CBCS CURRICULUMFOR
M.A. /M.SC.
(EDUCATION)

Two-Year semester system
(w.e.f. 2022-2024)

DEPARTMENT OF DODL
(EDUCATION)
UNIVERSITY OF KALYANI
KALYANI, NADIA, WEST BENGAL 741235

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

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

Course Code	Course Title	Course Credit	Nature (Th/Pr)	Points/Marks			Learning Experiences (hours)/wk
				Mid-term Exam	Term-end Exam	Total	
Semester-I							
COR -101	Educational Philosophy-I	4	Th	10	40	50	4
COR -102	Educational Psychology-I	4	Th	10	40	50	4
COR -103	Educational Sociology-I	4	Th	10	40	50	4
COR -104	Research Methodology-I	4	Th	10	40	50	4
AECC	Pedagogy, Andragogy and Assessment	2	Th+Pr	5	20	25	4
Total Credit		**18**		**Total Marks**		**225**	
Semester-II							
COR -205	Educational Philosophy-II	2	Th	5	20	25	2
COR -206	Educational Psychology-II	2	Th	5	20	25	2
COR -207	Educational Sociology-II	2	Th	5	20	25	2
COR -208	Research Methodology-II	4	Th	10	40	50	4
COR -209	Inclusive Education	4	Th	10	40	50	4
GEC (open course)	Fundamentals of Education and Research (for students of other departments)	4	Th	10	40	50	4
Total Credit		**18**		**Total Marks**		**225**	
Semester-III							
COR -310	Curriculum Studies	4	Th	10	40	50	4
COR -311	Teacher education	4	Th	10	40	50	4
COR -312	Educational Technology	4	Th	10	40	50	4
COR -313	Historical foundation Education	2	Th	5	20	25	2
COR -414	Educational Management, Administration and leadership	4	Th	10	40	50	4
DSE -301	A. History, Politics & Economics of Education	4	Th	10	40	50	4
SEC (any one)	1. ICT: Software application 2.Psychological & Educational test	2	Th+Pr	5	20	25	4
Total Credit		**24**		**Total Marks**		**300**	
Semester-IV							
DSE -402 DSE -403 DSE -404 DSE -405 (any four)	1. Women's Education and Empowerment 2. Yoga Education 3. Guidance & Counseling 4. Early childhood care and Education 5. Education for Art and culture 6. Distance Education 7.Environmental and Population Education 8. Measurement and Evaluation 9.Health Education 10. Development of Indian Education 11. Advanced Educational Technology 12. Advanced Teacher Education	4x4=16	Th	10x4=40	40x4=160	50x4 =200	4x4=16
Dissert	Dissertation	8	Pr		100	100	16
Total Credit		**24**		**Total Marks**		**300**	
Grand Total (Credit) : 84				**Grand Total (Marks) : 1050**			

Th: Theoretical, Pr: Practical, COR: Core Course, AECC: Ability Enhancement Compulsory Course, SEC: SkillEnhancement Course, GEC: Generic Elective Course, DSE: Discipline Specific Elective, Dissert- Dissertation

SEMESTER-III
(Tentative Syllabus)
Course code: COR- 310
Course Title: Curriculum Studies
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

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Course Content:

Unit-I : Concept of Curriculum
- Meaning, nature, principles, functions,
- Types and components, Curriculum as a process.
- Curriculum planning & design.

Unit-II : Foundations and National Bodies of Curriculum Planning & Development
- Foundations: Philosophical bases (National, democratic), Sociological bases (socio cultural reconstruction), Psychological bases (learner's needs and interests),
- Strategies & Stages of curriculum development
- National level Statutory Bodies in Curriculum Planning & Development – UGC, NCTE and University.

Unit-III : Models of Curriculum Design
- Traditional and Contemporary Models (Academic / Discipline Based),
- Competency Based Model,
- Social Functions / Activities Model (social reconstruction-based),
- Individual Needs & Interests Model,
- Outcome Based Integrative Model,
- Intervention Model,
- C I P P Model (Context, Input, Process, Product Model).

