



**Department of Education, WBSU
Barasat, West Bengal
PG CBCS SYLLABUS**

(Introducing CBCS mode in P.G Education as per the guidelines of UGC from July, 2019)

Programme Specific Outcomes (P.S.O):

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

- develop knowledge and understanding of major specialized areas in Education.
- develop critical thinking pertaining to issues related to Education.
- orient the students on the modern trends of Educational Technology and their application in educational system.
- enhance the necessary competencies to provide better inclusive classroom environment to accommodate various categories of the students.
- develop competencies to conduct research in emerging areas of Education.
- develop knowledge and understanding of the process of educational research.

Scope of Employability –

After the completion of M.A (Education) programme, the Students will be able to get employment-

- In Higher secondary Schools as Assistant teacher in Education providing the completion of B. Ed Course.
- In college/ Universities as Assistant Professor in Education, providing qualified in NET/SET.
- In any Govt. Clerical job after passing the PSC/SSC(Staff Selection Commission)/WBCS/BSRB/RRB etc.
- In WBES as Education officer, School Inspector, District Inspector etc
- In the Private Sectors in various jobs.
- As an Expert Counsellor providing the completion of a course on Guidance & Counselling.

**PG - CBCS Structure
FOR M.A SEM -I (CBCS Mode)**

Type of Course	Name of Course	Code of Course	Marks	Credits
Departmental-1	Philosophical Foundations of Education	EDCMT1.1	50	4
Departmental-2	Psychological Foundations of Education	EDCMT1.2	50	4
Departmental-3	Methodology of Educational Research	EDCMT1.3	50	4
Departmental-4	Statistics in Education	EDCMT1.4	50	4
Departmental-5	Practical (Evaluation of Speaking & Listening Skill)	EDCMP1.5	50	4
AECC	Communicative English /ICT	EDCMP1.6	50	2
Total			300	22

M.A SEM -II (CBCS MODE)

Type of Course	Name of Course	Code of Course	Marks	Credits
Departmental-6	Sociological Foundations of Education	EDCMT2.1	50	4
Departmental-7	Pedagogical Studies	EDCMT2.2	50	4
Departmental-8	Contemporary Issues and Trends in Edn.	EDCMT2.3	50	4
Departmental-9	Psychology of Learner & Learning Process	EDCMT2.4	50	4
Departmental-10	Practical (ICT in Education)	EDCMP2.5	50	4
SEC	Communication Skill	EDCMP2.6	50	2
Total			300	22

FOR M.A SEM -III(CBCS Mode)

Type of Course	Name of Course	Code of Course	Marks	Credits	
Departmental-11	Educational Technology	EDCMT3.1	50	4	
Departmental-12	Educational Management	EDCMT3.2	50	4	
Departmental-13	Value & Peace Education	EDCMT3.3	50	4	
Departmental-14	Guidance & Counselling	Any one	EDCMT3.4A	50	4
	Economics of Education		EDCMT3.4B		
Departmental-15	Practical (Development of a Standardized Test)	EDCMP3.5	50	4	
GEC	Fundamentals of Education	EDCMT3.6	50	4	
Total			300	24	

FOR M.A SEM -IV (CBCS Mode)

Type of Course	Name of Course	Code of Course	Marks	Credits	
Departmental-16	Curriculum Studies	EDCMT4.1	50	4	
Departmental-17	Education of Children with Special Needs)	EDCMT4.2	50	4	
Departmental-18	Teacher Education	Any One	EDCMT4.3A	50	4
	Policy & Planning in Education		EDCMT4.3B		
Departmental-19	Practical (Review of Related Literature on a given topic)	EDCMP4.5	50	4	
Departmental-20 & 21	Dissertation/Project	EDCMP4.6	50+50	4+4	
Total			300	24	

Note:

- Departmental Course:** Total 20 courses (Offered by the department): Consists of Core courses, Department specific Elective (DSE) courses. These courses may be either Theoretical Or Practical. It is to be noted that in case of Practical a 4 credit course needs 8 teaching hrs per week.
- Departmental - 20** is project which is 8 credits, rest are 4 credit courses
Minimum requirement: Department must offer at least 10 Core courses and at least 2 DSE. DSEs are not to be offered in first two semesters.
- GEC :** 1 course of 4 credits, in semester 3 from other departments
- SEC :** 1 course of 2 credits, in semester 2 from the parent department
- AECC :** 1 course of 2 credits, in semester 1 from the parent department

Semester: I
PHILOSOPHICAL FOUNDATIONS OF EDUCATION
(EDCMT1.1)

Credit: 4

Marks: 50

Course Outcomes (C.O):

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

- recognize the importance and significance of Education, Philosophy and Educational Philosophy.
- understand the contributions of Indian & Western Schools of Philosophy in Education.
- appreciate the contributions of Educational Thinkers.

Unit- 1: Education & Philosophy

- (i) Concept, nature & scope of Education and Philosophy.
- (ii) Concept, nature and scope of Educational Philosophy.
- (iii) Relationship between Education and Philosophy.
- (iv) Concept of Educational Philosophy and Philosophy of Education.

Unit – 2: Indian Schools of Philosophy

- (i) Indian Philosophy – Concept, nature and types
- (ii) Sankhya, Yoga, Vedanta Philosophy – with special reference to Aims of Education, Methods of Teaching and acquiring valid knowledge.
- (iii) Jainism, Buddhism & Islamic traditions – with special reference to Aims of Education, Methods of teaching and acquiring knowledge.
- (iv) Comparison between Indian & Western Philosophy.

Unit - 3: Western Schools of Philosophy

- (i) Meaning, Importance of Metaphysics, Epistemology & Axiology.
- (ii) Idealism, Naturalism & Realism – Introduction, Knowledge & Wisdom.
- (iii) Pragmatism, Marxism & Existentialism - Introduction, Knowledge & wisdom.
- (iv) Modern Concept of Philosophy – Logical Analysis, Positivism and Positive Relativism.

Unit – 4: Contributions of Educational Thinkers

Contributions of -

- i) RabindraNath Tagore & Mohandas Karamchand Gandhi.
- (ii) Jiddu Krishnamurti & Savitribai Phule.
- (iii) Bertrand Russell & Paulo Freire.
- (iv) Wollstonecraft & Nel Noddings.

Ref er ences:

- Aggarwal, J.C & Gupta, S.(2017): Great Philosophers and Thinkers on Education. New Delhi: Shipra Publications
- Chattopadhyay, M.K & Chakraborty, K(2018): Siksha Darshan o SikshaNeetirRuplekha, Kolkata: Rita Publications.
- Chaube, S.P & Chaube, A. (2012): Foundations of Education, New Delhi: Vikash Publications .

- Ghanta, R & Das, B.N(2010) : Foundations of Education, New Delhi: Neelkamal Publication Pvt. Ltd.
- Ghosh, S.K(2010): SiksharDarsshaniKbhatti, Kolkata: Banerjee Publications.
- Pal, A.K(2018): Mahan SikshaBidganer Katha, Kolkata: Classique Books
- Pathak, R.K. (2016): Philosophical and Sociological Foundations of Education, New Delhi: Kanishka Publications & distributors.
- Purakait, B.R(2000): Principles and Practices of Education, Kolkata: New Central Book Agency.
- Ravi, S.S(2016): A Comprehensive Study of Education, Delhi: PHI Learning Pvt. Ltd.

