

**CBCS CURRICULUM FOR
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

Semester-I							
Course Code	Course Title	Course Credit	Nature (Th/Pr)	Points/Marks			Learning Experiences (hours)/wk
				Mid-term Exam	Term-end Exam	Total	
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 (any one)	A. History, Politics & Economics of Education B. Comparative 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: Skill Enhancement Course, GEC: Generic Elective Course, DSE: Discipline Specific Elective, Dissert- Dissertation

SEMESTER-I

(Tentative Syllabus)

Course code: COR- 101

Course Title: Educational Philosophy-I

Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Content:

Unit-I : Nature of Indian Philosophy:

- Meaning, Nature & Scope,
- Relationship of Education and Philosophy,
- Aspects of Philosophy: (Epistemology/Vidya), Reality (Metaphysics/Darshan), and Values (Axiology/Daya).

Unit-II: Indian Schools of Philosophy and their educational implications: Nyaya, Sankhya, Yoga in terms of Knowledge (Epistemology/Vidya), Reality (Metaphysics/Darshan), Values (Axiology/Daya).

Unit-III: Buddhism, Jainism and Islamic tradition with special reference to their philosophical aspects and educational implications.

Unit-IV: Problems of Philosophy of Education in relation to concept, aim, curriculum, teaching and learning with respect to their philosophical aspects.

Unit-V: Western Schools of Philosophy: Idealism, Realism, Naturalism, and Pragmatism with special reference to their philosophical aspects and educational implications.

Unit-VI: Educational Philosophy: J.J. Rousseau, J. Dewey, Bertrand Russell, And A.N. Whitehead.

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

Unit-VIII: Modern Concept of Philosophy & post modernization: Analysis, logical analysis; logical Positivism and positive relativism with respect to their educational implications

Course code: COR -102

Course Title: Educational Psychology-I

Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Content:

Unit-I : Schools of Psychology

- Behaviourism, Gestalt, Psychoanalysis, Humanistic, and Cognitive: their basic concepts and educational contributions.

Unit-II : Growth & Development

- Concept and principles,
- Cognitive Processes and stages of Cognitive Development,
- Moral development,
- Language development.

Unit-III: Mental health and mental hygiene

- Meaning, nature and need.
- Anxiety and Stress and their management.
- Conflict and Adjustment mechanism.

Unit-IV: Motivation theories and their educational implications

- Hierarchy of Needs,
- Achievement Motivation,

- Attribution Theory
- Factors affecting motivation of learning.

Unit-V : Learning

- Concept, Nature & Types,
- Influencing Factors - Attention & Interest, Maturation and Motivation, Remembering & Forgetting.
- Information Processing Model. Transfer of Learning- Meaning and nature, High road and Low road transfer.

Unit-VI: Creativity

- Concept and nature,
- Identification of creative person.
- Creativity and Intelligence
- Nurturing creativity.
- Measurement of creativity

Unit-VII: Individual Differences

- Concept & Types,
- Role of heredity, environment and culture.
- Implications of individual differences for organizing educational programmes.

Unit-VIII: Remedial Education

- Meaning, Needs, Objectives,
- Nature & Techniques of Educational Diagnosis,
- Specific Backwardness – Reading, Writing & Arithmetic- Causes and Remedial measures.

Course code: COR -103

Course Title: Educational Sociology-I

Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Content:

Unit-I : Educational Sociology and Sociology of Education

- Meaning and nature
- Relationship of Sociology and Education
- Education as a process of socialization
- Education as a process of social sub-system: special characteristics.

Unit- II : Approaches to Sociology of Education

- Symbolic Interaction, Structural Functionalism and Conflict Theory
- Concept and types of social Institutions and their functions (family, school and society),
- Concept of Social Movements
- Theories of Social Movements (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory)

Unit-III : Social group and Community

- Concept, Nature and Types
- Social groups and group dynamics
- School and community relationship
- Changes in Indian society and their impact on Education
- Socio-metric study in formal groups.

Unit-IV : Education and Culture

- Meaning and nature of culture
- Role of education in cultural context
- Cultural determinants of Education
- Cultural change & lag

Unit-V : Equity and Equality in Education

- Concept of Equity and Equality in educational Opportunity
- Education of the socially and economically disadvantaged sections of the Indian society: with special reference to Scheduled caste and scheduled Tribe's, women and Rural people.

Unit-VI : Educational and Social organization

- Factors affecting social organization
- social group, group dynamics in a class room situation
- Folkway, mores and institutions

Unit-VII : Population:

- Population dynamics and population growth
- Components of population growth - fertility, mortality, and migration,
- Population composition: age, sex, religion, and literacy
- Population policy in India.

Unit-VIII : Education and Leadership:

- Leaders & leadership: Concept and characteristics of a good leadership
- Locus of leadership and roles,
- Dynamics of leadership,
- Leader types and leader styles.

Course code: COR -104

Course Title: Research Methodology-I

Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Content:

Unit-I : Meaning, Nature, and scope of Educational Research

- Meaning and steps of Scientific Method, Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony), Types of Scientific Method (Exploratory, Explanatory and Descriptive), Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction.
- Educational Research - Meaning and nature. Identification of research worthy problem.

Unit-II : Types/approaches of research

- Fundamental, Applied and Action.
- Quantitative and Qualitative.
- Longitudinal and Cross-sectional
- Research design- meaning and nature

Unit-III : Strategies of Educational Research

- Historical, Descriptive and Experimental and their importance.

Unit-IV : Normal probability curve

- Meaning and nature, Causes of non-normality. Standard scores-meaning, types, and uses

Unit-V : Development of Tools for educational research

- Types of Tools (Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory),
- Techniques of Research (Observation, Interview and Projective Techniques)

Unit-VI : Measurement scale and descriptive statistics

- Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio),
- Quantitative Data Analysis - Descriptive data analysis (Measures of central tendency, variability, fiduciary limits and graphical presentation of data),

Unit-VII : Measures of Relationships

- Co-efficient of correlation- Rank difference, Product moment, Biserial and Point-biserial, Tetra choric, Phi, Partial and Multiple correlations (concepts and uses only)

Unit-VIII: Population and Sampling

- Concept of Universe and Sample,
- Characteristics of a good Sample,
- Techniques of Sampling (Probability and Non-probability Sampling)

Course code: AECC

Course Title: Pedagogy, Andragogy, and Assessment

Credit-2: Marks-25 (Mid-term 5, Term-end 20)

Course Content

Unit-I : Concepts of Pedagogy and Andragogy

- Pedagogy, Pedagogical Analysis - Concept and Stages, Critical Pedagogy- Meaning, Need and its implications in Teacher Education,
- Organizing Teaching: Memory, Understanding, and Reflective levels of teaching; Herbartian Model, Morrison teaching Model, Bigge and Hunt teaching Model of teaching
- Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles), the Dynamic Model of Learner Autonomy.

Unit-II : Assessment in Learning

- Assessment - Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment as Learning)
- Types of Assessment (Placement, formative, diagnostic, summative) Relations between objectives and outcomes.
- Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning.

Unit-III : Assessment in Pedagogy of Education

- Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices:
- Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics,
- Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources

Unit-IV : Assessment in Andragogy of Education

- Interaction Analysis: Flanders' Interaction analysis
- Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix)