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	History, Politics & Economics of Education	4	Th	10	40	50	4
SEC	Psychological & Educational test	2	Th+Pr	5	20	25	4
Total Credit		**24**		**Total Marks**		**300**	
Semester-IV							
DSE -402	Women's Education and Empowerment						
DSE -403	Guidance & Counseling						
DSE -404	Environmental and Population Education	4x4=16	Th	10x4=40	40x4=160	50x4 =200	4x4=16
DSE -405	Development of Indian Education						
DSE-406	Advanced Educational Technology						
(any four)							
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-IV
(Tentative Syllabus)

Course code: DSE -402
Course Title: Women's Education and Empowerment
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Content:

Block-1 : Origin and growth of Women's Education in India
- Women's Education – Meaning and Importance
- Women's education in Ancient and Medieval India: opportunities & issues
- Women's education in Colonial India: Issues and events

Block -2 : Contemporary situation of Women's education in India:
- Important Committees and Commissions on Women's education in Post-Independent India: National Committee on Women's Education (1958), National Council for Women's Education (1959), The Hansa Mehta Committee(1962-64), Bhaktavatsalam Committee (1963), NPE, 1986
- Govt. Interventions for Girls' and Women's education: Sarvashikshaabhiyan, Kanyashree Prakalpa
- Strategies under Various Five Year plans for the development of girls and women's Education in India (Last Two Five Years Plans)

Block -3: Development of Women in India
- Constitutional Provisions for women's education & empowerment
- Approaches to Development of Women: Welfare Approach, Development Approach, Equity Approach & Empowerment Approach
- Contribution of some great personalities in Women's Education & Development: Raja Ram Mohan Roy, Pandit Iswar Chandra Vidyasagar
- Role of some great women personalities in education: Annie Bessant, Sister Nivedita, Kadambari Ganguly, Begum Rokeya, Sabitri Bai Phule

Block -4: Barriers of Women's Education
- Social, Economic, Cultural and other factors
- Obstacles in Education for socially & economically backward women,
- Obstacles in Education for physically challenged women.
- Obstacles in Higher & Professional Education for women

- Women and Right to Education (RTE) Functional literacy for women: Importance, Growth of Literacy - formal & Non formal Education, Adult education

Block -5 : Women's Empowerment through Education
- Concept, Need & Indicators of Women's Empowerment
- Determinants of Women's empowerment: Education, Health, Economic status, communication skills, Political Participation, Decision making Process.
- National Committees and Commissions for Women's Empowerment- National Policy for women empowerment (2001), National Women 's Commission and West Bengal State Women 's Commission: [objectives, structures, functions, Reports on the Status of Women]

Block -6: Women's Empowerment and Capacity Building
- Women in educational management & leadership
- Empowerment strategies for capacity building & entrepreneurship
- Government Programmes and Schemes: Mahila Samakhya, Samagra Shiksha

Block -7: Barriers to Women's Empowerment and Role of Education

- Barriers to Women's Empowerment: Violence on Girls & Women, Sexual abuse & exploitation
- Role of education & training in preventing them: Safety of girls & women at school, home and workplace
- Strategies to women's empowerment: Cyber security (Technology as aid for safety of Women), Legal provisions, Micro credit / Micro Finance, Social welfare programme, National Policies and Government Efforts
- International Committees &Convention on Women's Empowerment-- CEDAW, 1979 (Convention on Elimination of all Forms of Discrimination against women), Beijing Conference, 1995

Block -8: Women's Education and Health
- Women Health Education and Awareness: Importance in Family, Society and Workplace
- Health Education Strategies to Reduce Disease/ Malnutrition among Girls & Women, Premature motherhood , Maternal Health, Vaccinations
- Innovations in Healthcare for Women, Government Programmes on Health Education

Course code: DSE -403
Course Title: Guidance and Counselling
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Content:

Block -1 : Concept of Guidance:
- Meaning, Nature, Scope and Principles of Guidance.
- Bases of Guidance: Philosophical, Sociological and Pedagogical.
- Types of Guidance -Social, Personal, Educational and Vocational. Individual and Group Guidance.
- Types of Guidance services
- Guidance personnel in School: Role of Teacher, Counselor and other Specialists.
- Promoting Parental Collaboration in Educational Guidance.

Block -2 : Concept of Counselling:
- Meaning, Nature, Scope and Principles of Counselling
- Difference between Guidance and Counselling
- Types of Counselling: Individual & Group Counselling, Peer Counselling, Multicultural Counselling
- Approaches of Counselling
- Basic Counselling Skills of an Effective Counsellor
- Qualities of a good Counselor

Block -3: Career Development and Guidance:
- Theories of Career Choice and Career Development- Trait factor, Anne Roe's Theory, Holland's theory and Donald Supell's theory.
- Career Maturity and Career adjustment.
- Vocational Education and Vocationalisation of Education and Career Development.