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (EDCMT1.2)

Credit: 4

Marks:50

Course Outcomes(C.O):

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

- understand the concept and significance of schools of psychology.
- understand the various aspects of Growth and Development.
- understand the concept,nature of intelligence and creativity.
- understand the concept, development,measurement,importance of personality.

Unit-1: Major schools of Psychology

- (i) Behaviourism – Characteristics & significance in Education.
- (ii) Cognitivism – Characteristics & significance in Education.
- (iii) Humanism – Characteristics & significance in Education.
- (iv) Constructivism – Characteristics & significance in Education.

Unit-2: Growth & Development

- (i) Concept & Principles of growth & development.
- (ii) Cognitive Development – Piaget & Kohlberg.
- (ii) Social & Emotional development – Vygotsky & Erickson
- (iv) Holistic Theory of development - Steiner

Unit-3: Intelligence & Creativity

- (i) Intelligence – Concept, nature, types & measurement.
- (ii) Theories of intelligence – Guilford, Gardner, Sternberg
- (iii) Emotional intelligence – Concept, Nature, Theory(Goleman) & Measurement: Educational implications.
- (iv) Creativity – Concept, Nature, Theory(Sternberg) and Nurturance, Relationship with Metcognition.

Unit-4: Personality

- (i) Personality – Concept, Nature, Importance & Development & Importance.
- (ii) Theories and their educational implications – Freud, Allport, Max Wertheimer, Kurt Koffka.
- (iii) Measurement of Personality

- (iv) Mental Health and Mental Hygiene- Concept, Characteristics and Educational Importance.

References:

- Woolfolk, A, Mishra, G & Jha, A.K(2012): Fundamentals of Educational Psychology, New Delhi: Pearson.
- Sharma, Y.K(2015): Text Book Educational Psychology, New Delhi: Kanishka Publishers House.
- Roy, S (2018): Shiksha Monavidya, Kolkata: Soma Book Agency.
- Pal, Debasish et.al.(2017): Pathdan o SikhaneerMonastatta, Kolkata: Rita Book Agency.
- Mangal, S.K (2016): Essentials of Educational Psychology, New Delhi: Prentice Hall of India Pvt. Ltd.
- Islam, N(2017): SikshaMonobidyarRuprekha, Kolkata: ShreeDharProkashani.
- Fernandes, M.M(2017): The Advanced Educational Psychology of The Learner, Mumbai: Himalaya Publishing House.
- Dandapani, S (2001): Advanced Educational Psychology, New Delhi: Anmol Publications Pvt. Ltd.
- Chauhan, S.S (2017): Advanced Educational Psychology, New Delhi: Vikas Publishing House Pvt.Ltd.
- Aggarwal, J.C (2016): Essential of Educational Psychology, New Delhi: Vikas Publishing House Pvt. Ltd.

METHODOLOGY OF EDUCATIONAL RESEARCH (EDCMT1.3)

Credit: 4 Marks:50

Course outcomes (C.O):

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

- comprehend the nature and process of understanding research in Education
- understand various research designs in Education
- understand analysis of data and research report writing
- plan and design Educational Research

Unit-1: Basic Concept on Educational Research

- (i) Concept, Nature, Purpose and Scope of Research and Educational Research.
- (ii) Scientific Method – Meaning and Characteristics, Steps &Types.
- (iii) Fundamental, Applied, Action Research
- (iv) Historical, Descriptive, Experimental, Qualitative, Quantitative Research.

Unit-2: Planning & Design of Research

- i) Selection of Research Problem – Concept, Needs, and Limitations.
- ii) Variables – Concept, Nature & Types.
- iii) Objectives & Research Questions.
- iv) Characteristics of a Good Research Tools – Objectivity, Validity & Reliability.
- v) Tools & Techniques – Rating scale, Attitude scale, Aptitude Test, Achievement Test, Questionnaire, Observation, Interview , Projective technique, Inventory.

Unit-3: Research Design

- (i) Grounded Theory Design – Concept, Characteristics, Steps, Strengths & Weakness.
- (ii) Case Study – Concept, Characteristics, Components, Steps, Strengths & Weakness.
- (iii) Ethnography – Concept, Characteristics, Steps, Strengths & Weakness.
- (iv) Mixed Method Designs – Characteristics, Types, Steps, Strengths & Weakness.

Unit-4: Data Analysis & Research Report writing

- (i) Analysis of Quantitative Data – Description of data, Testing of hypothesis, Levels of Significance.
- (ii) Inferential Statistics – Parametric & Non - Parametric Techniques.
- (iii) Analysis of Qualitative Data – Data Reduction, Classification, Analytical Induction & Content Comparison.
- (iv) Research Report Writing – Research Ethics, Chapterisation, Style of Referencing.

References:

- Ahmed, AAA(2012): Sikshai Gobeshona Poddhati, Dhaka: Pravati Library.
- Best, J.W & Kahn, J.V(2018): Research in Education, Delhi: Pearson Education
- Cresswell, J.W(2011): Educational Research, New Delhi: PHI Learning Pvt. Ltd.
- Kaul, L(2015): Methodology of Educational Research (fourth edn.), New Delhi: Vikash Publishing House Pvt. Ltd.
- Mangal, S.K & Mangal, S(2016): Research Methodology in Behavioural Sciences, New Delhi: PHI Learning Pvt. Ltd
- Sing, A.K(1986) Test, Measurement and Research Method in Behavioural Sciences, New Delhi: PHI Learning Pvt. Ltd.
- Pal, D(2015): Research Methodology and Statistical Techniques, Kolkata: Rita Book Agency

STATISTICS IN EDUCATION**(EDCMT1.4)****CREDIT: 4 MARKS: 50****Course outcomes (C.O):****After the completion of the course, the students will be able to -**

- understand the basic concept and need of statistics in educational research.
- understand quantitative data analysis.
- acquaint with parametric and non- parametric inferential analysis.
- understand qualitative data analysis.

Unit-1: Statistics in Educational Research

- (i) Statistics – Concept, Characteristics and Need of Statistics in Educational Research.
- (ii) Hypothesis – Concept, Characteristics, Types.
- (iii) Confidence Level & Significance Testing.
- (iv) Type-I and Type-II Errors, One tailed & Two Tailed Tests.

Unit- 2: Quantitative Data

- (i) Scales – Concept, characteristics, need in Education, types (Nominal, Ordinal, Interval & Ratio)
- (ii) Normal Probability Curve, Skewness & Kurtosis – Concept, Characteristics & Uses.

- (iii) Quantitative Data Analysis through Software – MS Excel & Use of Statistical Software (Basic Idea).

Unit -3: Inferential Statistics: Parametric & Non-parametric Techniques

- (i) t-test .
 (ii) Analysis of Variance (ANOVA) - One-way and Two-way ANOVA and Analysis of co-variance (ANCOVA)- Concept only.
 (iii) Chi-square test, Median test, Mann-Whitney U test.
 (iv) Regression & prediction from simple & multiple Regression equation. Biserial & Point Biserial Correlation.

Unit-4: Qualitative Data Analysis

- i) General Approach to data Analysis.
 ii) Specialised Approach – Narrative analysis, Discourse Analysis, Content Analysis
 iii) Directional Analysis – Inductive & thematic approach.

