SYLLABUS

2 Years Master of Arts in Education

2019-2021

DEPARTMENT OF EDUCATION

Aliah University

Park Circus Campus,17,Gora Chand Road,
Kolkata-700014 (W.B.)

Masters of Arts in Education

PROSPECTUS
Academic Session: 2019-21

Aliah University
(Park Circus Campus)
17, Gora Chand Road, Kolkata – 700 014
www.aliah.ac.in

Admission Criteria for 2-year MA in Education

Degree to be awarded	Course Code	No. of Seats			Eligibility Criteria
		General	PC	Total	
2-Year Master of Arts In Education	MA.EDU.	24	1	25	Graduate with Education as Honours/Major from any recognized university / institute or its equivalent with at least 50% marks in aggregate. or Honours graduate in any subject from any recognized university or institute and B.Ed. with at least 50% marks in aggregate in each of the course. or General graduate with Education as a subject with at least 55% marks in aggregate. **Age limit:** 30 years for general and 35 years for Physically Challenged (PC) Category candidates as on 01-07-2019.

Post Graduate Programme : 2 Year Master of Arts in Education

Mission and Vision

Master of Arts in Education is aimed at developing students for effective participation in educational activities in different areas of education. The Programme is a conventional Post-Graduate programme in Education, which emphasises the interdisciplinary dimensions of Education as an area of study. The Programme comprises four semester courses. The programme is expected to provide learners a comprehensive understanding of Education as a field of knowledge and would accommodate a wide variety of learning needs. The MA in Education programme also seeks to provide students with a rigorous and challenging educational experience aiming to develop sound theoretical grounding, the capabilities and competencies required to work in the field of Education and Research.

Programme Objectives

MA (Education) is a Post Graduate programme which will be delivered in a Regular Mode. The objectives of the programme are:

- To develop among the students an understanding of various Educational theories.

- To develop in the students the national and international perspective of various aspects

  of theory and practice of Education.

- To upgrade their knowledge and understanding of policies and programmes of education and development.

- To enhance their understanding and skills of documentation, management and research related knowledge and information on various aspects and processes of Education.

Eligibility

Graduate with Education as Honours/Major from any recognized university / institute or its equivalent with at least 50% marks in aggregate.

or

Honours graduate in any subject from any recognized university or institute and B.Ed. with at least 50% marks in aggregate in each of the course.

or

General graduate with Education as a subject with at least 55% marks in aggregate.

and

(ii) Age limit: 30 years for general and 35 years for Physically Challenged Category candidates as on 01-07-2019.

Intake: The total number of seats shall be 24 (Gen) + 1(PC) = **25**

Medium of instructions: English

Attendance: As per Aliah University rules and regulations

Admission selection procedure: As per the merit list, prepared on the basis of Aliah University Admission Test (AUAT) 2019 score.

Fees Structure

Course	Caution money	Semester I	Semester II	Semester III	Semester IV
MA (Education)	Rs. 500/-	Rs. 2200/-	Rs. 1200/-	Rs. 1500/-	Rs. 1200/-

Note :

(i) Candidates must verify Eligibility Criteria before filling the Application Form.

(ii) Candidates engaged in any other course of studies / job/ full-time research work shall not   be allowed to pursue this course simultaneously.

 (iii) The M. A. Programme shall be of two years duration, which can be completed in a maximum period of three years from the date of admission to the Programme.

Sl No.	Paper Code	Name of the Paper	Term Paper	Semester	Total	L	T	P	C
**The Course Structure for M.A (Education) 2019-2021**
The duration of MA Education Course shall be of two academic sessions. There will be two semesters in each academic session. In total there will be FOUR SEMESTERS
**SEMESTER I**
1	MA.EDU.1.1.1	Philosophy of Education	10	40	50	3	1	0	4
2	MA.EDU.1.1.2	Sociology of Education	10	40	50	3	1	0	4
3	MA.EDU.1.1.3	Statistics in Education	10	40	50	3	1	0	4
4	MA.EDU.1.1.4	Advanced Methodology of Educational Research: Quantitative Perspective	10	40	50	3	1	0	4
5	MA.EDU.1.1.5	Guidance and Counselling	10	40	50	3	1	0	4
6	MA.EDU.1.1.6	Practicum: Seminar and Term Paper	10	40	50	2	0	4	4
7	AI 431	Elementary Arabic and Islamic Studies	10	40	50	3	1	0	4
\multicolumn{5}{c}{**Total**}	**300**	**20**	**6**	**4**	**28**
L = Lecture / week; T = Tutorial / week; P = Practical / week; C = Credit Points

Sl No.	Paper Code	Name of the Paper	Term Paper	Semester	Total	L	T	P	C
**SEMESTER II**
1	MA.EDU.1.2.1	Advanced Educational Psychology -I	10	40	50	3	1	0	4
2	MA.EDU.1.2.2	Advanced Methodology of Educational Research: Qualitative Perspective	10	40	50	3	1	0	4
3	MA.EDU.1.2.3	ICT in Education	10	40	50	3	1	0	4
4	MA.EDU.1.2.4	Method of Teaching (Theory) (Any One) English, Bengali, Social Sciences Mathematics and Science	10	40	50	3	1	0	4
5	MA.EDU.1.2.5	Environmental Education	10	40	50	3	1	0	4
6	MA.EDU.1.2.6	Practicum: School Internship and Book Review	10	40	50	2	0	4	4
\multicolumn{5}{c}{}	**300**	**17**	**5**	**4**	**24**
L = Lecture / week; T = Tutorial / week; P = Practical / week; C = Credit Points

