to the change of All India NET Syllabus (Education) it is very much urgent to change our curriculum accordingly. Our last curriculum has been modified almost 4 years before. We already in a letter intimating the matter and request to sanction a fund for organizing a curriculum workshop.

But now due to shortage of time we are in a position to make a minor change of our syllabus from the current session. It was unanimously resolved in our emergency DC meeting held on 03.02.2020. In another meeting we are able to modify our syllabus in a minor form on 05.02.2020.

Therefore may I request you to approve the minor change of our Education curriculum at 2nd and 4th Sem. accordingly so that we can able to start our modified curriculum from this session.

With regards,

Debajyoti Bhattacharya
Prof Debajyoti Bhattacharya

Department of Education

University of Kalyani
HEAD
Department of Education
University of Kalyani

[Signature]
06/02/2020

[Signature]
06.02.2020

Approved for time being
[Signature]
06/2/2020
PG(E) w
HD, Edu
[Signature]
06/2/2020
[Signature]
06/2/2020

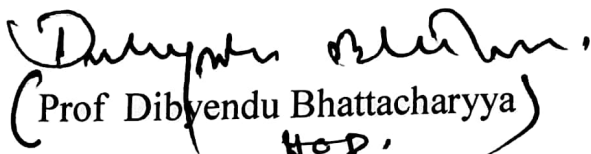

Members present in the DC meeting held on 03.02 2020 and 05.02.3020

1. Prof J. Mete
2. Prof D.P.Sikder
3. Dr. S.Gour
4. Dr. Bijan Sarkar
5. Dr T. Halder
6. Dr. D.Guha
7. Dr A.C. Das
8. Dr. S.N. Sarkar

Resolution:

Agenda: Minor Modification of MA/MSC IN Education Curriculum

It was resolved unanimously that Minor Modification of MA/MSC IN Education Curriculum will be modified and will be initiated from the present session as per UGC Guidelines and as per NET Syllabus changed recently subject to the approval of the authority.


(Prof Dibyendu Bhattacharyya)
HOD,



M.A./M.Sc. (Education) CBCS Curriculum

1. Duration: Two years comprising of four semesters of six months duration

2. Programme Structure:

First Semester						
Course Code	Course Title	Course Credit	Points/Marks			Learning Experiences (hours)
			Mid-term/Assignment	Term-end	Total	
EDC-01	Educational Philosophy-1	4	20	80	100	80
EDC-02	Educational Psychology-1	4	20	80	100	80
EDC-03	Educational Sociology-1	4	20	80	100	80
EDC-04	Research Methodology-1	4	20	80	100	80
Total Credit		16	Total Marks		400	
Second Semester						
EDC-05	Educational Philosophy-2	4	20	80	100	80
EDC-06	Educational Psychology-2	4	20	80	100	80
EDC-07	Research Methodology-2	4	20	80	100	80
EDO-01 (Open course)	Fundamentals of Education and Research (for students of other departments)	4	20	80	100	80
Total Credit		16	Total Marks		400	
Third Semester						
EDC-08	Curriculum Development	4	20	80	100	80
EDC-09	Educational Sociology-2	4	20	80	100	80
EDE-01	Elective Papers 1. Educational Technology-1 2. Teacher Education-1 3. Environmental and Population Education-1 4. Measurement and Evaluation-1 5. Development of Indian Education-1 6. Health Education-1	4	20	80	100	80
EDP-01	ICT	2		50	50	80
EDP-02	Proficiency based activities on Elective paper	2		50	50	80
Total Credit		16	Total Marks		400	
Fourth Semester						
EDC-10	Education Management	4	20	80	100	80
EDC-11	Comparative Education	4	20	80	100	80
EDE-02	Elective Papers 1. Educational Technology-2 2. Teacher Education-2 3. Environmental and Population Education-2 4. Measurement and Evaluation-2 5. Development of Indian Education-2 6. Health Education-2	4	20	80	100	80
EDP-03	Dissertation	4		100	100	120
Total Credit		16	Total Marks		400	
Grand Total (Credit)		64	Grand Total (Marks)		1600	

(EDC compulsory paper; EDC-Elective/Optional paper; EDP -practical paper; EDO- open course)



01

CBCS Curriculum M.A. /M.Sc. (Education)
Dept. of Education, University of Kalyani
Second Semester
EDC-05: Educational Philosophy-2
Points/Marks – 100
Learning Hours-100

Objectives:

To enable the students to

- ✓ develop an understanding about the contribution of Philosophy of Education to education as a discipline.
- ✓ develop capacity to build an Indian Philosophy of Education to set goals of education in India.
- ✓ acquaint themselves with the educational contributions of some great thinkers (both Western and Indian) on education and develop competency to apply their contributions, especially to contemporary Indian education scenario.
- ✓ understand some concepts related to social philosophy of education and build competency to interpret and evaluate those concepts fully.
- ✓ develop insights to apply the above competencies in the practices of education.

Contents

Unit-I :Indian Schools of Philosophy : Carvaka, Vaisesika, Vedanta with special reference to their educational implications;

Unit-II :Educational Philosophy of Swami Vivekananda, Rabindranath Tagore, Aurobindo, M. K. Gandhi, J. Krishnamurthy and Savitribai Phule;

Unit-III :Building a Philosophy of Indian Education : Main issues of development of education in India.

