



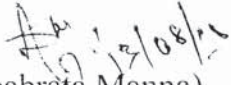
## UNIVERSITY OF CALCUTTA

### Notification No. CSR/ 28 /18

It is notified for information of all concerned that the Syndicate in its meeting held on 13.07.2018 (vide Item No.11) approved the Syllabus and Regulations of Two-Year (Four-Semester) M.A./ M.Sc. Course of Study in Education under CBCS in the Post-Graduate Departments of the University and in the affiliated Colleges offering Post-Graduate Courses under this University, as laid down in the accompanying pamphlet.

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE  
KOLKATA-700073  
The 13<sup>th</sup> August, 2018

  
(Debabrata Manna)  
Deputy Registrar (Acting)

## **Comprehensive & Uniform Regulation for Two-Year (Four semesters) M.A. /M.Sc. Degree Course of Studies under CBCS, University of Calcutta**

### **1. Number Of Examination**

The course of study namely M.A. / M.Sc. shall consists of FOUR examinations namely  
**Semester I**, to be held at the end of six months of first year course of study,  
**Semester II**, to be held at the end of first year course of study  
**Semester III**, to be held at the end of first six months of second year course of study  
**Semester IV**, to be held at the end of the second year course of study

### **2. Qualifications For Admission Criteria**

A candidate who has passed the three- year B.A/B.Sc/B.Com Honours course in a subject/ related subjects under this University is eligible to seek admission to the M.A./M.Sc. course in that subject/ corresponding subjects as may be approved and notified from time to time by the University. There will be few seats available as per UGC guidelines in every such course in this university to the graduates of other universities provided they fulfil other terms and conditions as may be laid down in the admission notification issued by the University from time to time. The Syndicate may decide to hold written/ viva voce for admitting to the above courses if necessary.

### **3. Fees Structure**

Monthly and yearly fees to be collected from a student as per academic year July to June.  
Examination fees and other related fees are payable by the candidates as may be prescribed by the University from time to time.

### **4. Credit Point or Distribution of Marks**

Every course shall comprise of Core Courses, Discipline Specific Elective course, Generic Elective Paper, theory and practical. The students M. A. /M. Sc. in Education may earn eight credits of Generic Elective course from any department of under this University except the department of Education. The schedule of courses, distribution of marks and credits, for four semesters M.A. /M.Sc. programme shall be determined by the concerned department.

### **5 Attendance**

A candidate shall be eligible for admission to a semester examination provided he/she prosecutes a regular course of studies in the concerned Post-Graduate Department for that semester in the subject and attends at least 65% of the total number of theoretical and practical classes held during the semester. A failed candidate shall not have to attend classes for appearing in the corresponding back paper(s) in a subsequent semester.

**Condemnable Limit:** A student who has attended at least 55% of the classes but less than 65% of the classes shall however be eligible to appear the examination upon payment of requisite short percentage fee as may be prescribed by the University from time to time and after obtaining condemnation order founder vice chancellor

### **6. Examiner**

Paper setters, moderators, examiners, scrutineers for each paper will be appointed on the

recommendation of the Board of PG studies in the concerned subject. Script will be examined by single examiner of all theory papers and double/ multiple examiner (internal and external examiner) for all practical paper (internal assessment) and viva voce.

### **7. Examination Timing**

Theory

Up to 25 marks	1 hour
26 to 40 marks	1.5 hours
41 to 50 marks	2 hours
51 to 75 marks	3 hours
76 to 100 marks	4 hours

### **Practical**

Practical Examination will include performance on the given task/ continuous assessment/ practical notebook as well as viva voce examination to be conducted by the internal and external examiner.

### **8. Maximum Permissible Time for Completing Entire Course**

Students have to clear the entire course within 5(five) years from the year of admission.

### **9. Semester Combination**

Candidates shall not be allowed to appear at any higher semester examination without appearing and clearing the minimum number of requisite paper(s) of all previous semester examinations as mentioned here in after.

### **10. Passing Criteria**

A candidate is required to appear at the examination in each and every paper/course of the respective syllabus. A candidate in order to be declared to have passed an examination must obtain (a) at least 35% marks in each theoretical paper/ course in the end-term and mid term/internal examination separately (b) at least 40% marks in each practical paper and (c) at least 40% marks in the aggregate for that semester.

### **11. Criteria for Re-Appearing at Examination**

All supplementary examinations shall be held after six months of original examination. Having failed or absent in maximum two papers/courses, a candidate shall be eligible to appear at the examination.

A candidate who has failed in more papers/courses can appear at the same semester without appearing at the Higher semester and without attending the classes.

Candidate who fails in one or two papers/ courses can clear the paper/s **in two more consecutive chances (excluding the main examination)** along with higher semester examination. If the candidate is unable to clear the same within two consecutive chances, he shall be dropped from the concerned course.

Failed candidate, intending to reappear in a subsequent semester have to take permission from the concerned faculty secretary through the head of the department immediately after publication of result

### **12. Absent Criteria**

Failure to fill up the examination form shall be considered as missing a chance and such candidates who have not filled up the examination form shall have to appear at the same semester examination.

A candidate who has filled up examination forms but remain absent in the entire examination or than two courses will be considered to have a lost shall be required to reappear at the same semester examination.

A candidate remaining absent in one or two papers/ courses but clearing the other paper/ courses shall be considered to have failed in those papers/ courses in which he remains absent and shall be eligible to clear those as stated in regulation 11.

### 13. Re - Admission Criteria

If a student is dropped from the respective course of study because of his/ her failure to clear a particular course, he /she main apply for re-admission in the same course of study in the first semester of the next academic session along with fresh applicants.

### 14. Consolidated Marksheet

After passing all the semesters, a candidate will get consolidated mark-sheet from the Controller of Examinations.