Sl No.	Paper Code	Name of the Paper	Term Paper	Semester	Total	L	T	P	C
SEMESTER III									
1	MA.EDU.2.3.1	Emerging Issues in Education	10	40	50	3	1	0	4
2	MA.EDU.2.3.2	Curriculum Development	10	40	50	3	1	0	4
3	MA.EDU.2.3.3	Special Paper I (Anyone) a. Teacher Education-I b. Open and Distance Learning-I c. Inclusive Education-I d. Economics of Education-I	10	40	50	3	1	0	4
4	MA.EDU.2.3.4	Special Paper II (Anyone) a. Early Childhood Care and Education-I b. Educational Technology-I c. Educational Management-I	10	40	50	3	1	0	4
5	MA.EDU.2.3.5	Advanced Educational Psychology-II	10	40	50	3	1	0	4
6	MA.EDU.2.3.6	Dissertation: Preparation of Research Proposal, Development of Tool(s)and Presentation	10	40	50	2	0	4	4
					300	**17**	**5**	**4**	**24**
	L = Lecture / week; T = Tutorial / week; P = Practical / week; C = Credit Points								

Sl No.	Paper Code	Name of the Paper	Term Paper	Semester	Total	L	T	P	C
SEMESTER IV									
1	MA.EDU.2.4.1	Assessment in Education	10	40	50	3	1	0	4
2	MA.EDU.2.4.2	History of Education	10	40	50	3	1	0	4
3	MA.EDU.2.4.3	Special Paper I (Anyone) a.Teacher Education-II b. Open and Distance Learning-II c. Inclusive Education-II d. Economics of Education-II	10	40	50	3	1	0	4
4	MA.EDU.2.4.4	Special Paper II (Anyone) a. Early Childhood Care and Education-II b. Educational Technology-II c. Educational Management-II	10	40	50	3	1	0	4
5	MA.EDU.2.4.5	Comparative Education	10	40	50	3	1	0	4
6	MA.EDU.2.4.6	Dissertation: Collection of Data, Analysis, Report writing and Presentation	10	40	50	2	0	4	4
					300	**17**	**5**	**4**	**24**
	L = Lecture / week; T = Tutorial / week; P = Practical / week; C = Credit Points								

M.A. (Education)
Semester-I
Paper:MA.EDU1.1.1
PHILOSOPHY OF EDUCATION

Full Marks-10+40

Course Objectives

On completion of the course the students will :

  i. compare eastern and western thoughts.
  ii. appreciate the contribution of Great thinkers to the field of education.
  iii. describe the contribution of Philosophy to the field of education.
  iv. evaluate the impact of Western Philosophies on Indian Education.
  v. analyze how Neo-liberalism values individualism and not interdependence;

Course contents

Unit-I: Philosophical and Educational Thoughts of Great Thinkers

- Plato, Aristotle, J.J.Rousseau, John Dewey, M.K. Gandhi, R.N.Tagore and Sri Aurobindo, J.Krishnamurthy with reference to their Philosophical orientation, the Meaning and Aims of education, Content, Method of Teaching, role of Teacher and Student, their relevance for educational theory and practice.

Unit-II: Contemporary Theories of Education

- Perennialism, Essentialism, Progressivism, Re-constructionism, Existentialism, Marxism, Phenomenology, Critical Theory, Neo-liberalism, Multi-culturalism, Cosmopolitanism

- Modern concepts of Philosophical Analysis, Logical Analysis, Logical Empiricism, and Positive Relativism.

Unit-III: Indian Schools of Philosophy

- Common characteristics of Indian Philosophy: comparison of Eastern and Western Philosophy

- Sankhya, Vedanta, Buddhism, Jainism and Islamic traditions with reference to Knowledge, Reality, Values and their educational implications.

Essential Readings
Brubacher, John. S., *Modern Philosophies of Education*. New York, USA:McGraw Hill Book Company. Inc.
Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.

Gutek, Gerald L. (2009). *New Perspectives on Philosophy and Education*. New Jersy, USA: Pearson.

Kneller, George F. *Introduction to Philosophy of Education*. New York, USA: John Wiley and Sons, Inc.

Nayak, B.K *Text Book of Foundation of Education.* Cuttack, Odisha: Kitab Mhal. Noddings, N. (2012). *Philosophy of Education (Third Edition).* Colarado, USA: Westview Press.

Ross, James S., *Ground Work of Educational Theory*. London, U.K: Oxford University of London Press Ltd.

Rusk, Robert R., *Philosophical Bases of Education*, London, U.K: Oxford University of London Press Ltd.

Saiyadain, K.G. *Education and social order*. Bombay: Asia Publishing House,.

Taneja, V. R. (2000). *Educational Thought and Practice*. New Delhi: Sterling Publishers.

Suggested Readings

Bigge, Morris, L. *Educational Philisophies for Teachers.* Columbus, USA: Charies E. Merril Publishing Co.

Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) Schooling and the acquisition of knowledge (PP. Hillsdale, NJ: Erlbaum.

Butler J. Donald, *Four Philosophies and their practices in Education and Religion*. New York, USA: Harper & Row.

Matheson, David (2004). *An Introduction to the study of education* (2nd edition). David Fulton Publish.

Nayak, B.K *Text Book of Foundation of Education.* Cuttack, Odisha: Kitab Mhal.

Noddings, N. (2012). *Philosophy of Education (Third Edition).* Colarado, USA: Westview Press.

Ozman, Howard A., & Craver, Samuel M., *Philosophical Foundations of Education*. Boston, USA: Allyn & Bacon.

Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. Routledge Flamer. London. USA. Canada.

Wall, Edmund (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.

Winch, C. (1986). Philosophy of human learning, Routledge, London.

Winch, C. (1st edition). (1996). *Key Concepts in the philosophy of education.* Routledge.