Ref er ences:

- Aggarwal, R.N & Asthana, V(1983): Educational Measurement and Evaluation, Agra: Vinod Publishing House
- Bhat, S & Chakraborty, S.C(2013): Research Methodology and Statistics in Education, Kolkata: Aaheli Publishers.
- Das, N.G(2011): Statistical Methods(Vol. II) , New Delhi: Tata McGraw Hill Education Pvt. Ltd.
- Garrett, H.E(2005): Statistics in Education and Psychology, New delhi: Paragon International.
- Jamaluddin, M & Chowdhury, M.S(1998): SikshaMulyan o Nirdeshana, Dhaka: Bangla Academy.
- Mangal, S.K(2013): Statistics in Education and Psychology(2nd edition), New Delhi: PHI Learning Pvt. Ltd.
- Roy, S 2009): Mulyaon :Niti O Kaushal, Kolkata: Soma Book Agency.
- Saha, K(2012): Statistics in Education and Psychology, New Delhi: Asian Books Pvt. Ltd.
- Shukla, K(2012): Research Methodology and Statistics, Ahmedabad: Satish Prakash S Shukla Publisher.

PRACTICAL EVALUATION OF LISTENING & SPEAKING SKILLS (EDCMP1.5)

CREDIT: 4 MARKS - 50

Course outcomes (C.O):

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

- understand how to develop listening skills
- understand how to develop speaking skills

a) Evaluation of Listening Skill – 40 marks.

b) Evaluation of Speaking Skill – 10 marks.

a) For listening skill Evaluation-

Four(4) Extended lectures will be organized by the Department in which eminent professors from various universities will be invited. Students will listen the lectures of 45 minutes duration. After then they will be given the chance of Group Discussion

(GD) and then each student will be asked question regarding the Content and Method of lecture. 4 x 10 = 40

b) For Speaking Skill Evaluation-

Students will be instructed to speak on a selective topic from P.G. syllabus in English for at least 10 minutes and then they will be asked questions. 1 x 10= 10

AECC
COMMUNICATION SKILL
(EDCMP1.6)
MARKS-50 CREDIT-2

Course outcomes (C.O):

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

- understand different types of non verbal and oral communication and their uses in various educational sectors.
- acquaint with different types of writing capabilities .
- develop communication skill in different sectors of life.

Unit-1 Non verbal and oral communication

- Importance and purpose of communication, process of Communication, types & technique of communication, barriers of communication.
- Non verbal communication, Body language, tips for improving non-verbal communication.
- Academic listening: listening to lecturer and presentation, tips for taking down points.
- Reading Skills: purpose, process, methodologies, academic reading tips
- Speaking Skills: pronunciation, communication provokes, expressing opinions and command over language, self confidence.

Unit-2 Writing Capabilities and Communication Skill

- Element of effective writing: The sentence phrases and clauses, types of sentences.
- Main forms of written communication: summarising and elaboration as per requirement.
- Remedial English grammar and usage: Articles tenses, preposition, correction of errors in given sentences, error in the use of words, errors in punctuation, preparing a CV
- Presentation Skill: Preparing a power point presentation, presenting a paper, group discussion, preparing for facing a job interview.

Semester:II

SOCIOLOGICAL FOUNDATIONS OF EDUCATION (EDCMT2.1)

Credits - 4 Marks - 50

Course outcomes (C.O):

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

- understand the relationship between Education and Sociology.
- understand culture, socialization and social process.
- recognize social change properly.
- analyze the causes and remedial measures of social problems.

Unit: 1: Education and Sociology

- (i) Meaning & nature of sociology, Educational Sociology, Sociology of Education.
- (ii) Approaches to Sociology of Education – Symbolic Interaction, Structural Functionalism, and Conflict Theory.
- (iii) Social Dynamics in Education.
- (iv) Theories of Social Movements – Relative Deprivation, Resource Mobilization, Political Process, Neo Social Movement Theory.

Unit- 2: Education and Socialization

- (i) Culture – Concept, Nature, Types, Determinants.
- (ii) Agencies of Socialization – Family, Peer-group, Community, Educational Institutions, Mass-Media
- (iii) Social Process – Co-operation, Competition, Conflict’
Integrity – Concept, Nature, Educational Importance.
- (iv) Concept & Development of Self, Self -Esteem, and Social Feelings.

Unit – 3: Education and Social Change

- (i) Social Change – Concept, Nature, Factors, and Theories (Karl Marx & P. Sorokin)
- (ii) Process of Social Change – Structural Process (Industrialisation & Urbanisation)
Cultural Process – Sanskritisation & Westernisation
- (iii) Constraints of Social Change – Caste, Class, Ethnicity, Religion & Language.
- (iv) Relationship between Education and Social Change.

Unit – 4: Education and Social Problems

- (i) Discriminatory issues-Caste & Gender .
- (ii) Drug Abuse & Drug Addiction.
- (iii) Child Labour & Child Abuse.
- (iv) Terrorism.

Ref er ences:

- Bhaatacharya, D (2013): Siksha O Samajttwa, New Delhi: Pearson
- Bhattacharya, D.C (2010): Sociology, Kolkata: Vijoya Publishing House.
- Chattopadhyay, M.K & Chakraborty, K (2018): SiksharSamajattatikBhatti, Kolkata: Rita Publication
- Chakraborty, S (2010): siksharSomajbaiganikVitti, Kolkata: Soma Book Agency.
- Jayaram, N (2017): Sociology of Education in India, Jaipur: Rawat Publications.
- Ravi, S(2017): Philosophical & Sociological Foundations of Education, New Delhi: PHI Learning Pvt. Ltd.

- Sharma, Y.K (2015): Sociological Philosophy of Education, New Delhi: Kanishka Publishers & Distributors.
- Tarafder, M (2010): Educational Sociology, Kolkata: K. Chakroorty Publications
- Talesra, H (2016): Sociological Foundations of Education, New Delhi: Kanishka Publishers & Distributors.

PEDAGOGICAL STUDIES

(EDCMT2.2)

Credits - 4

Marks – 50

Course outcomes (C.O):

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

- understand concept, nature and importance of Pedagogy and Pedagogical analysis.
- understand the concept, nature and theories of Andragogy.
- familiarize with the assessment in Pedagogy of Education.
- familiarize with the assessment in Andragogy of Education.

Unit- 1: Pedagogical Analysis

- (i) Pedagogy – Meaning, Nature, & Importance.
- (ii) Pedagogical Analysis - Concept & Stages.
- (iii) Critical Pedagogy – Meaning, Needs and its Implication in Teacher Education.
- (iv) Organising Teaching – Memory, Understanding, and Reflective Level.

Unit- 2: Andragogy

- (i) Meaning & Nature of Andragogy and Importance of Andragogy in Education.
- (ii) Meaning, Principles, Competencies of Self- directed learning.
- (iii) Theory of Andragogy (Malcom Knowles)
- (iv) The Dynamic Model of Learner Autonomy.

Unit- 3: Assessment in Pedagogy of Education

- (i) Feedback Devices – Meaning, types, criteria
- (ii) Meaning, nature & perspectives of assessment(Assessment for Learning and assessment of Learning)
- (iii) Guidance as a Feedback Devices – Assessment of Portfolios, Reflective Journal, Field engagement using Rubrics
- (iv) Assessment of teacher prepared ICT Resources.

Unit- 4: Assessment in Andragogy of Education

- (i) Interaction analysis – Flanders Interaction Analysis.
- (ii) Galloway's System of Interaction Analysis
- (iii) Criteria for Teacher Evaluation – Product, Process and Presage criteria
- (iv) Rubrics for Self and Peer Evaluation – Concept and Steps of construction.