### 15. Date of Publication of Final Result

For a regular student who has cleared all the semesters in normal course the date of publication of final result shall be the date of Publication of result of the 4th semester.

The final date of publication of result for students clearing previous semester(s) subsequent to their clearing 4th semester examination will be **date of Publication of the last result clearing all papers.**

### 16. Grade Point Calculation

Examiners shall forward assessment in respect of every student to the Controller of Examinations for tabulation of results. A 7- Point Grade System shall be followed for the purpose, details of which are laid down hereunder.

Percentage of Marks*	Grades	Numerical Grade Point	Remarks
80-100	O	5.00-6.00	Outstanding
70-79	A+	4.50-4.99	Excellent
60-69	A	4.00-4.49	Very Good
55-59	B+	3.75-3.99	Good
50-54	B	3.50-3.74	Fair
40-49	C	3.00-3.49	Satisfactory
0-39	F	**	Failed

*Next higher integer value if the decimal value (rounded off up to 2 decimal places) exceeds 5.0*

*\*\* Numerical Grade Point shall not be calculated in respect of failed paper.*

The multiplicative factors shall be 0.05 for all grades for the purpose calculating numerical Grade Point.

**Example I:** If a student scores 52% in a particular module, his/her grade point for that module will be  $(3.00 + 0.05 \times 12) = 3.60$ . More generally, if the student secure P % where  $P > 40$  or  $P = 40$ , his/her grade point will be  $[3.0 + \{(P-40) \times 0.05\}]$ .

The Semester Grade Point Average (SGPA) will be just the average of the grade points obtained in all the module of the given semester. If the Numerical Grade Points obtained by a student are denoted by  $c_i$  ( $i = 1$  to  $n$ , where  $n$  is the number of paper/ course/ module/ part/ group in each semester), the SGPA will simply be  $(\sum c_i/n)$ , as all models have equal weightage. The average should be shown the mark sheet up to the third decimal point.

Cumulative Grade Point Average (CGPA) over 4 semesters shall be the simple average of the four SGPAS.

$CGPA = (\sum SGPA_j/4)$  where  $j=1$  to 4. CGPA should be calculated and shown up to 3 decimal places.

Both CGPA and SGPA will be rounded off to the third place of decimal and will be shown as such on the marksheet. The marksheet issued at the end of each semester shall include both the GPA and the total marks obtained in each module, as well as the SGPA and the total marks obtained in that semester. The final marksheet shall also include the CGPA and the total marks obtained out of 1000.

## 17. Marksheet Designing

Full marks, marks obtained and grade point SGPA, CGPA of the examination shall be reflected in the marksheet wherever applicable.

If a candidate gets 'F' grade one or more courses in a semester examination, his / her SGPA in that semester shall be temporarily withheld and GPW (Grade Point Withheld) shall be marked against SGPA on the marksheet. A fresh marksheet with duly calculated SGPA shall be issued only when candidate clears the course subsequently but within the stipulated time frame.

## 18. Class Definition

On the basis of CGPA obtained by a candidate over four semesters, final grade and class shall be awarded as follows:

<i>CGPA</i>	<i>Grade</i>	<i>Class</i>
5.000-6.000	<b>O</b> (Outstanding)	First Class
4.500-4.995	<b>A+</b> (Excellent)	First Class
4.000-4.495	<b>A</b> (Very Good)	First Class
3.750-3.995	<b>B+</b> (Good)	Second Class
3.500-3.745	<b>B</b> (Fair)	Second Class
3.000-3.495	<b>C</b> (Satisfactory)	Second Class
0.000-2.995	<b>F</b> (Failed)	Failed

## **19. Grace Marks**

A candidate failing to obtain the pass marks in a semester examination shall be given benefit of 1 additional mark in the paper in which he/ she secure lowest marks and the same shall be shown in the tabulation rolls. However in the marksheet only the total marks shall be shown after such addition.

A candidate failing to obtain 50% or 55% marks in the aggregate of all the semesters by one mark shall be given the benefit of an additional mark in the result of the final semester and the same shall be reflected both in the tabulation roll and as well as in the Marksheet.

## **20. Re-Examination of Answer Scripts**

A candidate shall be eligible to apply for re examination of answer scripts for a maximum of two theoretical papers only of a semester examination provided he has **appeared at the said examination as a whole** and has obtained at least 40% marks in aggregate in rest of the papers taken together in that semester examination. This shall not apply to a candidate who has partly appeared or has appeared in an examination.

Candidates seeking re- examinations may apply to the university in a prescribed form along with requisite fees as may be fixed university within such date as may be notified by the University

In case marks awarded in a paper on re- examination exceeds the original marks obtained by more than 15% of total marks in the paper or Falls 5% of the original marks in the paper, the script will be referred to a third examiner and the candidate will be awarded the average of the best two of the marks awarded by the two examiners.

Change in marks shall not be given effect if the said change leads to decline in result status and in such cases, re examination result shall be declared as " No Change".

## **21. Ranking**

Candidate unable to clear each part of all the semester examinations (Semester - I, II, III and IV) in one chance shall not be entitled to any position in order of merit. To be eligible for award of rank in order of merit, a candidate must pass all the semester examinations at first chance as a regular candidate.

## **22. Cancellation of Examination**

Candidates may apply to the controller of examinations for cancellation of enrolment of the said examination within 15 days from the date of completion of theory papers. The said cancelled examination will also be counted as a chance.