Unit-IV :Western Schools of Philosophy : Existentialism, Essentialism, Humanism, Progressivism, Marxism with special reference to information, knowledge, wisdom and their educational implications for aims, contents and methods of teaching; Paulo Freire, Wollstonecraft and Nel Noddings.

Unit-V :National Values as enshrined in the Indian Constitution - Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education

Unit-VI :Modern Concept of Philosophy : Analysis – logical analysis; logical positivism and positive relativism;



Suggested Readings:

- Foundation of Education: O. P.Dhiman.
- An Introduction to Indian Philosophy, S. C. Chatterjee and D. M.Dutta.
- Four Philosophies and their practice in Education : D. J.Butler.
- Philosophy of Education : RupertLodge.
- Philosophy Bases of Education : R. R.Rusk.
- Studies in Philosophies of Education : V.Verma.
- Outlines of Indian Philosophy : J.Sinha.
- Philosophical Foundations of Education : K. K.Shrivastava.
- Educational Thoughts and Practice : V. R.Taneja.
- Great Educators : R. R.Rusk.
- Education and Philosophy: D. Bhattacharayya, Pearson (BengaliVersion)

CBCS Curriculum M.A. /M.Sc. (Education)

**Dept. of Education,
University of Kalyani**

Second Semester

EDC-06: Educational Psychology-2

Points/Marks – 100 Learning Hours-100

Objectives:

To make students understand

- ✓ the meaning and nature of higher mental processes and their measurement;
- ✓ The nature of learning and constructivism on the basis of different theoretical perspectives;
- ✓ the nature of personality and individual differences, and their educational importance;
- ✓ the nature of group dynamics in classroom and classroom climate.

Contents

Unit-I :Intelligence - concept and nature. Approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence, multiple intelligence and emotional intelligence.

Theories of Intelligence by Cattell, Guildford, Sternberg and Gardner,

Assessment of Intelligence, Concepts of Problem Solving, Critical thinking, Metacognition and Creativity

Unit-II :Creativity - Concept and nature. Factors of creativity. Development of creativity. Measurement of creativity, Creativity and Intelligence.

Unit-III :Learning Theories (Behaviourist& Cognitive): Skinner, Hull, Tolman, Gagne, Lewin.


Learning Theories (Constructivist): Bruner, Vygotsky, Piaget.

Factors affecting social learning, social competence, Concept of social cognition, understanding social relationship and socialization goals

Unit-IV :Personality - concept and nature. **Theories and their educational implications** – (Cattell, Eysenck, Jung, Erikson, Rogers, Big five factors, Freud, Gordon Allport, Max Wertheimer, Kurt Koffka.) Measurement.

Unit-V :Individual differences – Concept & Types. Role of heredity, environment and culture. Implications of individual differences for organizing educational programmes. Socio-emotional Climate of classroom.



04 

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

and

Suggested Readings:

- Aggarwal, J.C. (1995). **Essentials of Educational Psychology**, Vikash Publishing House Private Limited. NewDelhi.
- Anastasi, A.&S.Urbina. **Psychological Testing** (4thEd.) (2004). Pearson Education.
- Baron, R.A. and Byrne, D.(1995) **Social Psychology**, New Delhi. Prentice Hall of India Pvt.Ltd.
- Bigge, L.Morris.(1982): **Learning Theories for Teachers**, Harper and Row Publishers, NewYork.
- Bower, G.H. and Hilgard, R.R.(1986), **Theories of Learning**, (5thed.), Prentice Hall, NewDelhi.
- Chauhan, S.S.(1996). **Advanced Educational Psychology**, New Delhi, Vikas Publishing Pvt.Ltd.
- Cooper, C.**Intelligence and Abilities**. Routledge. London and NewYork.(1999)
- Cotton, Julie.(1995): **The Theory of Learning: An Introduction**, Kogan Page Limited, London.
- Cropley, A.J.**Creativity in Education and learning**. Kogan Page, U.K.(2001).
- Friedman, H.S. and Schustack, M.W.(2003) **Personality Classic Theories and Modern Research**, Pearson Education. 2ndEd.
- Goodenough, F.L.(1949) **Mental Testing: its history, Principles and applications**. N.Y. Rinehart.
- Gregory, R.J. **Psychological Testing- History, Principles, and Applications** (4thEdition). Pearson Education, (2005).
- Gulati, S.(Edited). **Education for Creativity**. NCERT.(1995).
- Hall, C.S and Lindzey, G.(1985). **Theories of Personality**. Wiley Eastern Ltd. 3rdEd.
- Mangal, S.K. **Advanced Educational Psychology**. Prentice-Hall of India Pvt. Ltd, NewDelhi(2000)
- Morgan .T.C. et al. **Introduction to Psychology** (7thEdition). Tata McGraw Hill Publishing Corp Ltd. NewDelhi,(2003).
- Murray, H.A.(1962). **Explorations in personality**. N.Y.Science Editions.
- Phares, E.J.(1991) **Introduction to personality**. Harper Cllins. N.Y. 3^{ed}Ed.
- Santrock, J. Educational Psychology. McGraw Hill Higher Education. 5thEd.(2010)
- Torrance, E.P. **Encouraging Creativity in the Classroom**. W.M.C. Brown Co. Publishers, IOWA, USA.(1972).
- Woolfolk, A.**Educational Psychology**(Ninth Edition). Pearson Education, (2018).