Wingo, G. Max, *Philosophies of Education*. New Delhi: Sterling Publishers.

Web Sources

http://www.educao.pro.br/;links.htm: Encyclopedia of Philosophy of Ed. http://www.siu.edu/~dewyctr/: The Center for Dewey Studies http://www.plato.stanford.edu/: Stanford Encyclopedia of Philosophy

***

M.A. (Education)
Semester-I

Paper: MA.EDU.1.1.2
SOCIOLOGY OF EDUCATION

Full Marks-10+40

Course Objectives

On completion of the course the students will:

   i. establish relationship between sociology and education.

   ii. differentiate education from literacy.

   iii. differentiate educational sociology and sociology of education.

   iv. justify education as a sub-system of society and how other sub-systems affect education.

   v. explain how education helps towards socialization.

   vi. critically reflect upon the process of social change in modern India.

   vii. critically evaluate the sociological thoughts of some modern sociologists and their implication for education.

   viii. reflect upon various sociological theories and their educational implications.

   ix. appreciate the importance of education for national integration and international understanding in a diverse social context.

   x. explain the process of equalization of educational opportunity and the steps taken towards its attainment.

Course Contents

Unit-I: Sociology and Education

- Relationship between Sociology and Education; Meaning and nature of Educational Sociology and Sociology of Education.

- Education as a social sub-system and various other subsystems of the society: Home, Community, State, Religion, Culture and Politics.

- Education and literacy.

- Education and socialization.

Unit-II: Theories and Perspectives in the Sociology of Education

- Thoughts of Paulo Freire, Ivan Illich, Pierre Bourdieu and Brasil Bernstein.

- Sociological Theories: Functionalism, Conflict Theory, Interactionism and Postmodernism.

Unit-III: Indian Social Structure and Education

- Education and modernization with reference to Indian society.

- Social change and role of education.

- Education in diverse social context: multiculturalism and multilingualism.

- Equalization of educational opportunity. Education of socially and economically disadvantaged sections of the society with reference to Scheduled Castes, Scheduled Tribes, Women and Minority.

Essential Readings
Anand, C.L. et.al. (Ed.) (1983). Teacher and Education in Emerging in Indian Society.
        New Delhi: NCERT.
Apple, M.W., et al. (Ed.) (2010). The Routledge International Handbook of the Sociology of
        Education. London: Routledge.
Bourdieu, P. (1966). *The state nobility: Elite schools in the field of power*. Cambridge: Polity
        Press.
Coser, L.A. (1996). Masters of Sociological Thoughts Ideas in Historical and Social Context.
        Jaipur: Rawat Pub.

Delor, J. (1996). Learning: The Treasure Within - Report to UNESCO of the International
        Commission. Paris: UNESCO.
Deshpande, S. (2004). Contemporary India: A Sociological View. New Delhi: Penguin Gore, M.
S., Desai, I.P. and Chitnis, S. (Eds.). (1967). The Sociology of Education in
        India. New Delhi : National Council of Educational Research and Training.
Illich, I. (1996). *Deschooling Society*. Marion Boyers, London.
Shukla, S. and Kumar, K. (Eds.) (1985). Sociological Perspectives in Education: A Reader. Delhi:
        Chanakya Publications, 1985.
Suggested Readings
Apple, M.W. (2007). Whose Markets, Whose Knowledge? In Sadovnik, A.R. (Ed.) Sociology of
        Education A Critical Reader. New York: Routledge.
Aron, Reymond (1965-67). Main Currents in Sociological Thought. Vol. I and II, Penguin.
Collins, R. (2007). Functional and Conflict Theories of Educational Stratification. In Sadovnik,
        A.R. (Ed.) Sociology of Education A Critical Reader. New York: Routledge.
Cooley, Charles Horton (1966). Social Process. Carbondale: Southern Illinois University Press.
Fletcher, R. (1971): The Making of Sociology, Vol. I and II. London: Michael Joseph Ltd.
Hughes, John A., Martin, Peter J. and Sharrock, W. W. (1995). Understanding Classical Sociology
        - Marx, Durkheim and Weber. London: Sage.
Kumar, K. and Oesterheld, J. (Eds.) (1995). Education and Social Change in South Asia. New
        Delhi: Orient Longman.
Lemert, C. (Ed.) (2004). Social Theory The Multicultural and Classical Readings. New Delhi: Rawat
        Pub.
Mathur, S. S. (2000). A sociological Approach to Indian Education. Agra : Vinod Pustak Mandir
Ministry of Education (1966). Education and National Development. Report of the Education
        Commission 1964-66. New Delhi: MHRD.
Sadovnik, A.R. (2007). Theory and Research in Sociology of Education. In Sadovnik,
        A.R. (Ed.). Sociology of Education A Critical Reader. New York: Routledge.
Saiyadain, K.G. Education and social order. Bombay: Asia Publishing House.
Sharma, Y.S. (2004). Foundations in Sociology of Education, New Delhi: anishka Pub.Distributors.
Srinivas, M.N. (1995). Social change in modern India. New Delhi: Orient Longman. Tedesco,

J.C. (1997). Thinkers on Education (V-1-4). Paris: UNESCO

M.A. (Education)
Semester-I

Paper: MA.EDU.1.1.3
STATISTICS IN EDUCATION

Full Marks-10+40

Course Objectives

After completion of the course the students will:

i. convey the essential characteristics of a set of data by representing in tabular and graphical forms.

ii. compute relevant measures of average and measures of variation.

iii. spell out the characteristics of normal probability of distribution.

iv. examine relationship between and among different types of variables of a research study.

v. calculate the significant difference between two sets of independent and correlated samples.

vi. test the hypotheses based on sample statistics.

Course Contents

Unit-1: Descriptive Analysis of Quantitative Data

- Data- Types, sources of educational data, and graphical representation of data

- Scales of Measurement- Nominal, Ordinal, Interval and Ratio

- The Normal curve and Standard scores- characteristics of Normal Probability Curve (NPC) and its application. Standard scores- Z-score and T-score

- Examining Relationship- Meaning and types of correlation. Computation of: Rank Difference, Product Moment, Bi-serial, Point Bi-serial, Phi-Coefficient and Multiple Correlation

Unit-2: Inferential Statistics

- Concept of Parameter and Statistics, Sampling Error, Standard Error

- Testing of Hypothesis: Null and Alternative hypothesis, Types of Error (Type-I and Type-II). Level of significance, degrees of freedom, one tailed and two tailed tests. Significance difference between two means (Independent and Correlated Samples)

- Analysis of Variance (ANOVA)- one way, two-way,   assumptions,

computation and uses

Unit-3: Non-Parametric Statistics

- Concept of Non-parametric statistics

- Chi-square test and its uses

- Sign test, Rank Test and Median Test

- Advantages and limitation of Non-parametric statistics

Essential Readings
Ferguson, G.A.(1971). *Statistical Analysis in Psychology and Education.* Kogakusha, Tokyo: McGraw-Hill
Garrett, H.E. (1971). *Statistics in Psychology and Education.* New Delhi: Paragon International Publisher
Guilford, J.P. & Fruchter, B. (1981). *Fundamental Statistics in Psychology and Education.* New York: McGraw Hill
Mangal, S.K. (2008). *Statistics in Education and Psychology*. New Delhi: Prentice- Hall of India Private Limited
Seigel. S. & Castel Ian N.J. (1988). *Non-parametric statistics for the Behavioral Science.* Singapore: Graw- Hill Book Co.

Suggested Readings
McCall, R. (1993). *Fundamental Statistics for the Behavioral Science.* New York: Harcourt Brace
Ravid, Ruth. (2000). *Practical Statistics for Education*. New York: University Press of America

***

M.A. (Education)
Semester-I

PAPER:MA.EDU.1.1.4
ADVANCED METHODOLOGY OF EDUCATIONAL RESEARCH: QUANTITATIVE PERSPECTIVE

Full Marks-10+40

Course Objectives

On completion of the course the students will:

i.   describe the meaning, nature and scope of educational research.

ii. name the sources from where knowledge could be obtained.

iii. differentiate basic, applied and action research.

iv. select and explain the method appropriate for a research study.

v.   conduct a literature search and develop a research proposal.

vi. formulate hypotheses for their studies.

vii. follow approaches appropriate to their study.

viii. employ sampling designs appropriate to their study.

Course Contents

Unit I- Research in Education: Conceptual Perspective

- Meaning, nature and scope of educational research

- Types of educational research: basic, applied and action research; evaluation research

- Source of knowledge: The scientific approach to knowledge generation; basic assumptions of science and nature of scientific method

- Planning the research study: Sources of research problems, Identification and Conceptualization of Research Problem

- Review of literature: purpose and sources; conducting literature review: using databases and internet, internet search tools

- Meaning and Nature of Hypotheses; Formulation of Hypotheses

- Preparation of a Research Proposal

Unit –II: Research Methods and Procedure

- Descriptive Method: Definition, purpose and process; Types of descriptive studies

- Experimental Method: Nature of experimental research; Variables in experimental research -independent, dependent and extraneous; Experimental designs; Internal and external validity of experimental designs

- Causal comparative Method: Definition and purpose; Design and procedure; Data analysis and interpretation

- Co-relational Method: The basic co-relational research process; Relationship studies; Prediction studies

Unit-III: Data Collection and Report Writing

- Sources of data: Primary and Secondary

- Concept of population and sample: Various methods of sampling: Probability and non-Probability sampling; Sampling error and biased sample.

- Tools of Research: Tests, Inventories and scales- types, construction and uses with reference to manual; Questionnaire: Forms, principles of construction and their scope in educational research, administration of questionnaire

- Writing research report: General Guidelines; Format of research report (Journal Article, Theses and Dissertation); APA reference style; Evaluation of research report.

Essential Readings

Ary, D., Jacobs, L. C., & Razavieh, A. (2002). *Introduction to research in education* (6th ed.). Belmont, CA : Wadsworth/Thomson Learning.

Best J.W. and Kahn, J. V. (2006). *Research in Education.*, 9th Ed. New Delhi: Pearson Education Inc.

Bhandarkar, P.L. and Wilkinson,T.S. (2010). *Methodology and Techniques of Social Research*. Himalaya Publishing House, New Delhi.

Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: SAGE Publication.

Ferguson, G.A. (1971). *Statistical Analysis in Psychology and Education.* Kogakusha, Tokyo: McGraw-Hill.

Garrett, H.E. (2005). *Statistics in Psychology and Education.* New Delhi: Paragon International Publisher.

Gay, L.R. (1990). *Educational Research-Competencies for Analysis and Application* (3rd Ed.), Macmillan Publishing Company, New York.

Kaul, L. (1984). *Methodology of Educational Research.* New Delhi: Vikas Publication Kerlinger, F.N.

(1973). *Foundation of Behavioral Research.* New York: Holt Rinehart & Winston.

Mangal, S.K. (2008). *Statistics in Education and Psychology*. New Delhi: Prentice- Hall of India Private Limited

Rao, Usha. (2007). *Action Research.* Himalaya Publishing House, New Delhi.

Suggested Readings

Borg, W.R. & Gall, M.D.(1989). *Educational Research: An Introduction*. New York: Longman.