Ref er ences:

- Aggarwal, J.C(2014): Principles, Methods and Techniques(second revised edition), New Delhi: Vikash Publishing house Pvt. Ltd.
- Bhattacharya, D & Singha, A (2018): Teacher Education and Pedagogy, Kolkata: ALPANA Enterprise.
- Chakraborty, P.K (2012) SikshaMonovigyan O SikshanPrakria, Kolkata: Paschimbanga Rajya Pustok Parshad.
- Chauhan, S.S(1979): Innovation in Teaching Learning Process, Delhi: Vikash Publishing House Pvt. Ltd.

- De Cecco, J.P & Crawford, W (1977): The Psychology of Learning and Instruction: Educational Psychology New Delhi: Prentice Hall of India.
- Mukhopadhyaya, D & Ghosh, S.K (2006): Siksha – NirdeshanarMonastottwa, Kolkata: Paschimbanga Rajya Pustok Parshad.

CONTEMPORARY ISSUES AND TRENDS IN EDUCATION (EDCMT2.3)

Credit- 4 Marks -50

Course outcomes (C.O):

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

- acquaint with the meaning,nature and needs of reservation in Education.
- understand various issues in Education.
- recognize the trends in Education.
- understand the various sectors in Education and their controlling agencies

Unit-1: Education and Reservation

- (i) Reservation - Concept, nature and needs.
- (ii) Reservation for SC/ST/OBC.
- (iii) Reservation for Women.
- (iv) Reservation for Differently Abled /Impaired.

Unit-2: Issues in Education

- (i) Equity and Equality in Education.
- (ii) Quality and Quantity in Education.
- (iii) National Policies- NPE (1986), POA (1992), NPE (2016)
- (iv)Polities in Education.

Unit-3: Trends in Education

- (i) Globalization and Education.
- (ii) Privatization in Education.
- (iii) ICT in Education.
- (iv) Education & Employment.

Unit-4: Various Sectors in Education and their Controlling Agencies

- (i) NCTE and Teachers Education.
- (ii) AICTE and Technical Education.
- (iii) MCI and Medical Education.
- (iv) RCI and Special Education.

Ref er ences:

- Aggarwal, J.C(2013): Recent Development and Trends in Education, New Delhi, Shipra Publications.
- Ahuja, R (2010): Social Problem in India, Jaipur: Rawat Publication.
- Chaube,S (2010): History and Problems of Indian Education, Agra, Agrawal Publication.
- Chauhan, C.P.S (2010): Modern Indian Education: Policies, Programme and Problem, New Delhi, Kanishka publication Distribution.
- Chkraborty, A & Islam, N (2016): BharatiyaSiksherSampratikEtihas O Ghatanabali, Kolkata: Classic Books.
- Pal, D (2014): BharatiyaSiksherSampratikGhatanabali, Kolkata, Rita Publication.

PSYCHOLOGY OF LEARNER & LEARNING PROCESS**(EDCMT2.4)****Credit- 4Marks - 50****Course outcomes (C.O):****After the completion of the course, the students will be able to -**

- Understand various theories of learning
- Acquaint with learning & motivation.
- Understand transfer of learning.
- Acquaint with social learning

Unit-1: Theories of Learning

- (i) Learning – Concept, Nature & Educational Importance.
- (ii) Theories of Learning – Cognitive Learning (Piaget), Social Cognitive Learning (Bandura), Social Constructivist Learning(Vygotsky): their Educational Implications.
- (iii) Factors of Learning – Attention, Interest, Intelligence, Environment .
- (iv) Learning – Role of Teacher, Students, Peer-Group & Parents.

Unit-2: Learning & Motivation

- (i) Motivation - Concept, Nature & Educational Importance.
- (ii) Theories of Motivation – Maslow’s Theory of Motivation & Mc Clelland’s Theory of Motivation – Concept & Educational Importance.
- (iii) Role of Motivation In Learning.
- (iv) Learning & Teaching – Role of Teacher, Students & their Inter Relationship.

Unit-3: Transfer of Learning

- (i) Transfer of Learning - Concept, Nature & Educational Importance.
- (ii) Types of Transfer – Concept, types & Importance
- (iii) Theories of Transfer of Learning – Theory of Generalization, Theory of Ideas, Theory of Mental Discipline.
- (iv) Methods for enhancing Transfer of Learning

Unit-4: Social Learning

- (i) Social Learning - Concept, Nature & Scope.
- (ii) Factors of Social Learning.
- (iii) Social Learning, Social Cognition & Social Competence.
- (iv) Role of Social Learning In Understanding Social Relationship & Socialization.

References:

- Aggarwal, J.C (2016): Essential of Educational Psychology, New Delhi: Vikas Publishing House Pvt.Ltd.
- Chauhan, S.S (2017): Advanced Educational Psychology, New Delhi: Vikas Publishing House Pvt.Ltd.
- Dandapani, S (2001): Advanced Educational Psychology, New Delhi: Anmol Publications Pvt. Ltd.
- Fernnandes, M.M(2017): The Advanced Educational Psychology of The Learner, Mumbai: Himalaya Publishing House.
- Islam, N(2017): SikshaMonobidyarRuprekha, Kolkata: ShreeDharProkashani.
- Mangal, S.K (2016): Essentials of Educational Psychology, New Delhi: Prentice Hall of India Pvt. Ltd.
- Pal, Debasish et.al.(2017): Pathdan o SikhaneerMonastatta, Kolkata: Rita Book Agency.

- Roy, S (2018): Shiksha Monavidya, Kolkata: Soma Book Agency.
- Sharma, Y.K(2015): Text Book Educational Psychology, New Delhi: Kanishka Publishers House.
- Woolfolk, A, Mishra, G & Jha, A.K(2012): Fundamentals of Educational Psychology, New Delhi: Pearson.

**ICT IN EDUCATION
(EDCMP2.5)**

Course outcome (C.O):

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

- familiarize with the basic ideas of computer and its functions– & importance in Education
- operate ms words and its different uses-
 - Operate Excel and its Different Uses
 - Operate PPT and its Different Uses

Unit-1: General ideas on ICT

- (i) Basic Ideas of Computer-its different parts functions and importance.
- (ii) Operation of MS-words and its related parts.
- (iii) Operation of Excel and its related parts.
- (iv) PPT.

❖ Practical Note Book	5
❖ Viva Voice.....	10
❖ Regular Practice & Attendance	15
❖ Performance on date of Exam.....	20
❖ Total.....	50

**SEC
COMMUNICATION SKILL
(EDCMP2.6)**

Credit-2 Marks – 50

Course outcomes (CO):

Course

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

- understand how to develop reading skill
- understand how to develop writing skill

Scope of Employability –

After the completion of SEC, the students will be able to -

- Become a good teacher who has not only sufficient knowledge in Education but has a good pronunciation power.
- Become an ideal teacher who can motivate the students by his/her improved stylish hand writing.
- Become a good translator/proof reader *etc. in* any printing house.
- Become an ideal citizen who can easily communicate with others.

Unit – 1: Enhancement of Reading Skill

Unit – 2: Enhancement of Writing Skill

(i) Practical Note Book	10
(ii) Viva Voce	10
(iii) Regular Practice & Attendance	10
(iv) Performance on date of Exam.....	20
Total.....	50

Semester:III

EDUCATIONAL TECHNOLOGY

(EDCMT3.1)

Credit-4

Marks - 50

Course outcomes (C.O):**After the completion of the course, the students will be able to -**

- develop the general ideas on Educational Technology
- understand the meaning, nature & importance of system approach and various applications of Computer in Education.
- acquaint with the emerging trends in e-learning.
- understand the uses of ICT in different sectors, advantages & disadvantages of ICT.