### 23. Diploma

A candidate shall be declared to have obtained the degree of M.A. /M. Sc. (Two year course) shall get a degree certificate in the format specified hereunder

#### UNIVERSITY OF CALCUTTA

(University logo)

*This is to certify that..... obtained the  
Degree of Master of Arts / Master of Science.....in this University in 20\_\_\_, under  
Semester examination system, the Special branch in which he / she was examined having  
been..... and that he/ she was placed in the  
..... class attaining Grade.....*

*Senate House*

*Dated:*

*Vice – Chancellor*

**Course Structure for M.A. /M. Sc. Programme in Education under CBCS**

	Course Number	Credit	Theoretical Marks		Practical Marks	Total Marks
			Written Exam	Internal Evaluation		
Semester I	CC-1	4	30	20	0	50
	CC-2	4	30	20	0	50
	CC-3	4	30	20	0	50
	CC-4	4	30	20	0	50
	GE -1	4	30	20	0	50
Semester II	CC-5	4	30	20	0	50
	CC-6	4	30	20	0	50
	CC-7	4	30	20	0	50
	CC-8	4	30	20	0	50
	GE -2	4	30	20	0	50
Semester III	CC-9	4	30	20	0	50
	CC-10	4	30	20	0	50
	CC-11	4	0	0	50	50
	DSE-1 a or DSE-1 b	4	30	20	0	50
	DSE-2a or DSE-2b	4	30	20	0	50
Semester IV	CC-12	4	30	20	0	50
	CC-13	4	30	20	0	50
	CC-14	4	0	0	50	50
	DSE-3a or DSE-3b	4	30	20	0	50
	DSE-4a or DSE-4b	4	30	20	0	50
<b>Total</b>		<b>80</b>	<b>540</b>	<b>360</b>	<b>100</b>	<b>1000</b>

CC = Core Courses, DSE = Discipline Specific Elective, GE = Generic Elective



## Semester I

Course	Credit	Class Hour Per Week	Theoretical Marks		Total Marks
			Written Exam	Internal Evaluation	
CC-1: Philosophy of Education	4	4	30	20	50
CC-2: Psychology of Education - 1	4	4	30	20	50
CC-3: Sociology of Education	4	4	30	20	50
CC-4: Educational Management – 1	4	4	30	20	50
GE* -1: Fundamental Of Education – 1(For other discipline)	4	4	30	20	50
<b>Total</b>	<b>20</b>	<b>20</b>	<b>150</b>	<b>100</b>	<b>250</b>

\* The students M. A. /M. Sc. in Education may earn four credits of Generic Elective Core (GE-1) paper from any department of the University except the department of Education.

## Semester II

Course	Credit	Class Hour Per Week	Theoretical Marks		Total Marks
			Written Exam	Internal Evaluation	
CC –5 : Psychology of Education – 2	4	4	30	20	50
CC – 6 : Social Dynamics	4	4	30	20	50
CC – 7 : Educational Management – 2	4	4	30	20	50
CC – 8 :Research Methodology – 1	4	4	30	20	50
GE* -2: Scenario of Education in India	4	4	30	20	50
<b>Total</b>	<b>20</b>	<b>20</b>	<b>150</b>	<b>100</b>	<b>250</b>

\* The students M. A. /M. Sc. in Education may earn four credits of Generic Elective Core (GE-2) paper from any department of the University except the department of Education.

### Semester III

Course	Credit	Class Hour/Week	Theoretical Marks		Practical Marks	Total Marks
			Written Exam	Internal Evaluation		
CC – 9 : Evaluation in Education	4	4	30	20		50
CC – 10 : Research Methodology - 2	4	4	30	20		50
CC – 11 : Pedagogy Practical	4	8	0	0	50	50
DSE-1a: History of Education or DSE-1b: Environmental Education	4	4	30	20		50
DSE-2a : Inclusive Education Or DSE-2b: Education and Mental Health	4	4	30	20		50
<b>Total</b>	<b>20</b>	<b>24</b>	<b>150</b>	<b>100</b>		<b>250</b>

### Semester IV

Course	Credit	Class Hour/Week	Theoretical Marks		Practical Marks	Total Marks
			Written Exam	Internal Evaluation		
CC – 12 : Curriculum Studies	4	4	30	20		50
CC – 13 : Educational Technology	4	4	30	20		50
CC – 14 : Computer Practical	4	8	0	0	50	50
DSE-3a: Education of Children with Diverse Needs Or DSE-3b:Teacher Education	4	4	30	20		50
DSE-4a: Guidance and Counselling Or DSE-4b: Policy, Planning in Education	4	4	30	20		50
<b>Total</b>	<b>20</b>	<b>24</b>	<b>150</b>	<b>100</b>		<b>250</b>

## **Semester I**

### **CC-1 Philosophy of Education**

#### **Unit 1: Evolution of Philosophy**

- 1.1 Modern concept of Philosophy
- 1.2 Analysis – Logical Analysis
- 1.3 Logical Empiricism and positive relativism

#### **Unit 2 Schools of Philosophy**

##### *2.1 Western Philosophy*

- 2.1.1 Existentialism
- 2.1.2 Marxism
- 2.1.3 Humanism

##### *2.2 Indian Philosophy*

- 2.2.1 Sankhya
- 2.2.2 Vedanta
- 2.2.3 Islamic

#### **Unit 3: Educational Contributions of Western Philosophers**

- 3.1 Herbert Spencer
- 3.2 Froebel
- 3.3 Fredrick Herbart

#### **Unit 4: Educational Contributions of Indian philosophers**

- 4.1 Aurobindo
- 4.2 Vidhyasagar
- 4.2 Vivekananda
- 4.3 Krishnamurthy

## **CC-2: Psychology of Education – 1**

### **Unit 1 Schools of Psychology and their significance in Education**

- 1.1 Behaviourism –characteristics and significance in Education
- 1.2 Cognitivism- characteristics and significance in Education
- 1.3 Constructivism- characteristics and types significance in Education
- 1.4 Humanism - characteristics and significance in Education

### **Unit 2 Growth & Development with Specific Emphasis on Education**

- 2.1 Growth & Development –characteristics and stages. Physical and Emotional Development
- 2.2. Cognitive Development Including Language and Moral Development-Piaget & Kohlberg
- 2..3 Social and Emotional Development- Vygotsky & Erickson
- 2.4 Ecological and Holistic theory of Development – Bronfrenbrenner & Steiner

### **Unit 3 Personality**

- 3.1 Concept and nature Of Personality and Type Theory-Jung
- 3.2 Psychodynamic Theory(Freud) & Social Learning Theory-Bandura
- 3.3 Trait Theories Of Cattle ,Eysenek and Five Factor Model
- 3.4 Humanistic Theory of Rogers

### **Unit 4. Intelligence, Emotional Intelligence and Creativity**

- 4.1 Intelligence- Concept, nature, types and measurement
- 4.2Emotional Intelligence- Concept , nature, importance and measurement
- 4.3 Theories of Intelligence- Cattell, Sternberg, Gardener
- 4.4 Creativity- Concept, Factors, Measurement and Nurturance

## **CC-3: Sociology of Education**

### **Unit 1: Concept of Sociology of Education**

- 1.1: Meaning and nature of Educational Sociology
- 1.2: Sociology of education
- 1.3: Social dynamics in education
- 1.4: Methods of sociological study

### **Unit 2: Equality of educational opportunity**

- 2.1: Concept of equity and equality
- 2.2: Concept of disparity and diversity
- 2.3: Education of the disadvantaged sections of the society
  - 2.3.1: SC/ ST and OBC
  - 2.3.2: Backward religious minority, Women, Rural people and slum dwellers
- 2.4: Constitutional provision for the above mentioned disadvantaged section

### **Unit 3: Culture, Polity, Values and Education**

- 3.1: Culture
  - 3.1.1 : Meaning nature and determinants of culture
  - 3.1.2: Concept of cultural lag
  - 3.1.3: Education as cultural imperialism
- 3.2: Polity
  - 3.2.1: Nature of Indian polity
  - 3.2.2: Central- state relationship in India in respect of education
- 3.3 Relationship between nature of state and education

### **Unit 4: Role of family, school and community for the development human being**

- 4.1: Family: Structure and role of education
- 4.2: School: Dyadic relationship in school
- 4.3: Community participation in school
- 4.4 Effects of psychosocial climate of school and students achievement
- 4.5: Teachers/ parents expectation and students performance and attitude

## **CC-4: Educational Management – 1**

### **Unit 1: Educational Administration and Management**

- 1.1 Educational Administration in India: Structure, Role of Central Government, State Government and Local Bodies
- 1.2 Taylorism,
- 1.3 Human Relations Approach to Administration
- 1.4 Administration as a process
- 1.5 Administration as a bureaucracy

### **Unit 2: Management of Resources in Education**

- 2.1 HR Management in Educational Organisation
- 2.2 Motivation and group dynamics

### **Unit 3: Educational Supervision Programme**

- 3.1 Meaning and Nature
- 3.2 Functions of Supervision
- 3.3 Planning, Organising,
- 3.4 Implementing Supervisory

### **Unit 4: Leadership in Educational Organisation**

- 4.1 Meaning and Nature
- 4.2 Styles of Leadership
- 4.3 Measurement in Leadership
- 4.4 Theories of Leadership

## **22-2: Fundamental of Education**

**(For other Department Students)**

### **Unit 1: Factors of Education**

- 1.1 Learners and their attributes,
- 1.2 Teachers and their attributes
- 1.3 Curriculum: Definition and types
- 1.4 Environment: Home, School and Society

### **Unit 2: Learning**

- 2.1 Definition of Learning
- 2.2 Learning and Maturation
- 2.3 Types of Learning
- 2.4 Transfer of Learning

### **Unit 3: Teaching**

- 3.1 Definition and types of Teaching
- 3.2 Classroom Teaching
- 3.3 Model of Teaching
- 3.4 Qualities of a Good Teacher

### **Unit 4: Memory and Forgetting**

- 4.1 Concept of Memory and Forgetting
- 4.2 Causes of Forgetting
- 4.3 Conditions of Good Memory

## **Semester II**

### **CC –5: Psychology of Education – 2**

#### **Unit 1. Learning & Transfer of Learning**

- 1.1 Concept, Nature, Types
- 1.2 Factors affecting learning- attention, interest, maturation, motivation
- 1.3 Theories of learning- Tolman, Bruner, Lewin, Hull & Klob
- 1.4 Transfer of Learning- Concept, types, theories, importance and methods of enhancing.

#### **Unit 2. Motivation**

- 2.1 Motivation - Concept ,types, factors affecting motivation, importance in education.
- 2.2 Approaches to Motivation with specific emphasis on their educational implication - Maslow's Hierarchy Of Needs Theory, Atkinson and McClelland's Achievement Motivation Theory, Weiner's Attribution Theory
- 2.3 Determinants Of Motivation- Locus Of Control, Anxiety, Curiosity and Interest, Learned Helplessness, Classroom Environment, Cooperative, Competitive and Independent Learning
- 2.4 Motivation and Learning Theories Of Bruner and Bandura

#### **Unit 3 Memory & Forgetting**

- 3.1 Brief idea about cognitive Neuroscience. Memory – Concept, stages and types
- 3.2 Multisystem model of memory
- 3.3 Forgetting: Its Nature ,Causes and importance (contemporary views)
- 3.4 Factors affecting memory, ways of improvement Of Memory

#### **Unit 4. Instruction & Teaching**

- 4.1 Teaching & Instruction- Concept and Difference,
- 4.2 Types of Teaching – Micro-teaching, Simulated Teaching, Macro teaching, large group and small group teaching, Stages of teaching (Memory, Understanding and Reflective)
- 4.3 Instructional Design - Direct and Indirect Instruction, Programmed Instruction
- 4.4 Cognitive Styles, Learning styles and Teaching Styles