Corey, S. M. (1953), *Action Research to Improve School Practice*, New York: Teachers College

Press

Johnson, B. & Christensen, L. (2008). *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. London: Sage Publication

McMillan, J.H. & Schumacher, S. (1989). *Research in Education- a Conceptual Introduction.* New York: Harper Collins.

Mertler, C.A. (2006). *Action Research: Teachers as Researchers in the Classroom.* London: Sage Publication

Moore, G.W. (1983). *Developing and Evaluating Educational Research*. Canada: Little Brown & Co.

Ravid, Ruth. (2000). *Practical Statistics for Education*. New York: University Press of America.

***

M.A. (Education)
Semester-I

PAPER:MA.EDU.1.1.5
GUIDANCE AND COUNSELLING

Full Marks-10+40

Course Objectives

On completion of this course the students will:
 i-explain the nature and scope of guidance and counseling ,qualities of Counsellor and techniques of Counselling.
ii-explain and interpret types of educational, vocational and personal guidance.
iii-apply the principles of different types of guidance programme
iv-acquire skill to develop tools and techniques of guidance and counseling

Unit: I Meaning of Guidance and Counselling

- Definition, Nature, Scope and Functions of Guidance and Counselling
- Types of Guidance and Counselling
- Qualities of a Counsellor
- Techniques of Counselling

Unit: II Educational, Vocational Personal Guidance

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

Unit :III Measurement in Guidance and Counselling

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

Essential Reading

Agrawal,R.*: Guidance and counselling.*
Gibson,R.L&Mitchel, M. H.: *Introduc tion to counselling and guidance.*
Shrivastava,K.K. : *Principles of guidance and counseling*
Ghosh,S.K. : *Sikshay sangati apasangati o nirdesana*

M.A. (Education)

Semester-I

Paper:MA.EDU. 1.1.6
PRACTICUM: SEMINAR AND TERM PAPER

Full Marks-10+40

A. Seminar Paper Preparation and Presentation

Each student is expected to develop two seminar papers on the topic of his/her choice with research evidence and in-text references. The seminar paper will be presented through power-point. Students of the P.G. of the department will remain present and participate in the discussion of the paper. Marks shall be awarded to each student on the basis of relevance of the paper, standard and quality of the paper, style of presentation and clarification of doubts raised by the participants.

B. Preparation of Term Paper

Each student is expected to prepare a term paper on the topic of emerging issue in education in at least 5000 words. Marks shall be awarded to each student on the basis of relevance, standard, quality and originality of the paper.

Distribution of marks shall be as follows:

i)	Seminar Paper Preparation and Presentation	:	30 Marks
ii)	Term Paper	:	20 Marks
	Total:	:	**50 Marks**

***

M.A. (Education)
Semester-II

Paper: MA.EDU.1.2.1
ADVANCED EDUCATIONAL PSYCHOLOGY-I

Full Marks-10+40

Course Objectives

On completion of the course the students will:

    i.   describe the contribution of different schools of psychology to education.

    ii.   explain various theories of learning with their educational implications.

    iii.   explain the concepts and theories of motivation.

    iv.   elaborate the concept of growth and development and underlying theories with educational implications.

    v.   describe about the concept, theories and measurement of intelligence.

    vi.   explain the process of thinking, problem solving and creativity and underlying theories.

    vii.   describe the concept, theories and assessment of personality.

Course Contents

Unit-I: Schools of Psychology, Learning and Motivation

- Contribution of different Schools of Psychology to education: Behaviourism, Cognitivism, Constructivism and Humanism

- Learning: Concept and Theories; Conditioning (Classical and Operant), Ausubel's theory of Advance Organizer, Bruner's theory of Instruction, Gagne's hierarchy of learning, Social learning theory (Bandura), Constructivist theory (Vygotsky) with reference to their educational implications.

- Motivation: concept and types; Maslow's need hierarchy theory; Achievement motivation.

Unit-II: Growth and Development

- Growth and Development: Physical, Social, Emotional and Intellectual; Individual Difference in growth and development- role of Heredity and Environment; Stages of Cognitive Development- Contribution of Piaget and Erikson; Concept Formation and Concept Attainment.

- Intelligence: Concept, Theories and Measurement; Gardner's Multiple Intelligence; Emotional Intelligence.

- Thinking, Problem Solving and Creativity: Meaning, Nature, Types and Theories; Role of Teacher.

Unit- III: Personality and Mental health

- Personality: Concept and Theories (Type, Trait and Psychoanalytic Theories); assessment of personality; Role of Teacher.

- Mental Health and Hygiene: Process of Adjustment, Conflicts and Defense Mechanism; Mental Hygiene and Mental Health; Role of teacher in conflict management.

Essential/Suggested Readings

Bernard, P.H., Mental Health in the class room, McGraw Hill, New York, 1970. Biehier, R.F. &

Snowman, J., Psychology Applied to Teaching, Houghton MIflin,
    New York, 1997.

Bigge, M.L., Psychological Foundations of Education, Harper and Row, New York, 1985.

Dececco, J.P. & Crawford, W.R., Psychology of Learning and Institution, Prentice Half of India,
    New Delhi, 1997.

Gage, N.L. & Bertiner, P.C., Educational Psychological Hougnton Mifflin, New York, 1988.

Good T., Educational Psychology, Longman, New York, 1990.

Klausrneir, H.J. & Goodwin, W.-Learning and Human Abilities, Harper & Row, New York, 1975.

Lafrancos, G.R., Psychology for Teaching, Wordsworth Inc., California, 2000. Lindgren, H.C.

Educational Psychology in? The Classroom, Oxford University Press,
    New York, 1980.