Unit-IV: Curriculum Instruction and Modern Trends
- Curriculum planning approaches & principles,
- e-learning design,
- Instructional System Design, Media, Techniques and Material in enhancing curriculum Transaction,

Unit-V : Curriculum Evaluation
- Meaning, concept and stages
- Approaches to Curriculum Evaluation – Academic and Competency Based Approaches,
- Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model, CIPP Model.

Unit-VI : Curriculum Change and Research
- Meaning, types and approaches of Curriculum change,
- Factors affecting curriculum change,
- Role of students, teachers & educational administrators in curriculum change and improvement,
- Scope & types of research in Curriculum Studies.

Unit-VII : Curriculum Framework
- Meaning and concept,
- UGC curriculum framework in the light of National Education Policy, 2020
- NCTE curriculum framework 2014 and onwards
- National curriculum framework, 2005

Unit- VIII: Theory and Models of Curriculum Development
- Meaning, function, importance and classification of curriculum theories & models,
- Difference between theories & models;
- Technical and Non-technical models
- Systems approach in curriculum development.

Course code: COR- 311
Course Title: Teacher Education
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Content:

Unit-I   : Introduction to Teacher Education
- Meaning, Nature and Scope of Teacher Education,
- Role and function of School Teachers.

Unit-II   : Models of Teacher Education
- Understanding knowledge base of Teacher Education from the view point of Schulman, Deng, Luke & Habermas,
- Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching,
- Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

Unit-III : Types of Teacher Education Programmes and Agencies
- In-service Teacher Education,
- Pre-service Teacher Education,
- Distance Education and Teacher Education,
- Orientation and Refresher Courses.

Unit- IV : Pre-service Teacher Education : Concept, Structure and Curriculum
- Needs, objectives and scope of Pre-service Teacher Education
- The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels

Unit-V   : Organization of Components of Pre-service Teacher Education
- Organization of Components of Pre-service Teacher Education,
- Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning

Unit-VI : In-service Teacher Education : Concepts, Organizations and Modes
- Concept, Need, Purpose and Scope of In-service Teacher Education,
- Organization and Modes of In-service Teacher Education,

Unit-VII : Agencies and planning for In-service Teacher Education
- Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC),
- Preliminary Consideration in planning in-service teacher education programme (Purpose, Duration, Resources and Budget).

Unit-VIII : Teaching as a profession
- Concept of Profession and Professionalism,
- Teaching as a Profession,
- Professional Ethics of Teachers,
- Personal and Contextual factors affecting Teacher Development,
- ICT Integration, Quality Enhancement for Professionalization of Teacher Education,
- Innovation in Teacher Education.

Course code: COR- 312,
Course Title: Educational Technology
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course content:

UNIT-I   : Concept of Educational Technology:
- Meaning and nature of Educational Technology, Information Technology, Instructional Technology
- Information and Communication Technology (ICT)- meaning and significance

UNIT-II   : Applications of Educational Technology:
- Application of Educational Technology in Formal system
- Application of Educational Technology in informal system
- Application of Educational Technology in non-formal system (Open and Distance learning)
- Application of Educational Technology in inclusive system

UNIT-III : Psychological Theories and Educational Technology:
- Overview of the following schools and their implications to instructional design:
- Behaviourist
- Cognitive
- Constructivist
- Instructional strategies for:
- Large and Small group
- Formal and non-formal group

UNIT-IV : Systems Approach and Instructional design:
- Systems approach- meaning, nature, and importance in education
- Different instructional design- ADDIE, ASSURE, Dick & Carey, Mason, Nine events of instruction, 5E's of constructivism, 9 elements of constructivist instructional design

UNIT-V   : Application of Computer in Education:
- Meaning of CAI,CAL,CBT,CML, ODLM
- e-learning- meaning and approaches (offline, online, synchronous, asynchronous, blended, mobile learning)

UNIT-VI : Emerging trends in e-learning:
- Social learning- meaning and use for learning
- Open education resources:
- Creative common – meaning
- MOOCs- meaning, nature, types, and advantages
- Digital divide & e-inclusion- meaning
- Assistive technology- meaning, types, applications and problems

UNIT-VII : Quality of e-learning and e-ethics:
- D&M IS Success model, 2003
- Ethical issues in e-learning