## CC – 6 : Social Dynamics

### **Unit 1: Education and social change**

1.1: Definition of social change

1.2 : Types of social change

Evolutionary change

Revolutionary change

Telic change

1.3: Determinants of social change

1.4: Theories of social change

Karl Marx

Max Weber

Michel Foucault

### **Unit 2: Process of Social Change and Social Mobility**

2.1: Sanskritization, Westernization and Modernization

2.2: Globalisation and its effect on Education

2.3: Social stratification and mobility

2.4: Role of education in social mobility

### **Unit 3: Social problems in India and role of education to minimize them**

3.1 : Poverty

3.2: Child abuse and child labour

3.3: Drug abuse and drug addiction

3.4: Terrorism

3.5: Regional tension

3.6 : Population explosion

3.7: Illiteracy

### **Unit 4: Human relationship and Human Development**

4.1: Human relationship

4.1.1: Role of mass media and multimedia for the development of Human relationship

Edusat / virtual classroom

Internet, Social Media and other electronic media

4.2: Human Development Index

4.2.1: Human Development Index

## **CC – 7 : Educational Management – 2**

### **Unit 1: Financial Resources**

- 1.1 Allocation and Efficient Use,
- 1.2 Brief Introduction to Budgeting, Concept,
- 1.3 The Relationship Among Central Government and Local Bodies in The Context Of Financing Of Education

### **Unit 2: Organisation**

- 2.1 Meaning Types and Characteristics of Educational Organisation
- 2.2 Organisational Climate,
- 2.3 OD, Organisational Effectiveness, Organisational Compliance

### **Unit 3: Modern Techniques of Educational Management**

- 3.1 Program Evaluation and Review Technique (PERT)
- 3.2 Planning Program and Budgeting System (PPBS)
- 3.3 Management by Objectives (MBO)
- 3.4 Total Quality Management (TQM), SWOT Analysis
- 3.5 Appraisal of The Educational Organisation UGC, NAAC, NCTE, AICTE

### **Unit 4: Management and Planning**

- 4.1 Modern trends in Educational Management
- 4.2 Approaches to Educational planning
- 4.3 Types of Planning- Micro and Macro
- 4.4 School Mapping

## **CC – 8 : Research Methodology – 1**

### **Unit1: Educational Research; Basic Concept and understanding**

- 1.1. Understanding the need for research: Rationale/ purpose, significance and application
- 1.2. Basics concept of types of research: qualitative, quantitative and mixed method
- 1.3. Review of related literature
- 1.4. General steps of educational research

### **Unit 2: Planning Empirical Research**

- 2.1. Selection of the research problem and formulation of research design, population and samples, concept of variables etc
  
- 2.2. Concept of assumption, objectives, research questions, hypothesis, delimitation, limitation
- 2.3. Research Design: Sampling types, criteria of good sample etc
- 2.4. Tool development: standardization and adaptation, (Reliability, Validity and levels of measurement)

### **Unit 3: Data Collection Methods and analysis**

- 3.1. Different methods of data collection, observation, interviews, tests (NRT, CRT) Questionnaire, scales etc
- 3.2. Sampling Techniques: probability and non-probability sampling
- 3.3. Tools and Measures: NRT, CRT, Nominal scale, Ordinal Scale, Ratio scale, Interval scale etc
- 3.4. Data Interpretation: Descriptive statistics and inferential statistics,

### **Unit 4: Writing Research report, Ethics and referencing style/ citing**

- 4.1. Research Ethics
- 4.2. Referencing style: APA, MLA and others
- 4.3. Manuscript/ publication of findings: basics
- 4.4. Preparation of Research Report

**GE -2: Scenario of Education in India**  
**(For other department Student)**

**Unit 1: Federal Structure in India and Education**

- 1.1: Parliamentary Democratic System
- 1.2: Share Responsibility of Central and State Government
- 1.3: Role of Local Government and Institution
- 1.4: Agency in Education

**Unit 2: National Education Pattern and Status of different Stages of Education**

- 2.1: National Education Pattern
- 2.2: Status of different Stages of Education
  - 2.2.1: Elementary Education
  - 2.2.2: Secondary Education
  - 2.2.3: Higher Education

**Unit 3: Various Types and Modes of Education**

- 3.1: Various Types of Education
  - 3.1.1: Academic
  - 3.1.2: Professional
  - 3.1.3: Vocational and Technical
- 3.2: Modes of Education
  - 3.2.1: Regular Mode
  - 3.2.2: Distance Mode

**Unit 4: Problems of Education India and its remedies**

- 4.1: Quality and Quantity
- 4.2: Social Stratification and Education
- 4.3: Education Policy
- 4.4: Political Will

## **Semester III**

### **CC – 9 : Evaluation in Education**

#### **Course Objectives**

##### **To enable the students to:**

To enable the students to:

- I. Acquaint with the basic concepts and practices of evaluation in education.
- II. Understand the test construction and its process.
- III. Develop skills in the scoring and reporting the evaluation
- IV. Orient about contemporary methods of evaluation.

#### **Unit 1: Concepts in Evaluation**

- 1.1: Evaluation: Concept and need
- 1.2: Interrelationship between measurement and evaluation in education
- 1.3: Process and types of Evaluation
- 1.4: Objectives and Taxonomies of Educational Objectives

#### **Unit 2: Test Construction**

- 2.1: Construction of a standardized test (NRT & CRT)
- 2.2: Issues and Biases with Testing
- 2.3: Writing test items – objective type, essay type and interpretive type.
- 2.4: Types of Reliability and Validity

#### **Unit 3: Scoring and Reporting in Evaluation**

- 3.1: True scores and Errors of Measurement
- 3.2: Distractor analysis and Item analysis procedures for NRT and CRT
- 3.3: Concepts of Percentile and Standard scores ( Z-Score, Stanine & C-Score)
- 3.4: Concept of Mastery Learning

#### **Unit 4: Contemporary Techniques of Evaluation**

- 4.1: Continuous Comprehensive evaluation (CCE)
- 4.2: Question Bank, Semester, Grading, Portfolio Assessment
- 4.3: Computerized and Online Evaluation
- 4.4: Open Book Examination

## CC – 10 : Research Methodology – 2 (Statistics)

### **Unit 1 : Statistics in Educational Research**

- 1.1 Definition and need of statistics in educational research
- 1.2 Concept of hypothesis and Null hypothesis. Confidence Limit, significance testing and interpretation
- 1.3 Concept of Errors- Type I and Type II, One tailed and two tailed tests.