Second Semester
EDC-07: Research Methodology-2
Points/Marks – 100
Learning Hours-60

Objectives:

To enable students to

- ✓ construct and apply different research tools.
- ✓ develop skill to write and evaluate research report.
- ✓ acquaint with the descriptive and inferential statistical techniques in educational research.
- ✓ estimate and calculate reliability, validity, regression and prediction.

Contents

Unit-I :Strategies of Educational Research: Historical, Descriptive and Experimental and their importance.

Unit-II :Tools of Research - Validity, Reliability and Standardization of a Tool, Types of Tools (Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory), Techniques of Research (Observation, Interview and Projective Techniques)

Unit-III:Testing of Hypothesis (Type I and Type II Errors), Levels of Significance, Power of a statistical test and effect size, Parametric Techniques, Non- Parametric Techniques , Conditions to be satisfied for using parametric techniques, Inferential Statistics for testing null hypotheses and interpretation of results parametric and non parametric techniques (concept): CR-test, F-test (one way), Median test, t-test, z-test, ANOVA (concept),chi-square (Equal Probability and Normal Probability Hypothesis). Qualitative Data Analysis - Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation

Unit-IV: Qualitative Research Designs: Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT).

Narrative Research Designs (Meaning and key Characteristics, Steps in conducting NR design), Case Study (Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses),

Ethnography (Meaning, Characteristics,Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses),

Mixed Method Designs: Characteristics, Types of MM designs (Triangulation, explanatory and exploratory designs), Steps in conducting a MM designs, Strengths and weakness of MM research.

Unit-V : Regression and Prediction: concepts, types, methods for estimation of linear regression and prediction (one / two predictor) and uses in educational research, Multiple Regression (concept and uses).

Unit-VI: Research Report: recording, organizing and reporting of investigation /experimentation as per style format, and evaluating a research report. Research proposal.



07 05

Suggested Readings:

- Creswell, J. W. - **Educational Research- planning, conducting, and evaluating Quantitative and Qualitative approach.** PHI.
- Cohen, L., Manion, L. & Morrison, K. - **Research Methods in Education.** Routledge.
- Johnson, B. & Christensen, L. - **Educational Research-quantitative, qualitative & mixed approaches.** Sage.
- Kerlinger, F. N. - **Foundations of behavioural research.** Surajit Publication
- Mohsin, S. M. - **Research methods in behavioural science.** Orient Longman.
- Best and Kahn - **Research in education.** PHI
- Koul, L. - **Methodology of educational research.** Vikas Publishing House Pvt. Ltd.
- Guilford, J. P. - **Fundamental statistics in psychology and education.**
- Guilford, J. P. - **Psychometric methods.**
- Anastasi, A. - **Psychological Testing.** Pearson Education.
- Freeman - **Psychological Testing.**
- Ferguson, G. A. - **Statistical Analysis in Psychology and Education.**
- Nunnally, J. C. - **Educational measurement and evaluation.**
- Siegal, S. - **Nonparametric statistics for the behavioural sciences.**
- Van Dalen, D. B. - **Understanding Educational Research: an introduction.**
- Dooley, D. - **Social Research Method:** Prentice Hall of India Pvt. Ltd.
- Neuman, W. L. - **Social Research Method - Qualitative and quantitative approaches,** Pearson Education.
- Ahuja, R. - **Research Methods,** Rauat Publication, Jaipur and New Delhi.
- Kothari, C. R. - **Research Methodology-method and techniques.** Wishwa Prakashan, New Delhi.
- Sukhia, S. P., Mehrotra, P. V. & Mehrotra, R. N. - **Elements of Educational Research.** Allied Publishers Ltd.

Second Semester

EDO-01: Fundamentals of Education and Research (Open Course)

Creditpoints/Marks-100

LearningExperiences-80

Objectives: After completing this course the learner will be able to

- Explain the meaning, nature, bases, and agencies of Education
- Discuss different bases in education
- State the meaning, nature, and factors of learning
- Explain the meaning, stages, and levels of teaching
- Discuss the meaning, importance, and development of teaching skills
- State the foundation of curriculum development and analysis different curriculum frameworks
- Enumerate the meaning, nature, and types of evaluation
- Explain the meaning, nature and types of research
- Discuss some basic concept involved in research
- State and compute some basic statistics in research
- Write research proposal, research report and research paper

Contents

Unit-I : Foundation of Education:

- Meaning, Nature, Scope, functions, and agencies of Education
- Philosophical bases of Education
 - Preliminary ideas about Indian schools of philosophy in relation to Education
- Sociological bases of Education
- Historical bases of Education

Unit-II : Psychology of Learning and Teaching:

- Learning
 - Meaning. Nature. Factors (Motivation, Maturation, Memory, and Attention). Theories and implication (Classical Conditioning, Operant Conditioning, Gestalt, and Constructivism)
- Teaching
 - Meaning. Stages. Levels. Teaching skill. Development of Teaching skills.
- Educational Technology
 - Meaning, Nature, approaches, and Scope

Unit-III : Curriculum Development and Evaluation:

- Concept, Types, and Principles of Curriculum
- Foundation of Curriculum and Curriculum framework

Unit-IV : Measurement and Evaluation:

- Meaning and nature of Measurement and Evaluation
- Formative and Summative evaluation
- Continuous and Comprehensive evaluation (CCE)

Unit-V : Basic concepts in Research:

- Meaning and nature of research
- Different types of research in Social Science
 - Basic, Applied, and Action
 - Qualitative, Quantitative, and Mixed
 - Historical, Descriptive, and Experimental
- Review of Related Literature- meaning and importance
- Hypothesis and Research question
- Population, Sample, and Sampling techniques- Probability (Simple Random, Stratified Random,) and Non-probability (Incidental, Purposive)
- Tools of data collection- Criteria of a good research tool. Nature, Merits and Demerits of tools- Observation, Questionnaire, Interview, Likert scale

Unit-VI : Statistics in research and Report writing:

- Statistics in research
 - Scales of measurement
 - Central tendencies and Dispersion
 - NPC
 - Inferential statistics- Parametric and Nonparametric tests
- Reporting of research
 - Research Proposal and Research report
 - Basic components of writing research report

Suggested Readings:

- Chatterjee, S.C. & Dutta, D.M. **An Introduction to Indian Philosophy**
- Verma, V. **Studies in Philosophies of Education**
- Bhattacharayya, D. **Education and Philosophy**. Pearson (Bengali Version)
- Chube, S. P. **Philosophical & Sociological Foundation of Education**. Vinod Pustak Mandir, Agra, 1981.
- Shukla, S. . & Kumar, K. **Sociological Perspective in Education**, Chanakya Publication, New Delhi, 1985.
- Bhatt, B. D. & Sharma, S. R. **Sociology of Education**, Kanishka Publishers House, 1993.
- Sharma, S. N. : **Philosophical & Sociological Foundations of Education**, Kanishka Publishers, New Delhi, 1995.

- Sharma, K. L. : **Social Stratification in India** : Issues & Themes, Sage Publication, New Delhi, 1997.
- Sharma, Y. K. : **Philosophical & Sociological Foundations of Education**, Kanishka Publishers, New Delhi, 2004.
- Bhattachayya, D. **Education and Sociology**: , Pearson (BengaliVersion)
- Aggarwal, J.C. (1995). **Essentials of Educational Psychology**, Vikash Publishing House Private Limited. NewDelhi.
- Chauhan, S.S.(1996). **Advanced Educational Psychology**, New Delhi, Vikas Publishing Pvt.Ltd.
- Mangal, S.K. **Advanced Educational Psychology**. Prentice-Hall of India Pvt. Ltd, NewDelhi(2000)
- Bhat, B. D. and Sharma, S. R. **Educational Technology Concept and Technique**, Delhi : Kanishka Pub. House, 1992.
- Chand Tara. **Educational Technology**, New Delhi : Anmol Pub., 1990.
- Jagannath Mohanty. **Educational Technology**, New Delhi : Deep & Deep Pub. 1992
- Aggarwal, J. C. – **Educational Technology**.
- Sen, Malay Kr. – **Educational Technology**. (Bengaliversion)
- Bhalla, Navneet. (2007) – **Curriculum Development**. Author Press. Delhi. India.
- Walker, D.F. (2003) – **Fundamentals of Curriculum**. Lawrence Erlbaun Associates, Publishers. New Jersey.
- Bhattacharyya, D. **Curriculum and Evaluation**:, Alapana Enterprise (Bengaliversion)
- Best and Kahn – **Research in education**. PHI
- Koul, L. – **Methodology of educational research**. Vikas Publishing House Pvt.Ltd.
- Guilford, J. P. – **Fundamental statistics in psychology and education**.
- Neuman, W.L. – **Social Research Method – Qualitative and quantitative approaches**, Pearson Education.
- Ahuja, R. – **Research Methods**, Rauat Publication, Jaipur and New Delhi.
- Kothari, C.R. – **Research Methodology – method and techniques**. WishwaPrakashan, New Delhi.
- Linn, R.L. & Gronlund, N.E. **Measurement and Assessment in teaching** (8thed.)-: Pearson Education
- Singh, A.K. **Test, Measurements and Research Methods in Behavioral Science**. Bharati Bhavan

Fourth Semester
EDC-10: Education Management
Points/Marks – 100
Learning Hours-60

Objectives:

After completing the course the students will be able to:

- ✓ know the nature, scope and functions of Education Management and Administration
- ✓ realize idea about the difference between administration, management and supervision
- ✓ know the management system and their applications in education institutions
- ✓ understand some idea about institutional leadership and its function in conflict management
- ✓ understand some idea about educational planning and its application understand about the organization system in educational institutions

Contents :

Unit-1 : Education Management: Concept, Nature, Scope, Principles, importance, and Evolution of Scientific Management thought, Different Approaches to management thought, Functions and special features of Education management, System approach in Education Management, Communication in education management, Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism,

Unit-2 : Education Administration and Supervision : Meaning, Nature, Functions, Types and Fields of Education Administration, Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organisational compliance, Organisational development, Organisational climate. Administrative responsibilities of Central and State Government, Supervision, Local bodies and other institutions-CABE, UGC, NCERT, SCERT, Boards of Examinations, IASE and DIET supervision- needs and mechanisms.

Unit-3 : Educational Planning and Organization: Meaning, importance, Planning process and Models of Planning, Last three Five-Year Plans of India, Meaning, Nature and characteristics of organization, Steps, importance and structure of organization, Decentralization and Delegation of authority.

Unit-4 : Human Resources and Leadership in Educational Administration: Concept, meaning and strategies of Human Resource management. Motivation and Human Resource Management.

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

Unit-5: Institutional Management: a) Concept, Nature of Institutional Management, Institutional building and Planning, Resource management in educational institution, Information management systems in education, Decision making and Forecasting.



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

Unit -6: Change Management: Meaning, Need for Planned change, Three-Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke, Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis, Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI] , International Network for Quality Assurance Agencies in Higher Education [INQAAHE].



Suggested Readings :

- Anderson, D.R, D.J. Sweeney and .R. Williams(1978). *Essentials of Management Science Applications to Decision Making*. St. Paul, Minn: WestPublishing
- Bush, T. and L.Bell (Edn.2002). *The Principles and Practice of Educational Management*, London: PaulChapman
- Bush, Tony(2008). *From Management to Leadership. Educational Management, Administration & Leadership*. London: Sage; BELMAS, Vol. 36(2) PP271-288
- Chandan, J.S(1987): *Management Theory and Practice*, Vikas Publishing House Pvt.Ltd.
- Chandrasekaran, P. (1997). *Educational Planning and Management*, New Delhi: Sterling Publishers Pvt.Ltd.
- Massie, J.L. (1987). *Essentials of Management*, New Delhi: Prentice Hall ofIndia
- Hersey, P and K. Blanchard (1986). *Management of Organizational Behaviour: Utilizing Human Resources*, New Delhi: Prentice Hall ofIndia
- Mukherjee, S.N (1970). *Administration of Education, Planning and Management*, New Delhi: SterlingPublishing.

Fourth Semester EDC-11: Comparative Education

Points/Marks-100

LearningHours-100

Objectives:

After completing this course, the learner will be able to

- state the nature, meaning, scope methods and issues of Comparative Education as emerging discipline,
- discuss various factors (geographical, socio-cultural and philosophical etc.) contributing to education systems,
- explain various approaches to and methods of Comparative Education,
- analyze contemporary trends in education of the world with special references to UNO and its subsidiary organizations.
- Analyse 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;
- To acquaint with the learners with contemporary commission and committee regarding teacher Education.

Course Content

Unit-I :Comparative Education: Meaning, Nature, Scope and Importance.

Comparative Education as an academic discipline. Factors of Comparative Education, Methods of Comparative Education.

- Approaches to Comparative Education: Cross-disciplinary, problem approaches and facta approaches.

Unit-II:Contemporary Trends in World Education Scenario : National and International, Role and Programmes of Educational Activities of UNO and its various organs in improving quality of education among the member countries.

UnitIII: Elementary Education: UK, USA, China and India.

Unit - IV : Secondary Education - UK, USA, Japan, Germany, and India.

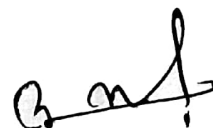
Unit - V : Higher Education - UK, USA, Germany, France, and India.

Unit - VI : Teacher Education -

- **Teacher education System in UK, USA, Germany, and India.**
- **Committees and commission on Indian Teacher Education:**

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

References:



- Kaushik, V.K. and Sharma, S.R. (2002). Comparative Education. Anmol Publications Pvt. Ltd., NewDelhi.
- Chaube, S.P. (1985). Features of Comparative Education. Vinod Pustak Mandir, Agra.
- Rai, B.C. (1987). Comparative Education. Prakashan Kendra, Lucknow.
- Chakravarti, B.K. (2005). A Text book of Comparative Education. Dominant Publishers and Distributors, Delhi.
- Hans, Nicholas (2003). Comparative Education, Routledge and Kegan Paul, England.
- Sodhi T.S. (1994). Text book of Comparative Education, Vikash Publishing House Pvt. Limited, NewDelhi.

Handwritten signature

Fourth Semester
EDE-02 : Environmental and Population Education-2

Points/Marks-100

(Elective)

LearningHours-60

Objectives :

On completion of the course the learners will be able to:

- Develop skills to solving environmental problems which are in harmony with the environmental quality and sustainable development.
- Develop knowledge of environment management plan and environmental ethics.
- Apply the acquired knowledge & skills in their social and practical life.
- Identify the status of environmental education in India.
- Acquire knowledge about the relation between population growth and quality of life.
- Develop knowledge of various population-related policies and programmes
- Narrate the status of population education in India

Contents :

Unit-I : Environmental Education for Sustainable Development : Natural & Man-made disasters, Conservation of Environmental Resources, Reducing environmental stressors through education.

Unit- II : Environment Management and Education : Dimensions and approaches to Environmental Management, Environmental laws & policies, Assessment of Environmental Impact (EAI), Environmental Ethics, Environment Management Education & Training.

Unit- III : Environmental Education in India : Present Status, Initiatives for the development of environmental education

Unit-IV : Population & Quality of Life : Population in relation to socio-economic development & resource, Population in relation to health status, health service, nutrition and educational provision.

Unit-V: Population Related Policies and Programmes : Population policy in relation to health-environmental education policies, Programmes related to employment, social movements, Voluntary and International Agencies, UNFPA, WHO, UNESCO.

Unit-VI : Population Education in India: Current status, Constraints to implementing Population Education.



Suggested Readings :

- The Handbook of Environmental Education – Joy Palmer and Philip Neal.
- Environment Protection, Education and Development –S.P.Agrawal.
- Environmental Education – K.K.Srivastava.
- Environmental Education – Roy &Reddy.
- Education for Environment and Human Values – Sharma &Maheshwari.
- The Environment & its Problems – N.Dutt and P.K.Dutt.
- Environmental Education and Training in a Developing Country –Biswas &Das
- Environmental Education –R.A.Sharma
- Teaching of Environmental Education – Shalini Raj
- Environmental Science Education – A.Panneerselvam & Mohana Ramakrishnan
- Population Education – V.KRao
- Population Education in India –R.P.Grover
- Population Education –B.K.Saha
- India's Population Problem –S.N.Agrawal
- Geography of Population Education –R.C.Chandana
- Population Policy – B. L.Raina
- Population Education – S. C.Mohanty

Fourth Semester

EDE-02 : Measurement and Evaluation-2 (Elective)

Points/Marks-100

LearningHours-60

Objectives :

To enable the students to :

- define different types of tools, their goodness and standardization procedures;
- process and interpret student's performance on tests and interpret test scores;
- acquaint with the new trends of Educational Measurement and Evaluation;
- acquaint with interpretation of test result;
- uses of measures of relationship.

Contents :

Unit-I : Test and their Standardization : Meaning and types of Tests, General steps in test standardization, Uses and limitation of Tests.

Unit- II : Measurement of Psychological Tests : Aptitudes, Intelligence, Attitudes, Interests.

Unit-III : Qualitative and Quantitative Data Analysis : Qualitative Data : Organization, Analysis, Interpretation and Validation of Qualitative Analysis, Quantitative Data : Multiple Correlation and Regression.

Unit-IV : Inferential Statistics : Central Limit Theorem, Parametric Tests and Nonparametric Tests.

Unit-V : Interpreting Test Scores : NRT and CRT, Grade norm, Percentile Rank, Standard Score, Local Norm, Caution in interpreting test score.

Unit-VI : New Trends in Measurement and Evaluation : Grading, Semester and Continuous Internal Assessment, Question Bank and its Functions, Computer in Evaluation



Suggested Readings :

1. Measurement and Assessment in Teaching (8thed.) – Robert L. Linn & Norman E. Gronlund : Pearson Education.
 2. Essentials of Educational Measurement (5thed.) Robert L. Ebel & David, A. Frisbie : Prentice Hall of India, New Delhi.
- Assessing Students – how shall we know ... ? Derek Rowntree – Kogan Page, London.
 - Principle of Educational and Psychological Testing (3rded.). – Fredrick G. Prown – Holt, Rinehart and Winter, New York.
 - New Approaches to Measurement and Evaluation – K. S. Singh – Sterling Publishers Pvt.Ltd.
 - Test, Measurements and Research Methods in Behavioural Science– A. K. Sing : Bharati Bhawan.
 - Research in Education – Best, John W. and James, V. Kahn, New Delhi, Prentice-Hal of India Pvt.Ltd.
 - Taxonomy of Educational Objectives I : Cognitive Domain – Bloom, Behjamin S, et al. Eds., New York : David Makay Co.,Inc.
 - Fundamental Statistics in Psychology and Education – Guildford, J. P. New York, McGraw-Hill BookCompany.
 - Non-parametric Statistics for the Behavioural Sciences – Siegel, S. Tokyo : McGraw-Hill, Hogakusha,Ltd.
 - The Factorial Analysis of Human Ability – Thomson, G. (1951), London : University of London PressLtd.
 - Measurement and Evaluation in Psychology and Education – Thorndike, Robert L. and E. Hagen, New Delhi : Wiley Eastern Private Ltd.
 - Multiple-Factor Analysis : Thurstone, L. L., Chicago : The University of Chicago Press.

and

Fourth Semester EDE-
02: Development of Indian Education-2 (Elective)

Points/Marks-100

Learning Hours-60

Objectives:

- Identify the educational problems faced by Backward Community
- Explain the principles underlying in the Indian Constitution
- Describe the recommendations of the Five Year Plans
- Understand the development of educational administration in India
- Recognize the Modern Trends and Contemporary Issues
- Have some ideas about some important Bodies of Education

Unit - I: Education of the Socially and Economically Disadvantaged Section of the Society with Special Reference to

- a) Caste - Education of SC /STs
- b) Gender - Women Education.
- c) Religion - Education of Minority.
- d) Locality - Rural Education.

Unit - II: Quality in Education

- a) Concept.
- b) Context.
- c) Need.
- d) Indicators
- e) Role of NCTE, UGC, NAAC and NCERT for the promotion of quality of education.
- f) Strategies of promoting quality of education under plans.

Unit - III: Educational Administration and Finance

- a) Meaning, nature and function of Educational Administration.
- b) Development of Educational Administration in India.
- c) Functions of CABE, NUEPA, DEB, SCERT and DIET.
- d) Financing Education.
- f) Educational Supervision - Meaning, Nature and Function.

Unit -I V: Vocational and Technical Education in India

- a) Concept.
- b) Context.



215

- c) Need.
- d) Progress since 1947.
- d) Problems and Prospect.
- e) Govt. Policies and Programmes.

Unit – V: Development of Education under Plans in India

1. Educational Planning: Meaning, Nature, function and approach.
2. Development of Elementary education under plans
3. Development of Secondary education under plans.
4. Development of Higher education under plans.
5. Development of Women Education under plans.