UNIT-VIII : ICT in Evaluation, Administration, and Research:
- Development of CRT
- e-portfolio- meaning and importance
- Online repositories and online library- meaning and nature
- Online survey tools- meaning and importance

Course code: COR- 313
Course Title: Historical Foundation of Education
Credit-2: Marks-25 (Mid-term 5, Term-end 20)

Course Content:

Unit-I : Education in India during Ancient and Medieval Period
- Brahmanic System of Education: Salient features, Aims, Curriculum, Method of Teaching and Evaluation system.
- Education in Budhistic Period: Salient features, Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation and Evaluation System.
- Comparison between Brahmanic and Buddhistic System of Education
- Centre of Learning in Ancient India: Nawadib , Taxila, Nalanda and Vikramshila
- Medieval System of Education: Salient features, Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught Relation and Evaluation System.
- Contribution of Akbar in Education

Unit-II : Education in the 19th Century in India
- Charter Act of 1813, Oriental-Occidental Controversy, Macaulay's Minute, Bentinck's Declaration.
- Wood's Despatch: Context, Recommendations, Criticism, and Educational Significance.
- Serampore Mission: Contribution of Trio to Education.
- Indian Education commission 1882: Background, Composition of commission, criticism and Educational Significance.
- Bengal Renaissance and its Influence on Education
    - Meaning and Concept, Causes, Characteristics of Bengal Renaissance.
    - Contribution of Raja Rammohan Roy, Derozio and Vidyasagar in Education.
    - Impact of Bengal Renaissance in Education.

Unit-III : Educational policy of Lord Curzon and National Education Movement
- Curzon's proposal on Indian Educational reform.
    - Simla Conference 1901
    - The Indian Universities Commission1902
    - The Indian Universities Act 1904
    - Curzon contribution in Indian Education
- National Education Movement: Concept, Causes, Phases and Impact on Education.

Unit-IV : Education in between World Wars
- Calcutta University Commission (1917)
- Scheme of Basic Education (1937)
- Sergeant Plan (1944)

Course code: COR- 314

Course Title: Educational Management, Administration and Leadership
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course content:

UNIT-I : Education Management:
- Meaning, Principles, Functions and Importance,
- POSDCORB, CPM, PERT,
- Management as a system, SWOT analysis, Taylorism.

UNIT-II : Education Administration:
- Meaning, Principles, Functions and Importance,
- Administration as a process, Administration as a bureaucracy,
- Organizational compliance, Organizational development and Organizational climate

UNIT-III : Motivation and Human Resource management:
- Concept, meaning and importance of motivation
- Strategies of Human Resource management in Educational Institution
- Motivation theories and their effectiveness in Education management

UNIT-IV : Leadership in Education Administration:
- Meaning, Nature, Types & Styles of leadership
- Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic,
- Models of Leadership: Blake and Mouton's Leadership Grid, Reddin's Tri-dimensional Model, Hersey and Blanchard's Model, Sergiovanni's Educational Leadership Model

UNIT-V : Quality Management:
- Concept of Quality in Education in Indian and International perspective,
- Evolution of Quality: Inspection & Supervision, Quality Control, Quality Assurance and Total Quality Management (TQM).
- Cost of Quality: Cost Benefit Analysis, Cost Effective Analysis
- Quality Assurance Agencies: Objectives & Functions; Roles and Initiatives of National Assessment Accreditation Council [NAAC], Performance Indicators (PI), Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE].

UNIT-VI : Institutional Management & Leadership:
- Concept & Need of Institutional management,
- Institution building and planning,
- Leadership in Decision making & Forecasting, Resource management, Information management and Conflict management in Educational Institution.