### **Unit 2**

- 2.1: Scales of Measurement
- 2.2: Normal Probability Curve - Central Limit theorem
- 2.3: Population mean, Sample mean and its estimation
- 2.4: Concept of Parametric and Non Parametric Testing

### **Unit 3 : Descriptive Statistics**

- 3.1 Pictorial representation and interpretation- Histogram, Polygon, Bar graph, o-give, pie chart
- 3.2 Measures of central tendency
- 3.3 Measures of variability

### **Unit 4: Inferential statistics**

- 4.1 Parametric testing- t –test, ANOVA
- 4.2 Non Parametric testing – Chi Square test, Median test, Sign Test
- 4.3 Correlation and Regression- Product moment, Rank Difference, Partial, Multiple, Biserial, Point biserial. Regression equation and its use.

## CC – 11 : Pedagogy Practical

### 1. KNPI Personality test

The Kundu's Neurotic Personality Inventory has been developed to measure a reliable measure of neurotic tendencies in adults. The inventory consists of Sixty six (66) items to be responded across 5-point scale.

**Or**

### 2. MBTI Personality Test

**Or**

### 3. Leadership aptitude test

The Leadership Aptitude test, mainly, assess the leadership aptitude among adults. The scale consists of thirty items (30) items to be responded across 5- point scale. The scale measures two dimensions, namely, Task orientation and Consideration, dispersed over fifteen (15) items for each.

**Or**

### 4. Raven's Progressive Matrices Test (Intelligence Test)

Raven's Progressive Matrices Test (RPM) is a nonverbal group test made up of 60-item test used in measuring abstract reasoning and regarded as a non-verbal estimate of fluid intelligence.

### 5. Construction of achievement test

Construction of a standardized achievement test involves development of a test from a school subject. The test may be constructed having items finalized while administration of item analysis (item difficulty and item discrimination).

**Or**

### 6. Standardization of constructed achievement test

This practicum can be conducted once there is a construction of achievement test. The standardization of the previous constructed achievement test is subjected to data collection and calculates reliability, validity (content validity) and normality.

## **DSE 1. a: History of Education**

### **Unit 1: Present Relevance Of The Systems Of Education in Ancient and Medieval India**

A Comparative Study Of Brahmanic, Buddhistic, Jain and Islamic Educational System with

Reference To:

- Aims and Objectives
- Curriculum  
Method Of Teaching
- Teacher Pupil Relationship
- Discipline

### **Unit 2: Synoptic Review of the British Period of Education with Reference To**

*Main Evidences*

- Macaulay's Minute and Bentinck's Educational Resolution
- Wood's Despatch
- Sadler Commission
- Sergeant Plan

*National Education Movement*

### **Unit 3: Development of Education After 1947**

University Education Commission 1948 -49

Secondary education Commission 1952- 53

Main Recommendations of the Indian Education Commission 1964- 66



## **DSE-1 b : Environmental Education**

### **1. Introduction to Environmental Education**

- Meaning ; Importance and Scope
- Aims and Objectives
- Guiding Principles and Foundations
- Significance of Environmental Education for sustainable development

### **2. Environmental Concepts**

- Concept of Environment and Ecosystem
- Man Made Disasters: Population growth, technological system-industrial growth, scientific and technological inventions and their impact on the environmental system.
- Natural Disasters
- Environmental awareness and attitude change

### **3. Environmental Degradation**

- Environmental Pollution: Air; Water; Soil
- Extinction of flora and fauna, deforestation, soil erosion.
- Global Environmental Issues: Ozone Layer Depletion, Green House Effect, acid Rain
- Need for conservation, preservation and protection of rich environmental heritage.

### **4. Approaches and Methods of Environmental Education**

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

## **DSE-2a: Inclusive Education**

### **Paper Objective:**

- Develop understanding of the rationale behind Inclusion/ why of Inclusion
- Understand the concept and significance of inclusion
- Acquaint familiarity with the key indicators of inclusion
- Acquire understanding of who needs to be included
- Understand the role of various policies and planning for Inclusion
- Understand the importance of role of Education for Inclusion

### **Unit 1: Concept and Need for Inclusion**

- 1.1. Rationale for Inclusion and Inclusive Education – a human right
- 1.2. Significance and Implication of Inclusion
- 1.3. Inclusion, sustainability and quality enhancement
- 1.4. Inclusion and Globalization

### **Unit 2: Communities to be included**

- 2.1. People with special needs: concept, categorization, needs and interventions for Inclusion
- 2.2. Backward communities: concept, categorization, needs and interventions for Inclusion
- 2.3. Other Marginalized communities: concept, categorization, needs and interventions for Inclusion
- 2.4. Indigenous communities: concept, categorization, needs and interventions for Inclusion

### **Unit 3: Key elements of inclusion**

- 3.1. Attitudes and values affecting Inclusion
- 3.2. Understanding the process of inclusion
- 3.3. Role of accessible and flexible curricula for Inclusion
- 3.4. Role of Education for Inclusion

### **Unit 4: Strategic planning and Policy Reforms**

- 4.1. Various International policies reflecting Inclusive Education: An overview
- 4.2. Role of Educational Planners and Policymakers for Inclusion
- 4.3. Strategies and Steps towards Inclusion
- 4.4. Strategic Planning for Inclusion

## **DSE-2 b: Education and Mental Health**

### **Unit :1Mental health: An introduction**

- 1.1 Concept of Mental Health
- 1.2 School Based Issues and Concerns: Home-school- community
- 1.3 Mental Health concerns of the Teacher
- 1.4 Teacher as a Counsellor

### **UNIT: 2 Normal and Abnormal Behaviour**

- 2.1 Concept Of Normality and Abnormality
- 2.2 Classification Of Abnormal Behaviour- Neurosis and Psychosis
- 2.3 Adjustment and Maladjustment -Concept
- 2.4 Notions of a Healthy Personality.