Unit –VI: Contemporary Issues in Education

1. Peace Education
2. Education and Sustainable Development in India
3. Liberalization and its Impact on Education
4. Privatization and its Impact on Education
5. Open and Distance Education
6. Adult Education and Non-formal Education
7. g) Globalization and its impact on Education
8. Human Right Education

Suggested Reading:

- Ghosh, Suresh Chandra (1995), The History of education in Modern India, (1757-1986), Orient Longman.
- N.C.E.R.T., Early Childhood Education Programme (2008), New Delhi, NCERT.
- Sengupta, M. (2009), Early Childhood Care And Education, New Delhi, PHI Private Limited.
- Srivastava, Gouri (2000), Women, s Higher Education in the 19th Century, New Delhi, Concept Publishing Company.
- Dikshit, H.T., Garg, Suresh, Panda, Santosh, & Vidyashri (2002), Access & Equity : Challeges for Open and Distance Learning, New Delhi Kogan Page.
- Mukherjee, S.N. Education in India, Today and Tomorrow, Boroda Acharya Book Depot.
- Nurullah, S and Naik, J.P History of Education in India. Macmillan Co.
- Bajerjee, J.P. Education in India, Past, Present and Future.
- Mukhopadhyay, M. Parhar Madhu (Ed.

Handwritten signature
22 25

- Nayar, Usha (2000), Education of Girls in India: Progress and Prospects, New Delhi, N.C.E.R.T.
- Aggaral, J.C., (2001), Modern Indian Education: History, Development and Problems, Delhi, Shipra Publication.
- Aggarwal, J.C. and Gupta, S. (2007), Secondary Education: History, Problems and Management, Delhi, Shipra Publication.
- Govt. Of India (1953), Report of the Secondary Education Commission, New Delhi, Ministry of India.
- Rowntree, Derek (1992), Exploring Open and Distance Education, London, Kogan Page Limited
- Siddiqui, Mujibul Hasan (2008), Distance Education: Theory And Research, New Delhi, APH Publishing Corporation.
- Sharma and Rajendra, K (1986), Problems of Education in India, New Delhi, Atlantic publishers and Distributor.
- Kochhar, S.K. (2000), Pivotal Issue in Indian Education, New Delhi, Starling publisher.
- Sharma, Shashi Prabha (2005), Teacher Education: Principles, Theories and Practices, New Delhi, Kanishka Publishers.
- Swain, Sanay, K (1998), Trends and Issues in Indian Education, Ludhiana, Kalyani Publisher.

amf

Fourth Semester
EDE-02 : Health Education-2(Elective)

Points/Marks-100

LearningHours-60

Objectives:

- To lead a healthy life through preservation of good health.
- To understand and discriminate between good and bad practices.
- To develop appropriate attitude and awareness towards health related issues.
- To promote health and efficiency through organized community effort
- To develop proper idea about communicable and non-communicable diseases.

Contents:

Unit - I : School Health Services

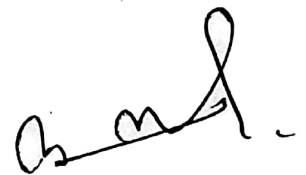
- Health Status of school children, School health service in India, School health programme;

Unit - II : Information, Education, Communication and Training in Health

- Definitions and Concepts, Health education and promotion, Process of change in behaviour, Principles of health education, Communication in health education and training, Education and training methodology, Planning of health education, Levels of health education, Child to child programme, Education and training system in health and FW institution, IEC training scheme.

Unit - III : Epidemiology of Communicable Diseases and National Health Programme with Special reference to HIV/ AIDS, Leprosy and Avian Influenza and human health (New threat).

Unit - IV : Epidemiology of Non-Communicable Diseases and National Health Programmes with Special emphasis on Cardio-vascular Diseases (unhealthy life style diseases), Mental disorder and Mental retardation.



Suggested Books :

- D.T.Kenny, J.G.Carlson, F.J.McGuigan and J.L.Sheppard, Stress and Health – Research and Clinical Applications, Harwood, Academic Publishers, The Netherlands (2000)
- L. Ramachandran and T.Dharmaliugam, Health Education – A New Approach, Vikas Publishing House Pvt. Ltd. New Delhi(2001)
- M.C.Gupta and B.K.Mahajan, Text Book of Preventive and social Medicine, Jaypee Brothers, Medical publishers Pvt.Ltd., New Delhi,(2005)
- S.Mahoney and L.K.Olsen (Eds.), Health Education – Teacher Resource Handbook, Corwin Presee Inc. California, USA,(1993)
- S,P.Singh, Sex Education – AIDS and Sexuality, Authors Press, Delhi(2001)
- V.K.Nanda, Health Education, Anmol Publication Pvt. Ltd. New Delhi(1997)

ant

Fourth Semester
EDE-02: Educational Technology-2(Elective)

Points/Marks – 100 Learning Hours-100

Objectives:

To enable the students to

- ✓ explain the nature and application of Teaching Machine and Programmed Instruction.
- ✓ Discuss the application of computer and ICT in different ways in education.
- ✓ give explanation and use of different media in Educational Technology.
- ✓ develop evaluation tools in different ways.
- ✓ discuss different instructional design and their applications
- ✓ discuss the emerging trends in e-learning.

Course Contents

Unit-I: Programmed Instruction and Teaching Machine: Origin and Types (Linear and Branching); Development of programmed instruction material; importance and limitation.

Unit-II: Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM, Concept of e learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)

Unit-III : Development of Evaluative Tools: Norm-referenced and criterion-referenced, Formative and summative tools for evaluation

Unit-IV: Application of ET in Instructional design: Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design,

Unit-V: Use of ICT in Evaluation, Administration and Research: e-Portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.

Unit-VI: Emerging Trends in e-learning: Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources (Creative Common, Massive Open Online Courses-Concept and application), e- Inclusion - Concept of e-Inclusion, Application of Assistive technology in e-learning , Quality of e-Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003), Ethical Issues for e-Learner and e-Teacher - Teaching, Learning and Research.