Block -4: Tools and Techniques of Guidance and Counselling:
- Testing Techniques: Psychological Tests (Intelligence Tests, Aptitude Tests, Attitude Scale, Achievement Test, Interest Inventory, and Personality Test).
- Non-Testing Techniques: Anecdotal Record, Cumulative Record, Rating Scales, Observation, Case Study, Questionnaire and Interviews.
- Various Counselling Interventions: Behavioral, Cognitive and Transactional,

Block -5 : Theories of Counselling:
- Client Centered Therapy (Carl Rogers).
- Rational Emotive Therapy (Albert Ellis),
- Behavior Therapy (B.F. Skinner),

- Gestalt Therapy (Fritz Pearls),
- Psychoanalytic Therapy (Sigmund Freud).

Block -6: Guidance for Special Needs:
- Mentally Challenged Learners,
- Slow and Advanced Learners,
- Gifted and Creative Learners.
- Learning Disabilities.

Block –7: Implications of Guidance and Counselling:
- Holland's Model of Interest and its application in Selection of Career.
- Gardner's Theory of Multiple Intelligence and its application at different levels.
- Strategies for the Promotion of Mental Health of Students.
- Sources & Effects of Stress, Coping Strategies for Dealing with Stress.

Block -8: Research in Guidance and Counselling:
- Need & Scope of Research in Guidance.
- Exploratory and Confirmatory Research Methods appropriate to Guidance and Counselling,
- Action Research, Experimental and Descriptive Researches like Survey & Case Study.

Course code: DSE -404
Course Title: Environmental and Population Education
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Contents

Block-1: Environmental Education and Awareness: Meaning, Nature, Scope, Need, Implementation Approach, Aims and Objectives of Environmental Education. Concept of Environmental Awareness, Role of Education for creating Environmental Awareness

Block-2: Types and Programmes of Environmental Education: Formal and Non- formal Environmental Education, Present Status and Initiatives for the development of Environmental Education.

Block-3: Education for Sustainable Development: Natural & Man-made disasters, Conservation of Environmental Resources, Reducing environmental stressors through education.

Block-4:Environment Management and Education : Dimensions and approaches to Environmental Management, Environmental laws & policies, Assessment of Environmental Impact (EAI), Environmental Ethics, Environment Management Education

Block-5: Population Education and Population Dynamics: Meaning, Nature, Importance, Scope, Aims and Objectives of Population Education. Distribution and Density, Population composition (age, sex, rural / urban, world and India) affecting population growth, mortality, migration and other implications affecting population growth.

Block-6: Programmes of Population Education: Formal and Non-formal Population Education, Current status, Constraints to implementing Population Education.

Block-7: Population & Quality of Life: Population in relation to socio-economic

development & resource, Population in relation to health status, nutrition and educational provision.

Block-8: Population Related Policies and Programmes: Population policies in relation to health, environment, education, employment, social movements. Voluntary and International Agencies, UNFPA, WHO, UNESCO

Course code: DSE -405

Course Title: Development of Indian Education
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Contents:
Block-1:Education after Independence in India: Constitutional provisions of Education & RTE Act, 2009, Radhakrishnan Commission (1948-49), Mudalior Commission,(1950-52), Kothari Commission,(1964-66), NPE 1986 and Revised NPE, 1992, NPE 2020 , National Knowledge Commission, 2005. Development of Education under Five Year Plans in India

Block-2: Development of Pre-primary Education in Free India: Meaning of pre- primary education, Historical Context, Objectives of pre-primary education, Need of pre-primary education, Significance of pre-primary education, Progress of pre-primary education, Problem and prospect of pre-primary education, Present status of pre-primary education.

Block-3: Universalization of Elementary Education: Concept, Context, Aims and objectives, Need, Progress, Problems and Prospect, Government programmes and schemes for the development of universal education in India, Recent Development: DPEP (District Primary Education Programme), SSM (Sarva Siksha Mission).

Block-4: Universalization of Secondary Education in India : Meaning of Universalization of secondary education, Need of universal secondary education, Historical background of USE, Guiding principle of Universalization of secondary education, Recommendations of CABE Committee regarding Universalization of secondary education, Aims and objectives of Universalization of secondary education, Significance of Universalization of secondary education, Progress of secondary education in India, Problems and challenges of universal secondary education, Government programmes and schemes for promoting universal secondary education in India, Recent Development: Rashtriya Madhyamik Siksha Avijan (RMSA).