### **Unit: 3 Therapeutic Measures**

- 3.1 Psycho Analysis,
- 3.2 Behaviour Therapy,
- 3.3 Cognitive Therapy,
- 3.4Humanistic Therapy

### **Unit 4 DSM 5 – An Introduction and Social Issues in Mental health**

- 4.1 Concept of DSM 5 and its changes from DSM IV
- 4.2 Media, technology and communication
- 4.4 Contemporary lifestyles and related issues
- 4.4 - Frustration, conflict, stress and anxiety: Sources and management.

## **Semester IV**

### **CC – 12 : Curriculum Studies**

#### **Course Objectives**

##### **To enable the students to:**

- Understand the meaning, concept and types of curriculum
- Understand the foundations of curriculum
- Apply various principles of curriculum development
- know the issues in curriculum construction and evaluation

#### **Unit I**

##### **Concept of Curriculum**

- Meaning and Concept
- Forms (Types) of curriculum
- Functions of Curriculum as Product, Process and Programme
- Structures of Curriculum: Frameworks and Syllabus

#### **Unit II**

##### **Foundations of Curriculum**

- Principles Philosophical and sociological consideration of curriculum
- Designs of curriculum development
- Levels of Curriculum Planning: National, State, and Institutional
- Models of Curriculum development: Taba and Lawton

#### **Unit III**

##### **Psychological foundations in Curriculum**

- Psychological implication for the curriculum development
- Curriculum Development and theories of learning: Behaviourists, Cognitivists, Humanists and Constructivists
- Human development: Piaget and Vygotsky
- Curriculum implementation: meaning and implication

#### **Unit IV**

##### **Curriculum Construction & Evaluation**

- Theories of curriculum development
- Processes of curriculum construction
- Types of curriculum evaluation
- A Review of NCFTE 2010

## CC – 13 : Educational Technology

### Paper Objectives:

- Develop an understanding of concept, nature, scope and importance of Educational Technology
- Understanding of Communication and Instruction
- Understanding of Teaching and Instruction and Models of teaching for planning instruction
- Familiarity with recent trends of educational technology

### Unit 1: Educational Technology: Conceptual Orientation

- 1.1. Historical Development of Educational Technology
- 1.2. Philosophical and Psychological foundation of Educational Technology
- 1.3. Concept of E.T
- 1.4. Advantages and disadvantages of E.T

### Unit 2: Communication and Interaction

- 2.1. Components of Communication and Types of Communication Model
- 2.2. Audience Analysis:
- 2.3. Information and Communication Technology (ICT): Characteristics, Application and Challenges
- 2.4. Virtual communications: social media; role, advantages and disadvantages

### Unit 3: Teaching and Planning Instruction

- 3.1. Organizing knowledge for instruction: Procedural knowledge, propositional knowledge
- 3.2. Teaching Skills and their components: Questioning skills, Interaction skills, lecturing skills, Reinforcement skills etc
- 3.3. Models of teaching: Bruner's Concept Attainment Model, Roger's Nondirective Model, Shaver's Jurisprudential Model
- 3.4. Instructional designs: Principles, role, process, model, advantage and disadvantages

### Unit 4: 21st Century Technological Revolution/ Recent Trends in Educational Technology

- 4.1. Team teaching and co-teaching, blended learning, Learning management system, gamification etc
- 4.2. Assistive Technologies/ Technology for children with diverse needs
- 4.3. E-Learning, Mobile Learning,
- 4.4. Massive Open Online Course (MOOC): 21 century massive learning initiative

## CC – 14 : Computer Practical

### Objectives of the Course

Upon the completion of the course the student-teachers will able to-

- Explain meaning, components, functions of computer and its historical backgrounds.
- Understand the computer peripherals and its Organization in computer system.
- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.
- Understand the Educational implications of Power Point Presentation and its use in classroom context.
- Understand the applications of computer in the field of educational research (i.e., Introduction to SPSS)

### Unit 1: Fundamentals of Computer

1.1: Meaning, Definition, Characteristics and History of Computer

1.2: Classification and Anatomy of Computer

### Unit 2: Computer Organization: Hardware and Software

2.1: Input Devices, Central Processing Unit, Memory Devices and Output Devices

2.2: Central Processing Unit

2.3: Operating System and Software

2.4: Computer Virus and its prevention

### Unit 3: Microsoft Windows (System Software)

3.1: Introduction to MS-Windows: Meaning, Scope, Elements and Techniques

3.2: Microsoft Word

3.3: Microsoft Excel: Analysis and interpretation of Data

3.4: Microsoft Power Point

### Unit 4: Analyzing data using statistical software (i.e., Introduction to SPSS)

4.1: Data access, Data preparation and Transformations: Excel interface and Statistical functions