Unit-1: General Ideas on Educational Technology

- (i) Development of Educational Technology.
- (ii) Educational Technology as a discipline.
- (iii) Application of E.T in formal, non-formal (open and distance learning), Informal & Inclusive Education systems.
- (iv) Advantages and limitation of E.T

Unit-2: System Approach

- (i) Concept, Nature & Importance of System Approach. Development of Instructional Model.
- (ii) Gagne's Nine Events of Instruction and Five E's of Constructivism.
- (iii) Application of Computer in Education- CAI, CAL, CBT, CML, ODML.
- (iv) Approaches to e-learning- Offline, Online, Asynchronies, Blended learning, Mobile Learning.

Unit-3: Emerging Trends in e-learning

- (i) Social Learning - Concept use of social networking sites, blogs, Charts, Video conferences, discussion forum.
- (ii) Open Education resources - Creative common, Massive Open Online Courses (MOOCS) – concept & application.
- (iii) E-Inclusive – Concept & application, quality of e-Learning- Information, System, Service, User satisfaction.
- (iv) Ethical Issues - for e-Learner and e-Teacher/Teachers, Learning and Research.

Unit-4 Uses of ICT

- (i) Uses of ICT in different sectors-advantages and disadvantages
- (ii) Uses of ICT in Evaluation, Administration and Research.
- (iii) ICT for Research- Online Repositories and Online Development.
- (iv) Online & Offline Assessment Tools- Concept and Development.

References:

- Aggrawal, J.C(2010): Essential of Educational Technology, New Delhi: Vikash PublicationPvt. Ltd.
- Chattaraj, S (2014), SikshaPrajukti, Kolkata, Central Library.
- Mangal, S.K& Mangal S.(2016): Essential of Educational Technology, New Delhi: PHI Learning Pvt Ltd.
- Rao, U (2005): Educational Technology, Mumbai: Himalaya Publication House.

- Sharma, Y.K. (2012): Fundamental Aspects of Educational Technology, New Delhi: Kanishka Publication Distributor.
- Sen, M.K (2014): SikshaPrajuktiBijhan, Kolkata: Soma Book Agency.
- Sharma, R.N & Chandra, S.S (2006): advanced Educational Technology, New Delhi: Atlantic.
- Dahiya, S.S (2010): Educational Technology, New Delhi: SHIPRA Publication.

EDUCATIONAL MANAGEMENT

(EDCMT3.2)

Credit-4 Marks – 50

Course outcomes (C.O):

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

- understand the functions & importance of management, administration and Educational management.
- acquaint with the concept of leadership in the field of Education.
- understand quality management in Education.
- develop the ideas regarding the changes in management.

Unit-1: Management and Administration

- (i) Concept, principles, functions & importance of Educational Management and Educational Administration.
- (ii) Management as a System.
- (iii) POSDCORB, PERT, SWOT analysis
- (iv) Administration as a Bureaucracy, Human relations Approach to Administration.

Unit-2: Leadership in Education

- (i) Leadership in Educational Administration – Concept, Nature & types.
- (ii) Approaches to Leadership - Traits, Transformational, Transactional, value based, Cultural, Psychodynamic - Concept and their Characteristics.
- (iii) Models of Leadership - Blake & Mouton's Managerial grid, Fiedler's Contingency Model.
- (iv) Ideal Leadership in Educational Institution, development of Leadership in Education.

Unit-3: Quality Management

- (i) Concept of quality and Quality in Education - Indian and International Perspectives.
- (ii) Evolution of Quality - Inspection, Quality Control, Quality Assurance.
- (iii) Total Quality Management (TQM) – Concept & Nature .
- (iv) Quality Gurus- Walter Shewart, Edward Deming, C.K Prahlad, Peter Drucker.

Unit-4: Changes in Management

- (i) Concept, Needs for planned change.
- (ii) Three steps Model of Changes – Unfreezing, Moving & Refreezing.
- (iii) Cost of Quality- Appraisal costs, Failure Costs, Preventable Costs, Cost benefit & Cost Effective Analysis (Concept only).
- (iv) Indian & International Quality Assurance Agencies - NAAC, Quality Council of India(QCI), International Network for quality Assurance Agency in Higher Education (INQAAHE)

References:

- Aggarwal, J.C (2010), Educational Administration & Management: Principle Practices, New Delhi: DOABA House.

- Dash, B.N(2015): School Organisation Administration and Management, New Delhi:Neel Kamal Publication.
- Mohanty, J(2005): EducationalAdministration, Management and School Organisation, New Delhi: deep & Deep publication Pvt. Ltd.
- Mukhopadhyay, D.& Pal, L (2016), SikshaByabasthapan O Sangathan, Kolkata: Aaheli Publication.
- Pal, D. (2012), SikshaByabasthapan, Kolkata: Rita Publication.
- Mathur, S.S. (2010); Educational Administration and Management, Ambala Can't: The associated Publications.
- Sharma, R.N (2007): Educational Administration, Management and Organisation, New Delhi:Surjeet Publication.

VALUE & PEACE EDUCATION

(EDCMT3.3)

Credit- 4

Marks - 50

Course outcomes (C.O):

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

- develop the concept,need and importance of Value and Peace Education.
- acquaint with the nature & concept of value Education.
- acquaint with the nature & concept of Peace Education.
- understand the approaches to Education in value and peace.

Unit - 1: General ideas on Value & Peace Education

- (i) Historical Perspectives of value & Peace Education.
- (ii) Values in Indian Culture.
- (iii) Need & importance of Education for Peace.
- (iv) Values & Peace in the Socio- cultural context in India.

Unit - 2: Nature & Concept of Values in Education.

- (i) Values – Concept & types.
- (ii) Value Education – Concept, Nature & Importance.
- (iii) Democratic & Universal Human Values – Concept, Nature & Importance.
- (iv) Human Values – Indian Context.

Unit - 3: Nature & Concept of Peace Education.

- (i) Peace – Concept & Characteristics.
- (ii) Peace Education - Concept, Nature & Importance.
- (iii) International understanding and Peace – Functions & Importance of UNESCO & role of Education.
- (iv) Persons Propagating Peace –Nelson Mandela & Mother Teresa .

Unit - 4: Approaches to Education in Relation to Value & Peace

- (i) Learning experiences in values through Imitation, Indoctrination, Inculcation and Internalization.
- (ii) Learning experiences in Peace through Imitation, Inculcation and Internalization.
- (iii) Approaches promoting values among Individuals.
- (iv) Approaches promoting Peace among Individuals.

References:

- Gupta, N.L (2000):Human Values in Education, New Delhi; Concept Publishing Company.

- Kar. N.N(1999): Value Education, A Philosophical Study, Ambale Cantt, The Associated Publisher.
- Chilana & Dewan, M.L(1989): The Human Values, : A Text For All, Newdelhi, Concept Publishing Company.
- Dhokalia , R.P(2001): Eternal Human Values And Word Religions. New Delhi: NCERT.
- Mohakud, L.L & Behera, S.K(2013): Value Education : Dimensions And Approachs, Kolkata : S.B. Enterprise.
- Aggrwal , J.C(2010): Education For Values, EWNvironment and Human Rights , New Delhi, Shipra Publications.
- Mondal, B.C, Biswas, S.K & Saha, B (eds)(2013): Peace , Education-Present And Future, Purulia, STT College Publication.