Mangal, S.K. Advanced Educational Psychology, Prentice Hall of India, New Delhi, 2002.

Mouly, G.J., Psychology for Teaching, Allyn & Bacon, Boston, 1982. Rothstein,

PR, Educational Psychology, McGraw Hill, New York,1990.

Sahakian, W.S., Introduction to the Psychology of Learning, Rand *McNally,* Illinois, 1976.

Seifert, K.L., Educational Psychology, Houghton Mifflin, Boston, 1983.

Sprint hall, RC. & Sprint hall, NA, Educational Psychology, Development Approach, McGraw Hill,
    New York, 1990.

Salvin, R, Educational Psychology. Theory into Practice, Prentice hall, Englewood Cliffs, N.J.,
    1990.

Woolfolk, A. Educational Psychology. Allyn & Bacon, Bosson, 1998.

M.A. (Education)
Semester-II
Paper:MA.EDU. 1.2.2
ADVANCED METHODOLOGY OF EDUCATIONAL RESEARCH: QUALITATIVE PERSPECTIVE

Full Marks-10+40

On completion of the course the students will:

  i.   aware of importance and need of Qualitative Research in Education

  ii.   familiar with the nature of different types of Researches in Education

  iii. situate themselves in a research perspective(s)

  iv.   learn the reasoning and its use in research

  v.   select the suitable problem for qualitative research

  vi.   explore the basic issues that confront qualitative researchers

  vii. explore various lenses for defending, doing and evaluating Qualitative Inquiry

  viii. explain means by which Qualitative Research data are collected, analyzed, described, and displayed

Course Contents

Unit-I: Conceptualizing Qualitative Research

- Concept and nature of Qualitative Research

- Qualitative vs. quantitative research

- Methods of Qualitative Research

    i.   Historical

    ii. Phenomenology

    iii. Ethnography

    iv. Grounded Theory

    v.   Hermeneutics

    vi. Case Study

- Characteristics of a Qualitative Researcher

- Strength and weakness of qualitative research

Unit-II: Designing Qualitative Study

- Sampling Strategies: Purposive, Snowball, Case unit

- Data Collection Strategies/ Technique/Tools

    i. Interview

    ii. Observation

    iii. Focus group Discussion

    iv. Photographs

    v. Anecdotes

    vi. Field diary

    vii. Questionnaire

- Nexus with the Conventional Terms: Internal validity versus credibility, External validity versus Transferability, Reliability versus Dependability, Objectivity versus conformability

- Rapport building strategies, Note taking and Note making strategies, Critical Reading skills, Reasoning skills, Strategies for safeguarding confidentiality

Unit-III: Report Writing in Qualitative Research

- Organizing Data, Categorizing data, Protecting data, Displaying data, Concept mapping

- Triangulation, Content analysis, Inductive Analysis-Creative Synthesis, Deductive Analysis, illustrative method

- Report Writing: Evaluation of report

Essential Readings

Becker, Howard S. (1996). *The epistemology of qualitative research*. Pp.53-71 in Richard Jessor, et al. (Ed.), *Ethnography and Human Development*, Chicago: University of Chicago Press.

Best, J.W. & Kahn, J.V. (1989). *Research in Education* (6th ed.). Englewoods Cliffs, NJ: Prentice Hall.

Bhandarkar, P.L. and Wilkinson,T.S. (2010). *Methodology and Techniques of Social Research*, Himalaya Publishing House, New Delhi

Bogdan, R.C. & Biklen, S.K. (1998). *Qualitative Research for Education: An Introduction to Theory and Methods* (3rd ed.). Boston, MA: Allyn and Bacon

Creswell, J. W. (2007). *Qualitative inquiry & Research Design: Choosing among five approaches.* Thousand Oaks, CA: Sage Publications.

Creswell, J.W. (1994). *Research Design: Qualitative & Quantitative Approaches.* Thousand Oaks, CA: Sage Publications.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2003). *Strategies of qualitative inquiry* (2nd ed.). Thousand Oaks, CA: Sage.

Denzin, N.K. (1971). *The Logic of Naturalistic Inquiry.* Social Forces, vol. 51, 166- 1 182.

Denzin, N.K., & Lincoln, Y.S. (Eds.).(1994). *Handbook of Qualitative Research.*

Newbury Park, CA: Sage.

DeWalt, K. M. & DeWalt, B. R. (2002). *Participant observation*. Walnut Creek, CA: AltaMira Press.

Flick, Uwe (1996). *An Introduction to Qualitative Research.* London: Sage Publication Fox, D. J.

(1969). *The Research process in Education.* New York: Holt Rinehart and
Winson Inc.

Guba, E.(1990). *The Paradigm Dialog*. Beverly Hills, CA: Sage.

Guba, E. G., & Lincoln, Y. S. (1994). *Competing paradigms in qualitative research.* In
N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117).
London: Sage.

Glesne, C. & Peshkin, A. (1992). *Becoming qualitative researchers.* NY: Longman

Jamesick, V.J. (1998). *"Stretching" Exercises for Qualitative Researchers.* Thousand Oaks, CA:
Sage Publications.

Jorgensen, O. (1989). *Participant Observation*. Thousand Oaks, CA: Sage ublications. Marshall, C. &

Rosman, G. (1994). *Designing Qualitative Research*. Thousand Oaks,
CA: Sage Publications.

Miles, M. B. & Huberman, A. M. (1994). *Qualitative Data Analysis*. Thousand Oaks, CA: Sage

Mouly, G.J. (190). *The Science of Educational Research* (2nd ed.). New York: Van Nostrand
Reinhold Company.

Moustakas, C. (1994). *Phenomenological Research Methods.* Thousand Oaks, CA: Sage
Publications.

Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage. Patton, M. Q.

(2002). *Qualitative Research and Evaluation Methods.* Beverly Hills,
CA: Sage.

Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition).
London: MacMillan.

Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding *Educational Research: An
Introduction*. New York: McGraw Hill.

Suggested Readings

ATLAS.ti. (Version 4.2). (1999). [Computer software]. Berlin: Scientific Software Development.

Kuhn, T.S. (1970). *The Structure of Scientific Revolutions*. (2nd ed.) Chicago: University of
Chicago Press.

Lincoln, Y.S., & Guba, E.G. (1985). *Naturalistic inquiry.* Beverly Hills, CA: Sage.
This text outlines the positivist and naturalist research paradigms.

Minnis, J. R. (1985). Ethnography, case study, grounded theory, and distance education research.
Distance Education, 6, 189-198. Minnis explores the possibility of expanding the research
base through the use of accepted qualitative methodologies.

Patton, M. Q. (1992). Ethnography and research: A qualitative view. *Topics in Language
Disorders, 12,*1-14. (This article describes the functions of ethnography in the fields of
education and communication disorders.)

Patton, M. Q. (1980). *Qualitative evaluation methods.* Beverly Hills: Sage.(This book is an in
depth study of qualitative research from conceptual issues to data analysis.)

***

M.A. (Education)
Semester-II

Paper-M.A.EDU. 1.2.3
INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)
IN EDUCATION

Full Marks-10+40

Course Objectives

On completion of this course, the students will:

i. explain the concept, nature and scope of ICT in education.

ii. describe the importance of open source software in education.

iii. narrate the national ICT policy towards the promotion of education in the country.

iv. list and explain various approaches in adoption and use of ICT in education.

v. list and explain various stages of ICT usages in general and pedagogical usages in particular in education.

vi. describe the needed teacher competencies for ICT usage in the classroom.

vii. demonstrate the use of various computer software such as MS Word, MS Excel, and MS Power Point.

Course Contents

Unit I: ICT in Education

- ICT in Education: Meaning, Nature and Scope.

- Teleconferencing: Audio, Video and Computer Conferencing.

- E-Learning and Blended Learning

- Free and Open Source software (FOSS)

- Open Educational Resources (OER)

- National Policy on ICT

Unit II: Approaches, Stages and Competencies

- Approaches in adoption and use of ICT in education: Emerging, Applying, Infusing, and Transforming.

- Stages of ICT usage: awareness, learning how, understanding how and when, and specializing in the use of ICT tools

- Pedagogical Usages of ICT: supporting work performance, enhancing traditional teaching, facilitating learning and creating innovative learning environments

- Teacher Competencies: content, pedagogy, technology, integration

Unit III: ICT Tools

- Presentation Tool for student learning

- Data Analysis Tools: Spreadsheet and SPSS.

- ICT Tools: Email, Blogs, Wikis, Social Networking, Social Bookmarking, Forum, Podcasting and Concept Map.

- Assessment Tools: e-Portfolio, Rubistar and Hot potatoes.

Essential Readings

NCERT (2006). *National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology.* New Delhi: Author.

Senapaty, H.K. (2009). *ICT Integrated Learning Materials on Basic School Subjects from Constructivist Perspectives*. Bhubaneswar: Regional Institute of Education, NCERT (Monograph).

Senapaty, H.K. (2011). *Pedagogy-Technology Integration for the Professional Development of Teacher Educators.* Bhubaneswar: Regional Institute of Education, NCERT (Monograph).

Singh, L. C. (Ed.) (2010). *Educational Technology for Teachers and Educators.* New Delhi: Vasunandi Publication.

UNESCO (2002). *Information and communication technology in education: A curriculum for schools and programme of teacher development.* Paris: UNESCO.

UNESCO (2008). *Capacity Building for ICT Integration in Education.* Retrieved from http://portal.unesco.

UNESCO (2008). *ICT Competency Standards for Teachers: Policy Framework.* Retrieved from http://portal.unesco.

Suggested Readings

Mishra, P. and Koehler, M. (2007). Technological pedagogical content knowledge (TPCK): Confronting the wicked problems of teaching with technology. In C. Crawford et al. (Eds.). *Proceedings of Society for Information Technology and Teacher Education International Conference 2007*. Chesapeake, VA: Association for the Advancement of Computing in Education. (pp. 2214-2226).

Mishra, P. and Koehler, M.J. (2006). Technological pedagogical content knowledge: A framework for integrating technology in teacher knowledge. *Teachers College Record*, 108 (6), 1017-1054.

Mishra, S. (2008). Developing E-Learning Materials: Some Pedagogical Concerns. *Indian Journal of Open Learning*, 17 (2).

Resta, P. (Ed.) (2002). *Information and Communication Technologies in Teacher Education: A Planning Guide.* Paris: UNESCO.

Roblyer, M.D. (2008). *Integrating educational technology into teaching*. New Delhi: Pearson.

Stodel, E.J. et al. (2006) Learners' Perspectives on What is Missing from Online Learning: Interpretations through the Community of Inquiry Framework. *The International Review of Research in Open and Distance Learning*, 7(3). http://www.irrodl.org/index.php/irrodl/article/view/325/743. Retrieved on 19 Feb., 2007.