UNIT-VII : Change Management:
- Concept &Need of Planned change,
- Models of Change - Three Step-Model (Unfreezing, Moving, Refreezing), The Japanese Models (Just-in-Time, Poka yoke)

UNIT-VIII : Educational Planning:
- Meaning & Importance,
- Planning Process and models

Course code: DSE- 301

Course Title: History, Politics &Economics of Education
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course content:

Unit-I : Constitutional Provisions and Policy Perspective in Education
- Constitutional provisions for Education
- National Policy on Education – NPE 1986 and Revised NPE 1992
- NEP- 2020

Unit-II : Contribution of Various Commissions and Committees to Education in India
- University Education Commission (1948- 1949)
- Secondary Education Commission (1952- 1953)
- National Education Commission (1964- 66)
- National Commission on Teacher (1999)
- National Knowledge Commission (2007)
- Report of Yashpal Committee (2009)
- Report of Justice Verma Committee (2012)

Unit-III : National Curriculum Framework
- NCF- 2000
- NCF-2005
- NCFTE, 2009
- NCFTE, 2014

Unit-IV : Concept of Economics of Education:
- Economics of Education: Meaning, Nature, Scope and Need
- Relation between Economics and Education
- Public goods and Education
- Cost Benefit Analysis Vs Cost Effective Analysis in Education,
- Economic returns to Higher Education
- Signalling Theory Vs Human Capital Theory.

Unit-V : Economic Bases of Education:
- Basic needs of human and human right
- Poverty and Education
- Education, Equity and Income Distribution
- Economic growth and inequality
- Unemployment and Education
- Privatization and Education
- Globalization and Education
- Education and Human Resource Development and its Index

Unit-VI : Finance and Budget
- Concept of Educational Pricing and Finance

- Educational finance at Micro and Macro Levels
- Education as investment
- Measurement of contribution of Education to economic growth
- Productivity and Wastage in Education
- Education and Economic Development
- Concept of Budgeting

Unit –VII : Relationship between Politics and Education
- Linkage between Educational Policy and National Development
- Determinants of Educational Policy
- Process of Policy formulation:
    - analysis of the existing situation
    - generation of policy options
    - evaluation of policy options
    - making the policy decision
    - planning of policy implementation

▪ policy impact assessment and subsequent policy cycles.

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

Course code: SEC,
Course Title: ICT- Software application
Credit-2: Marks-25 [Mid-term 5 Term-end 20 (Practical exam)]

Course Content:

Unit- I : Data Preparation
- Getting familiar with the interface
- Enter, save and import data from Excel
- Carry out different data preparation processes

Unit- II : Inferential Statistics for the mean and the Median
- Descriptive statistics for two or more variables
- Creating and editing charts for two or more variables
- Inferential statistics for the mean and the median

Unit- III : ANOVA and Multiple linear regression
- One-way and two-way ANOVA
- Multiple linear regression and correlation

Unit-IV : Inferential statistics for the proportion
- One-sample chi-square test
- Chi-square Test of Independence

Evaluation scheme: Students will execute different activities as sessional activities and prepare a notebook of the selected sessional activities. The distribution of marks for examination is given below:
- Mid-term exam:
  o Written assignment=5
- Term-end exam:
  o Submission of Note book related to sessional activities=10+10 (internal evaluation)
  o Viva-voce=20 (internal examiner)

Course code: SEC
Course Title: Psychological & Educational Test

Credit-2: Marks-25 [Mid-term 5 Term-end 20 (Practical exam)]

Course content:
Unit-I   : Test meaning and nature:
- Meaning and nature of Test used n educational field
- Different types of test used in education
- Advantages and limitations of test used in education

Unit-II   : Educational Test:
- Achievement test- meaning, nature
- Different types of test items used in achievement test- merits and demerits
- Steps of achievement test construction

Unit-III : Psychological test:
- Meaning and nature of psychological test
- General steps of construction of psychological test
- Ethical issues related to psychological testing

Unit-IV : Hands on sessional activities:
Act-1: Construction and standardisation of achievement test
Act-2: Test application and interpretation of <u>any two</u> test of the following:
a) Standardized Attitude test
b) Standardized Aptitude test
c) Standardized Interest inventory
d) Standardized Personality inventory
e) Standardized Intelligence test
f) Any other standardized Psychological Test

Evaluation scheme : Students will execute Act-1 and Act-2 as sessional acitivities and prepare a note book of the selected sessional activities. The distribution of marks for examination is given below:
- Mid-term exam:
  - Written assignment=5
- Term-end exam:
  - Submission of Note book related to sessional activities=10+10 (internal evaluation)
  - Viva-voce=20 (internal examiner)