GUIDANCE & COUNSELLING

(EDCMT3.4A)

Credit- 4 Marks -50

Course outcomes (C.O):

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

- understand the nature, principles, need and types of guidance
- understand the nature, principles, need and types of counseling
- develop the various guidance programme in different levels
- acquaint with stress and stress management

Unit-1: Guidance

- (i) Nature, Principles & Need.
- (ii) Types of Guidance – Concept, Nature and Educational Importance.
- (iii) Role of Parents, Teachers, Peer Group & Society in Guidance.
- (iv) Guidance Personnel- Functions & Importance.

Unit-2: Counselling

- (i) Nature, Principle & Need.
- (ii) Types of Counselling – Concept, Nature and Educational Importance..
- (iii) Approaches of Counselling – Cognitive-behavioural (Albert Ellis-REBT), Humanistic Approach, Person- Centred Counselling (Carl Rogers).
- (iv) Theories of Counselling- Behaviouristic, Rational, Emotive and Realistic.

Unit-3: Guidance Programme

- (i) Educational, Vocational & Personal Guidance Programme - Concept, Nature and need.
- (ii) Guidance Programme in Various Levels - Primary, Secondary and Tertiary level.
- (iii) Child Guidance Clinic- Concept, Evolution, Structure, Functions.
- (iv) Hospice- Concept, Evolution, Structure, Functions.

Unit-4: Stress & Stress Management

- (i) Stress - Concept, Nature and Classification.
- (ii) Stressors - Concept, Nature and Classification.
- (iii) Effects of Acute & Chronic Stress on Human being and their remedial Measures.
- (iv) Stress Management in Educational Institution – Concept, Method/ Mechanism, Importance.

References:

- Kochhar, S.K (2018), Guidance and Counselling in College & Universities. New Delhi: Sterling Publishers Pvt. Ltd.
- Bandhu, M & Mukherjee, R (2017), Guidance and Counselling, Kolkata: Aaheli Publication.
- Ghosh, S. K (2014), SiksherSangati-Aposangati O Nirdeshana, Kolkata: Classic Book.
- Islam, N (2017), SiksherNidesana O Paramarshadan, Kolkata: Sreedhar Publication.
- Mukhopadhyay, K (2018), Guidance and Counselling, Kolkata: Aaheli Publication.
- Shrivastava, K.K (2014): Principles of Guidance and counselling, New Delhi: Kanishka Publishers Distributors.
- Pal, A.K (2014): Guidance & Counselling, New Delhi: Abhijeet Publications.
- Goswami, M (2010): guidance & Counselling, New Delhi: New Age Publications
- Pal, D (2010): Nirdeshna O Paramasha, Kolkata: Central library.
- Gshosh, S.K (2013): SikshaiSangitaApasangati O Nirdeshana, Kolkata: Classic Books.
- Chandra,R (2002): Guidance & Counselling, New Delhi: Kalpa Publication.

ECONOMICS OF EDUCATION**(EDCMT3.4B)****Credits -4 Marks -50****Course outcomes (C.O):****After the completion of the course, the students will be able to -**

- acquaint with Economics, Education and Economics of Education
- understand Cost benefit & Cost - Effective Analysis
- understand Education and Man Power Planning
- develop the concept and idea of Educational finance

Unit-1: Education and Economics

- (i) Economics and Education – Concept, Scope and their Inter Relationship.
- (ii) Economics of Education – Concept and Scope.
- (iii) Education as Consumption and Role of Human being.
- (iv) Economics of Education as an Independent Branch of Social Knowledge – Concept and Role of Human being.

Unit-2: Cost benefit & Cost - effective Analysis

- (i) Cost benefit Analysis – Concept, Nature and Importance.
- (ii) Cost effective Analysis - Concept, Nature and Importance, Cost benefits Analysis vs. Cost effective Analysis in Education.
- (iii) Concept of cost consciousness in Education, External & Internal Efficiency of Education.
- (iv) Economic Return to Higher Education – Signalling Theory vs. Human Capital Theory.

Unit-3: Education and Manpower Planning

- (i) Manpower Planning – Concept, Nature and Relevance in Education.
- (ii) Human Development Index (HDI) – Concept, Nature and Importance.
- (iii) Millennium Development Goal (MDG) - Concept, Nature and Importance.
- (iv) Forecasting on Manpower Requirement.

Unit-4 Educational Finance

- (i) Concept & Criteria of Educational Finance.
- (ii) Education Finance at Micro & Macro Levels.
- (iii) Institutional Budgeting – Concept, Nature & Importance.
- (iv) Public Finance in Education – Concept, Evolution & Importance

References:

- ❖ Ansari, M.A (1987): Education and Economic Development, New Delhi: AIU Publication.
- ❖ Chattapadhyay, S (2002): Education and Economic, New Delhi: Oxford University Press.
- ❖ Nagpal, C.S & Mittal, A.C(eds.) (1993):Economics of Education, New Delhi: Anmol Publication.
- ❖ Pandit, H.N (1969): Measurement of Cost Productivity &Efficiency of Education, New Delhi: NCERT.
- ❖ Sodhi, T.S (1978): Education and Economics Development, Ludhianas: Mukand Publication
- ❖ Tilak, J.B.G(1987): Economics of Inequality in Education, New Delhi:Sage Publication.

PRACTICAL

**DEVELOPMENT OF A STANDARDIZED ACHIEVEMENT TEST
(EDCMP3.5)**

Credits– 4 Marks – 50

Course outcomes (C.O):

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

- understand how to develop a standardized achievement test.
- acquaint with the implications of standardized achievement test in Education.

Steps to be followed:

1. Conduct of Content Analysis of the selected topic (s)
2. Writing Non- Behavioural andBehavioural Objectives
3. Preparing Table of Specification
4. Developing test items and scoring key
5. Conduct of Pilot Testing and Item–analysis
6. Preparing second draft of the test on the basis of item analysis
7. Determining Psychometric properties of the test
8. Preparing the final version of the test and Instruction for administration of the test
9. Conduct of Standardisation procedure.
- 10.Preparing the test manual.

Note : Test manual should contain the following-

- i. Final form of the Test
- ii. Table of Specification of the final form of the test
- iii. Information about the Psychometric properties of the test
- iv. Norm (s)
- v. Instructions for administration of the test

Distribution of marks f or Term–end Exam.

- ❖ Content Analysis.....2
- ❖ Writing Non- Behavioural and Behavioural Objectives 6
- ❖ Preparing Table of Specificati on6

❖ Developing test items and Scoring key.....	6
❖ Item Analysis.....	6
❖ Determination of Reliability and Validity	6
❖ Standardisation of the test.....	4
❖ Laboratory Notebook.....	4
❖ Viva- Voce	10

GEC
FUNDAMENTALS OF EDUCATION
(EDCMT3.6)

Credits- 4

Marks -50

Course outcomes (C.O):**After the completion of the course, the students will be able to -**

- develop the concept, nature, scope, aims and factors of Education.
- understand the various forms of Education.
- acquaint with the recent trends in Education.
- acquaint with the contributions of modern great educators.

Unit-1: Concept of Education

- (i) Concept, Nature, Scope and Importance of Education.
- (ii) Aims of Education-Individualistic, Socialistic & Modern.
- (iii) Factors of Education-Students, Teachers, Educational Institution (School), Curriculum, Interrelationship between the factors.
- (iv) Educational for comprehensive development of human.