4.2: Descriptive and inferential statistics

4.4: Parametric and Non-Parametric tests

## **DSE-3a: Education of Children with Diverse Needs**

### **Objectives:**

- Knowledge and Understanding of meanings, concept and need of diverse needs education
- Acquire understanding of various types of disabilities including categorization and their needs
- Understand the challenges and barriers of diverse needs education
- Acquire understanding of some strategies for handling of problems related to diverse needs
- Acquire knowledge of the policies and legislation at the national and international levels
- Enumerate the current needs, trends and issues related to diverse needs education including future prospects

### **Unit 1: Historical Evolution of Special/ diverse Needs Education**

- 1.1 Historical development (National and International/ global)
- 1.2 Equality of Opportunities and Fundamental Constitutional Rights
- 1.3 Policies and Legislations: International and national: SSA, RCI, PWD, RTE Act (2009), Rights of person with disabilities (2016) etc
- 1.4 Role of organisations and statutory bodies (Gov. and Non Gov.): National and International

### **Unit 2: Disability categorization/ Types of disabilities: Concept, characteristics, identification, assessment and intervention (1)**

- 2.1 Sensory disabilities: visually impaired (VI) and hearing impaired (HI)
- 2.2 Physical disabilities: locomotor disability (LD)
- 2.3 Slow learners and learning disabilities (LDC)
- 2.4 Emotional and behavioural disorder

### **Unit 3: Disability categorization/ Types of disabilities: Concept, characteristics, identification, assessment and intervention (2)**

- 3.1 Intellectual disabilities (ID) and Gifted learners
- 3.2 Cerebral Palsy (CP)
- 3.3 Autism spectrum disorder (ASD)
- 3.4 Multiple disabilities

### **Unit 4: Current Trends, Practices and Future Prospects**

- 4.1 Challenges and barriers to special needs education: need for identification and labelling, addressing needs and diversity, teacher preparation for special needs education etc
- 4.3 Relevant Concepts: Individualized Educational plan (IEP), Cascade system, Normalization, Deinstitutionalization, Mainstreaming, Integration and Inclusion etc
- 4.4 Current trends and future prospects: IEP, Universal design and accessibility, Curriculum adaptation, accommodations, school, family and community partnership, Assistive technologies for diverse needs etc

## **DSE-3b: Teacher Education**

### **Unit 1 Concept and significance of teacher education**

1.1: Teacher training vs teacher education

1.2 : Development of teacher education in India

Recommendation of Kothari Commission on teacher education, national policy education regarding teacher education

1.3 : General and Specific objectives of teacher education

Pre primary

Primary

Secondary

College

### **Unit 2: Technology in teacher education**

2.1: Instructional objectives: Taxonomy

2.2: Techniques of teacher training: Core teaching skills, micro teaching

2.3: Instructional design: Lecture, demonstration, project, tutorial, seminar, conference, team teaching

### **Unit 3: Professional preparation of teachers**

3.1: Formal education

3.1.1: Pre-Service teacher education

3.1.2: In service teacher education

3.1.3: Orientation and refresher courses

3.1.4: Preparing teachers of special schools

3.2: Distance Education

3.1.1: Training of distance educators as in different roles e.g. Course writer, counsellor, evaluator etc.

### **Unit 4: Models of teaching and Research in teacher education**

4.1 : Models of teaching

4.1.1 Characteristics and elements of Models of teaching

4.1.2 Types of Models of teaching: Advance organiser, concept attainment and inquiry training model

4.2 : Research in teacher education



## **DSE-4a: Guidance and Counselling**

### **Unit 1 Meaning of Guidance and Counselling**

- 1.1 Definition Nature Scope and Functions of Guidance and Counselling
- 1.2 Types of Guidance and Counselling
- 1.3 Qualities of a Counsellor
- 1.4 Techniques of Counselling

### **Unit: 2 Educational, Vocational Personal Guidance**

- 2.1 Concept, Meaning and Need for Educational, Vocational and Personal Guidance
- 2.2 The Guidance Programme at Primary, Secondary and College Level
- 2.3 Promoting Parental Collaboration in Educational Guidance.
- 2.4 Organisation of a Guidance Programme

### **Unit :3 Measurement In Guidance**

- 3.1 Need for Psychological Tests and Uses of Tests
- 3.2 Characteristics of a Good Psychological Test
- 3.3 Different Types of Test
- 3.4 Cumulative Record , anecdotal record, case study, interview

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### **Unit :4 Stress and Stress Management**

- 4.1 Definition and Classification
- 4.2 Internal and External Stressors
- 4.3 The Effects of Acute and Chronic Stress
- 4.4 Coping Strategies

## **DSE-4b: Policy, Planning in Education**

### ***Unit 1: Concept of Education Policy***

- 1.1 Definition of Policy
- 1.2 Education Policy
  - 1.2.1 Definition
  - 1.2.2 Determinants of Education Policy
  - 1.2.3 Criteria of good Education Policy
- 1.3 Policy Formulation Agency

### ***Unit 2: National Educational Policy in India***

- 2.1 National Education Policy -1968
- 2.2 National Policy on Education 1986
- 2.3 Ramamurthi Committee (1990-92)
- 2.4 Janardhana Reddy Committee (1991-92)
- 2.5 National Policy on Education 2016: Report of the Committee for Evolution of the New Education Policy

### ***Unit 3: Concept of Educational Planning***

- 3.1 Definition, Need and Scope of Educational Planning
- 3.2 Types of Planning: Micro, Macro Planning, Perspective and Long Term Planning, District Plan, Grassroot and Block Level Planning, Institutional Planning
- 3.3 Different Approaches To Educational Planning: Manpower Planning, Cost Benefit Analysis, Social Demand Approach, Social Justice Approach, Demographic Projection, Intra-Educational Extrapolation Approach

### ***Unit 4: Techniques and Method of Planning***

- 3.1 Different step of Planning
- 3.2 Population and Enrolment Projection
- 3.3 Estimate of teacher and other supply
- 3.4 Finance
- 3.5 Five Year Plans in India