Suggested Readings :

- Bhat, B. D. and Sharma, S. R. – Educational Technology Concept and Technique, Delhi : Kanishka Pub. House, 1992.
- Chand Tara – Educational Technology, New Delhi : Anmol Pub., 1990.
- Das, R. C. – Educational Technology : A Basic Text, New Delhi : Sterling Pub. Private Ltd., 1983.
- Jagannath Mohanty – Educational Technology, New Delhi : Deep & Deep Pub. 1992
- Mall Reddy, M. & Ravishankar, S. – Curriculum Development and Educational Technology, New Delhi : Sterling Pub. Private Ltd., 1984.
- Mukhopadhyay, M. (Ed.) – Educational Technology : Challenging Issues, New Delhi : Sterling Pub. Private Ltd., 1990.
- Pangotra, Nanendranath – Fundamental of Educational Technology, Chandigarh : International Pub., 1980.
- Aggarwal, J. C. – Educational Technology.
- Sharma, Y. K. – Educational Technology.
- Kumar, K. L. – Educational Technology.
- Sampath – Educational Technology.
- Rao, Usha – Educational Technology.
- Sen, Malay Kr. – Educational Technology.

TEACHER EDUCATION(4TH SEMESTER)

PAPER CODE- EDE-2

- 1. Meaning Nature & Scope of Teacher Education; The structure of Teacher education Curriculum and its vision in curriculum documents of NCERT & NCTE at Elementary, Secondary & Higher Secondary Levels.**
- 2. Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential Learning.**
- 3. Recommendation of various commissions of Teacher Education in Post-Independence era.**
- 4. Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng & Luke, Habermas. Meaning of Reflective teaching and strategies for Promoting Reflective Teaching.**
- 5. Models of Teacher Education – Behaviouristic, Competency-based and Inquiry Oriented Teacher Education models.**

Suggested Readings :

- NCTE(2009) Curriculum Frame Work of teacher Education, NCTE, NewDelhi.
- Report of the Education Commission(1964-66).
- Report of the National Commission of Teachers(1983-85).
- National Curriculum Framework for Teacher Education,2009.
- Report of the Delors Commission, UNESCO,1996.
- National Policy of Education 1986 /1992.
- National Curriculum Framework on School Education,2005.
- UNESCO (2006) : Teachers and Educational Quality : UNESCO Institute for StatisticsMontreal.
- NCTE (2009) : National Curriculum Framework of Teacher Education, New Delhi.
- NCERT (2005) : National CurriculumFramework.

- NCERT (2006) : Teacher Education for Curriculumrenewal.
- NCTE (1998) : Perspectives in TeacherEducation.
- The Reflective Teacher :Organisation of In-Service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 byNCERT.
- Cohen, Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5thedition). Rout ledge Falmer. London and NewYork.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach : A Guide to Studying in Teacher Education. Rout ledge Falmer. London and NewYork.
- Korthagen, Fred A. J. et al. (2001). Linking Practice and Theory : The Pedagogy of Realistic Teacher Education. Lawrence ErlbaumAssociates.
- NCTE (1998) : Policy Perspectives in Teacher Education. NewDelhi.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School Education : Pre-service Education, NewDelhi.
- Rao, D. B. (1998). Teacher Education in India. Discovery Publishing House, New Delhi.
- Yadav, M. S. and Lakshmi, T. K. S. (2003) : Conceptual inputs for Secondary Teacher Education : The Instructional Role. India,NCTE.
- Joyce, B. and Weal, M. (2003). Models of Teaching (7thEd.) Boston : Allyn and Bacon.
- Ram, S. (1999). Current Issues in Teacher Education. Sarup& Sons Publication, NewDelhi.
- Schon, D. (1987). Educating the Reflective Practitioner : Towards a New Design for Teaching and Learning in the Profession. New York, BasicBooks.
- Day, C. and J. Sachs, J. (Ed.) (2004). International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open UniversityPress.
- Mohan, R. (2011). *Teacher Education*. New Delhi: PHI Learning Pvt.Ltd.
- Aggarwal, P. (2010). *Teacher Education*. New Delhi: Saurabh PublishingHouse.
- Tomar, S. M. (2004). *Teacher Education: Making Education Effective*. New Delhi: Isha Books.
- Ali, L. (2011). *Teacher Education*. New Delhi: APH PublishingCorporation.
- Aggarwal, J. C. (2010). *Teacher and Education in a Developing Society* (5th ed.). New Delhi: Vikas PublishingHouse.
- Mishra, L. (2013). *Teacher Education: Issues and Innovation*. New Delhi: Atlantic Publications.



Fourth Semester EDP-03: Dissertation

Points/Marks-100

LearningHours-120

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

- Review and write related literature
- Select a research problem
- Formulate research questions or hypothesis
- Collect primary or secondary data
- Analyse the data and interpret the analysis
- Discuss the findings
- Write the research report
- Communicate the idea with others

Procedure and evaluation of Dissertation:

Students' names will be allotted against different faculty members at the beginning of 3rd semester. Each student will select a research problem from his/her own choice after consulting his/her respective supervisors. Then they will start their work and the final report will be submitted at the end of 4th semester. Students will be evaluated on the basis of report writing and also viva-voce in front of internal and external examiner with Power point Presentation. The HOD will act as coordinator at the board of the viva- voce.