Unit-2: Forms of Education

- (i) Education- Formal, Informal and Non-formal Education(at least one agency from each to be discussed).
- (ii) Interrelationship between the different forms.
- (iii) Open Education - Concept, Characteristics and Importance.
- (iv) ICT Education.

Unit-3: Recent trends in Education

- (i) Education for Human Rights Development.
- (ii) Education for Sustainable Development.
- (iii) Education for National Integration.
- (iv) Education for International Understanding.

Unit-4: Contributions of Great Educators

- (i) Contributions of Begum Rokeya in Education.
- (ii) Contributions of Aurobindo in Education.
- (iii) Contributions of Bertrand Russell in Education.
- (iv) Contributions of John Dewey in Education.

References:

- Aggarwal, J. C (2012): Theory & Practice of Education, New Delhi: Vikash, Publishing House Pvt. Ltd.
- Bandhopadhyay, A (2013), Sikshadarshan O Sikshaniti, Kolkata: B.B. Kundu And Sons.
- Bhattacharjee, B (2018), Siksha O Darshan, New Delhi: Pearson Publication.
- Chattopadhyay, S (2010), AdhunikSikshatattwerRuprekha, Kolkata: Central Library.
- Chattopadhyay, M.K & Chakraborty, K (2018), Sikshadarshan O SikshanitiRuprekha, Kolkata:Rita Book Agency.

PG-CBCS SYLLABUS-FROM 2019**WBSU, DEPT. OF EDUCATION**

- Ghanta, R & Das, B.N (2010): Foundation of Education, New Delhi: Neelkamal Publication Pvt. Ltd.
- Purkait, B.R (2000): Principle & Practice of Education, Kolkata: New Central Book Agency.
- Purkait, B.R (2002), Great Educators and Their Philosophers, Kolkata: New Central Book Agency.
- Pal, A.K (2019): Siksha Darshan Ruprekha, Kolkata: Classic Book.
- Roy, S (2010): Siksha Tattwa O Siksha Darshan, Kolkata: Soma Book Agency.

SEMESTER- IV

CURRICULUM STUDIES

(EDCMT4.1)

Credit - 4 Marks -50

Course outcomes (C.O):

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

- acquaint with the concept, development & bases of curriculum
- develop the idea on various models of curriculum design
- understand the concept, nature & importance of curriculum evaluation
- understand the concept, need, factors & approaches of curriculum change

Unit - 1: Concept of Curriculum

- (i) Curriculum – Concept, Types & Principles.
- (ii) Curriculum Development – Strategies & Stages.
- (iii) Foundations / Bases of Curriculum – Philosophical Bases(National, Democratic), Sociological Bases (Learners’ Needs & Interests).
- (iv) Role of National level Statutory Bodies in Curriculum Development – UGC, NCTE, NCERT & other Agencies.

Unit - 2: Model of Curriculum Design.

- (i) Curriculum Design – Concept, Nature & Importance.
- (ii) Traditional Models of Curriculum Design – Academic / Discipline Based Model, Competency Based Model.
- (iii) Contemporary Models of Curriculum Design – Social Activity Model (Social Reconstruction), Individual Needs & Interests Models, Outcome based Integrative Model.
- (iv) Recent Model of Curriculum Design –Intervention Model, CIPP Model (Context, Input, Process, Product Model)

Unit - 3: Curriculum Evaluation.

- (i) Curriculum Evaluation - Concept, Nature & Importance.
- (ii) Curriculum Transaction – Role of Instructional System, Instructional Media, Instructional Techniques, Instructional Materials.
- (iii) Approaches to Curriculum Evaluation – Academic and Competency based Approaches.
- (iv) Models of Curriculum Evaluation – Tyler’s Model, Stake’s Model, Scriven’s Model, Kilpatrick’s Model.

Unit - 4: Curriculum Change

- (i) Curriculum Change – Concept & Needs.
- (ii) Curriculum Change – Factors & Approaches
- (iii) Role of Students, Teachers and Educational Administrators in Curriculum Change and Improvement.
- (iv) Curriculum Research – Recent Trends.

References:

- Aggarwal, J.C(2010): Curriculum Reforms in India, New Delhi:DOABA.

- DAS, R.C.C.(1987): Curriculum and Education, New Delhi: NCERT.
- Arora, G.L. (1988): Curriculum and Quality in Education, New Delhi, NCERT.
- Tylor, R.W. (1974): Basic Principles of Curriculum and Instruction, Chicago: The University of Chiago Press.
- NCERT(1984) Curriculum And Education, New Delhi: NCERT.
- KELLY, A.V(1983,1999):TheCurriculum : Theory and Practice, London, Paul.
- Chakraborty, P.K(2014): PathyakramNeeti O Nirman, Kolkata: Classic Books.
- Bhalla, N. (2010):Curriculum Development, Delhi: Author Press.

EDUCATION OF CHILDREN WITH DIVERSE NEEDS

(EDCMT4.2)

Credit - 4

Marks - 50

Course outcomes (C.O):

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

- develop the concept, evolution, scope of Inclusive Education and Education of Children with Diverse Needs.
- understand the types, causes & prevention of Diverse learners.
- understand the planning and management of diverse learners.
- acquaint with the barriers and facilitators in Inclusive Education.

Unit - 1: Concept and Evolution

- (i) Education of Children with Diverse Needs – Concept & Principles.
- (ii) Evolution – Special, Integrated, Inclusive Education, Education of Children with Diverse Needs.
- (iii) Policies & Legislations – PWD Act(1995), National Policy of Disabilities(2006), PWD Act(2015),
- (iv) a) Functions of RCI,
b) Inclusive Education under SSA,
c) Functions of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities)

Unit - 2: Types of Diverse Learners

- (i) Classification of Disabilities based on ICF Model.
- (ii) Types, Characteristics & Educational Needs of Diverse Learners (Intellectual, Physical & Multiple Disabilities).
- (iii) Causes & Prevention of Disabilities.
- (iv) Identification of Diverse Learners for Inclusion – Educational Evaluation Methods, Techniques & Tools.

Unit - 3: Planning and Management

- (i) Planning and Management of Diverse Learners – Concept & Needs.
- (ii) Inclusive Classroom – Infrastructure, Human Resource and Instructional Practice Curriculum & Curricular Adaption for Diverse Learners.
- (iii) Assistive & Adaptive Technology for Diverse Learners – Product (Aids & Appliances) and Process (Individualized Education Plan, Remedial Teaching).
- (iv) Parent-Professional Partnership – Role of Parents, Peers, Professionals, Teachers, School.

Unit - 4: Barriers and Facilitators in Inclusive Education

- (i) Challenges & barriers to Inclusive Education – Attitude, Social and Educational.
- (ii) Relevant Concept – Individualized Education Plan (IEP), Cascade system, Normalization, Deinstitutionalization, Mainstreaming.
- (iii) UDL(Universal Design of Learning).
- (iv) Research Trends of Inclusive Education in India.

Ref er ence s:

- Aggarwal, J.C(2010): Education for Disabled Children. New Delhi: Shipra Publications.
- Chauhan, S.S(1989): Education of Exceptional Children, New Delhi: Indus Publishing Company.
- Mani, M.N.G (2000): Inclusive Education in Indian Context, Coimbatore : IHRDC, Sri Ram Krishna Mission Vidyalaya.
- Mangal, S.K(2015): Educating Exceptional Children: PHI Learning Pvt. Ltd.
- Panda, K.C(1997): Education of Exceptional Children, New Delhi:Vikash Publication.
- Nanda, B,P(2013): BishesChahidaSampannaSishu, Kolkata, Classic Books.
- Mithu, A &Michael , B. (2005): Inclusive Education from Rhetoric to Reality, New Delhi: Viva Books Pvt. Ltd.

TEACHER EDUCATION**(EDCMT4.3A)****Credit- 4 Marks -50****Course outcomes (C.O):****After the completion of the course, the students will be able to -**

- develop the concept, nature, types, approaches of Teacher Education.
- understand the concept, scope, organization & agencies of in-service teacher education.
- acquaint with the concept of professionalism in education.
- acquaint with the modern trends in Teacher Education.

Unit - 1: Concept of Teacher Education

- (i) Teacher Education – Concept, nature & scope.
- (ii) Types of Teacher Education Programme.
- (iii) Structure of Teacher Education Curriculum – Curriculum Documents of NCERT & NCTE at Elementary, Secondary & Higher Secondary levels.
- (iv) Organization & Components of Pre-Service Teacher Education Programme - Transactional Approaches(Expository, Collaborative & Experiential learning).

Unit - 2: In-service Teacher Education

- (i) In-service Teacher Education – Concept, Need & Scope.
- (ii) Organization and Modes of In-service Teacher Education.
- (iii) Agencies & Institutions of In-service Teacher Education – SSA, RMSA, RUSA, NCERT, NCTE & UGC.

- (iv) Planning of In-service Teacher Education Programme – Purpose, Duration, Resources, Budget & Limitations.

Unit - 3: Professionalism in Teacher Education

- (i) Concept and Development of Profession and Professionalism
- (ii) Professionalism in Teacher Education, Teaching as a Profession, Professional Ethics of Teachers.
- (iii) Personal & Contextual factors effecting Teacher Development – ICT Integration, Skill Enhancement.
- (iv) Quality Enhancement for Professionalization of Teacher Education.

Unit - 4: Modern Trends in Teacher Education

- (i) Understanding knowledge based Teacher Education – view point from Schulman, Deng, Luke & Habermas.
- (ii) Reflective Teaching – Concept & Strategies.
- (iii) Models of Teacher Education – Behaviouristic, Competency based & Inquiry Oriented Teacher Education Models.
- (iv) Innovation in Teacher Education.

References:

- Mohanty, J (2007): Teacher Education, New Delhi: Deep & Deep Publications Pvt. Ltd.
- Radha Mohan(2013): Teacher Education, Delhi: PHI Learning Pvt. Ltd.
 - Aggarwal, J.C(2009): Teacher and Education in a Developing Society, New Delhi: Vikash Publishing House Pvt. Ltd.\
 - Ram, S. (1999): Current Issues in Teacher Education, New Delhi: Sarup& Sons Publications.
 - Sharma, S.P(2007): Teacher Education-Principles, Theories & Practices, New Delhi: Kanishka Publications Distributors.
 - Singh, L.C (1990): Teacher Education in India: A Resource Book, New Delhi: NCERT.

POLICY AND PLANNING IN EDUCATION

(EDCMT4.3B)

Credits- 4

Marks - 50

Course outcomes (C.O):

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

- develop the concept,nature,need & determinants of Educational Policy.
- acquaint with the various national commissions and policies on Education in India.
- develop the concept of Educational Planning.
- understand the policy formulation and its importance.

Unit - 1: Concept of Educational Policy

- (i) Concept, Nature & Need of Policy.
- (ii) Educational Policy – Concept, Nature & Determinants
- (iii) Importance of Policies in Education.
- (iv) Criteria of a good Educational Policy.

Unit - 2: National Commissions and Policies on Education in India.

- (i) Major Recommendations of Secondary Education Commission (1952-53) and Kothari Commission(1964-66).
- (ii) Major Recommendations of National Policy on Education (1968, 1986, 1992)
- (iii) Major Recommendations of National Commission on Teacher Education (1999), National Knowledge Commission(2007), Yashpal Committee Report(2009).
- (iv) National Curriculum Framework for Teacher Education(2009), Justice Verma Committee Report(2012 and after) & New National Policies on Education(Draft Policy Placed in 2019).

Unit - 3: Educational Planning

- (i) Educational Planning – Concept, Need & Scope.
- (ii) Types of Planning – Micro, Macro, Long-term, Gross-root and Instructional.
- (iii) Different Approaches – Manpower Planning, Social Demand Approach, Social Justice Approach, Intra Educational Extrapolation Approach.
- (iv) Five Years Plan and its Importance in Education(2007 & 2012).

Unit - 4: Policy Formulation

- (i) Process of Policy Formulation –Analysis of the Existing Policies.
- (ii) Policy for Decision Making and Planning of Policy Implementation.
- (iii) Policy Impact Assessment and Policy cycles.
- (iv) Policy Formulating Agencies (UGC, NUEPA, NCTE, NCERT).

References:

- Aggarwal, J.C(1995): Educational Planning, Budgeting and Financing, New Delhi: Agra Book Dept.
- Desai, A.R(2005): Management and Educational Policy, New Delhi: NCERT.
- Premila, C.S(1997): Educational Planning and Management, New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, R.N(2007): Educational Administration: Management and Organization, Delhi: Surjeet Publications.
- Rahaman, M. (2009): Education of Administration, Dhaka: Pravati Library.
- Ahuja, A.K (2000): Educational Management, Planning and Finance, Jaipur: Rawat Publications.

PRACTICAL
REVIEW OF RELATED LITERATURE
(EDCMP3.4)

Credits – 4 Marks – 50

Course Code	Course Name	Course Type	Study Hours	Credit
EDCN-PG-20	Review of Related Literature	Practicum	128	04
Objectives	After completion of the present Practicum Course, Students will be able to: <ol style="list-style-type: none"> 1. Learn the scientific method of conducting Review of Related Literature; 2. Develop the appraisal report on Review of Related Studies on a given topic; 3. Find out the knowledge gap for conducting scientific study; 4. Present the Statement of the problem of study. 			
An Area/ Problem of a Study be assigned to each of the students by the Department and students will complete the Practicum on Review of Related Studies according to the following format under the guidance of a Mentor within the stipulated period of time:				
Phase	Activity	Study Hour	Marks	
I	Introduction (Stating purpose, objectives, hypotheses/ research Questions etc.)	20	05	
II	Review of Related Studies (at least 10 from studies with the specific focus on Objectives, Research Questions/ Hypotheses & Findings)	50	15	
III	A Critical Appraisal and Identification of the Knowledge Gap(s)	30	10	
IV	Identification of the Variables/ Factors & Statement of the Problem	18	05	
V	References	10	05	
VI	Viva-Voce		10	
	<i>Total</i>	<i>128Hrs. (04 Credit)</i>	<i>50</i>	
The report of 'Review of Related Studies' duly signed by the Student and the Mentor to be submitted for joint evaluation of Internal and External Examiners as scheduled by the Department.				

**PRACTICAL
DISSERTATION/PROJECT
(EDCMP4.5)**

Credit – (4+4) Marks – (50+50)

Course outcomes (C.O):

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

- learn how to collect data
- learn how to analyze the data
- develop the art of writing project report
- understand the process of presentation and defense of Project

Rules & Regulations:

1. It will be individual.
2. Topic will be selected by the respective Department.
3. Selection of Research Proposal must be guided by an External Expert.

Distribution of marks-

1. Data Collection	25	}
2. Data Analysis.....	25	}
3. Project Report Writing	25	}
4. Presentation	15	}
5. Defense	10	}
TOTAL	50+50	