Block-5: Development of Higher Education in Free India : Concept of Higher Education, Objectives of Higher Education, Role of Higher Education in National Development, Progress of Higher Education since 1947, Problems and Challenges of Higher Education in India, Recent Development: Autonomous College and RUSA, Government Programmes and Schemes for the development of Higher Education in India.

Block-6: Organisation of Education under Plans in India
   a) Role of NCTE, UGC, NAAC and NCERT for the promotion of quality of education.
   b) Functions of CABE, NUEPA, DEB, SCERT and DIET.

Block-7: Education of the Socially and Economically Disadvantaged Section of the Society with Special Reference to
   a) Caste – Education of SC / STs
   b) Gender – Women Education.
   c) Religion – Education of Minority.

d) Locality – Rural Education.

Block-8: Contemporary Issues in Education
1. Quality Education in Indian Perspective
2. Education and Sustainable Development in India
3. Liberalization and its Impact on Education
4. Privatization and its Impact on Education in India
5. Open and Distance Education in India
6. Adult Education and Non-formal Education in India
7. Globalization and its impact on Indian Education
8. Human Right Education in Indian Perspective

Course code: DSE -406

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

Contents
Block-1: Conceptual orientation of Educational Technology:
- Genesis of ET, Psychological foundation of ET.
- Cybernetics (system approach) origin, characteristics and stages;
- Application of ET in Indian classroom situation

Block-2: Communication Technology:
- Verbal and Non-verbal interaction in classroom communication; Teacher'srole in classroom communication and use of multimedia;
- Theories and models of communication;
- Mass communication; Convergence of communication and ET.

Block-3: Instructional Techniques in ET:
- Mass Instructional Techniques,
- Individualized Instructional Techniques,
- Group Learning Techniques

Block-4: Integrating technology across the curriculum:
- Technology in Language instruction,
- Technology in Science instruction,
- Technology in Social studies instruction

Block-5: Pedagogy and Technology:
- Techno pedagogical content knowledge (TPCK);
- Characteristics of digital learner;
- Integrating ICT in teaching and learning; e-learning; Limitation of technologyintegration;
- Technology dependence and learner autonomy.

Block-6: ICT in Education:
- ICT and Education; Applications of ICTs in Education.
- Computers and the Internet in teaching and learning.
- Web based Technologies; Blended Learning, Virtual Learning & Flip classes.
- ICT for professional development of Teachers.
- Issues in the use of ICTs in education.

Block-7: Task analysis:
- Meaning, nature, and steps.
- Formulating instructional objective in different domains of behaviour

Block-8: Trends in ET:
- High-Access and Technology-Rich Learning Environment,
- Online and Blended Learning,
- Hypermedia and Multimedia.
- Technology Integration planning (TIP) model for teachers

Course code: DISSERT,
Course Title: Dissertation
Credit-8: Marks-100 (Term-end 80+20= 100)

Procedure and evaluation of Dissertation and other theoretical and practical papers:

Students' names will be allotted against different faculty members at the beginning of 3rd semester. Each student will select a research problem from his/her own choice after consulting his/her respective supervisors. Then they will start their work and the final report will be submitted at the end of 4th semester. Students will be evaluated on the basis of report writing and also viva-voce in front of internal and external examiner with presentation. The HOD will act as coordinator at the board of the viva- voce. Following activities will have to perform throughout the session and at the end of semester all marks combining together final award list to be prepared:

Activity no 1: Emergence of the research problem to be submitted with power point

Presentation in an open session

Activity no -2: A report to be placed on Review of Related literature with power point

Presentation in an open session

Activity no -3: Development and standardization of tool with power point

Presentationin an open session and it may vary with respect to

Different types of research.

Activity n o 4: Analysis and Interpretation to be submitted with power point
Presentation in an open session

Evaluation Scheme

For Courses of 50 Marks:
- Mid-term exam: 10 marks (Writing assignment or written exam-decided by the department)
- Term-end exam: 40 marks (written exam):
    - 15 marks x 1 question (out of 3) =15
    - 10 marks x 2 questions (out of 4) =20
    - 5 marks x 1 questions (out of 3) = 5

For Courses of 25 Marks:
- Mid-term exam: 5 marks (Writing assignment or written exam-decided by the department)
- Term-end exam: 20 marks (written exam):
    - 15 marks x 1 question (out of 3) =15
    - 5 marks x 1 questions (out of 3) = 5

For SEC course of 25 Marks:
- Mid-term exam: 5 marks (Writing/practical assignment -decided by the department)
- Term-end exam: 20 marks (practical):
    - As mentioned in the syllabus

(Practical exam will be evaluated by internal evaluator)

For Dissertation course of 100 marks:
- Dissertation (report and viva-voce) will be evaluated by Internal supervisor, External, and HOD will act as coordinator of viva-voce. (80+20=100)