UNESCO (2002). *Information and Communication Technologies in Teacher Education A Planning Guide*. Paris: Author

UNESCO (2005). *How ICT can create new, open learning environments: Information and communication technologies in schools: A handbook for teachers.* Paris: UNESCO.   ***

M.A. (Education)
Semester-II
Paper: 1.2.4
Method of Teaching (Theory)
(Anyone of the following Methods)
A. METHOD OF TEACHING ENGLISH
B. METHOD OF TEACHING ARABIC/PERSIAN
C. METHOD OF TEACHING BENGALI/URDU
D. METHOD OF TEACHING SOCIAL SCIENCES
E. METHOD OF TEACHING MATHEMATICS
F. METHOD OF TEACHING SCIENCE

Full Marks-10+40

A. METHOD OF TEACHING ENGLISH

Course Objectives

After completion of course the students will:

- explain place of English language in India

- describe English as a second language in the multi lingual syllabus India

- explain different methods of teaching English

- apply different teaching skills in the classroom

- develop lesson plans, micro lesson plans, TLM for teaching English as Second Language

Course Contents

Unit-I: English as the second language in India

- The impact of the Renaissance and Reformation on the growth of the English Language.

- The rise and growth of Standard English

- Position of English: Pre and Post independence

- Importance of English language; comparison of English and mother tongue based learning

- Status of English as a subject of study in the present curriculum

- Aims and objectives of teaching English at different level

- English language teaching: Problems and issues

Unit-II: Methods, Approaches and Strategies

- Grammar-cum-translation method

- Direct method

- Bilingual method

- Structural approach

- Communicative approach

- Strategies: Lecturing, Language Games, Role play and Dramatization, Collaborative Learning, Ability Grouping, Group Work and Pair Work, Learning through Narratives and Discourses, 5E Instructional Design, ICON Instructional Design, Learning Design,Concept Mapping and Brain Storming.

UNIT-III: Developing Language Skills

- Listening Skill: Tasks of developing Listening Comprehension

- Speaking Skill: Tasks for developing Speaking skills

- Reading skill: Types of Reading, Reading Strategies to develop reading Comprehension

- Writing Skill: Strategies to improve writing skill, Qualities of good writing (simplicity, logicality and organization in writing), Creative writing.

- Strategies for teaching of prose, poetry, grammar and non-detailed text

- Supplementary Skill: Reference Skills (e.g. using Dictionaries, Thesaurus and Encyclopedias)

- Lesson deliver strategies: developing lesson plan, micro lesson plan and use of teaching aids.

- Evaluation of language learning.

Essential Readings

Kohli, A.L (2010) *Techniques of Teaching English.* New Delhi: Dhanpat Rai publishing Company

Jain, R.K (1994) *Essentials of English Teaching*, Agra: Vinod Pustak Mandir

Sharma, K.L(1970) *Methods of Teaching English in India*. Agra : Laxmi Narayan Agrawal

Shrivastava, B.D(1968) *Structural Approach to the Teaching of English*. Agra: Ramprasad and Sons

Baruah, T.C (1984) *The English Teacher's Handbook.* New Delhi: Sterling Publishers Pvt.Ltd,

Bista, A.R(1965) *Teaching of English. Sixth Edition*. Agra: Vinod Pustak Mandir Billows,

F. L. (1975). *The Techniques of Language Teaching*. London: Longman

Mukalel, Joseph C. (2009). *Approaches to English Language Teaching.* New Delhi: Discovery Publishing House Pvt Ltd.

Suggested Readings

Bright, J.A(1976) *Teaching English as Second Language.* London: Long Man Group Catarby, E. V

(1986) *Teaching English as a Foreign Language in School Curriculum India*, New Delhi: NCERT

Pal, H.R and Pal, R(2006) *Curriculum – Yesterday, Today and Tomorrow*, New Delhi: Shipra Publications

Joyce , Bruce and Weil, Marsha (2003). Models of Teaching. New Delhi: Prentice Hall of India Pvt. Ltd.

Agnihotri R. K. and Khanna A. L. (1994). Second Language Acquisition: Socio- cultural and Linguistic Aspects of English in India. New Delhi: Sage Publications.

Allen, H.B. (1965). Teaching English as a second language: A book of readings. New York: McGraw-Hill.

Hudelson, Sarah. (1995). English as a Second Language Teacher Resource Handbook. A Practical Guide for K-12 ESL Programs. California.: Corwin Press, Inc.

***

B.   METHOD OF TEACHING ARABIC/PERSIAN

Course Objectives

After completion of course the students will:
- explain origin and development of Arabic/Persian Language.

- explain the global importance of Arabic/Persian Language.

- describe the status of Arabic/Persian Language in the multi lingual syllabus in India.

- describe the aims and objectives of teaching Arabic/Persian.

- explain appropriate teaching-learning strategy/approach /methods suited to particular content of Arabic/Persian.

- apply different teaching skills in the classroom.
- develop lesson plans, micro lesson plans, TLM for teaching Arabic/Persian as Foreign Language.
- construct appropriate assessment tools for evaluating Arabic/Persian Language learning.

Course Contents

Unit-I: Arabic/Persian as the foreign language in India

- Origin and Development of Arabic/Persian Language-an outline

- Significant Features of Arabic/ Persian Language

- Global Importance of Arabic/Persian Language

- Historical Background and Present Status of Arabic/Persian Language Teaching in India

- Aims and Objectives of Arabic/Persian Language Teaching at Different Levels in West Bengal

Unit-II: Methods, Approaches and Strategies

- Grammar-cum-translation method

- Direct method

- Bilingual method

- Structural approach

- Communicative approach

- Strategies: Lecturing, Language Games, Role play and Dramatization, Collaborative Learning, Group Work and Pair Work, Learning through Narratives and Discourses, 5E Instructional Design, ICON Design Model, Learning Design,Concept Mapping and Brain Storming.

UNIT-III: Developing Language Skills

- Listening Skill: Tasks of developing Listening Comprehension

- Speaking Skill: Tasks for developing Speaking skills

- Reading skill: Types of Reading, Reading Strategies to develop reading Comprehension

- Writing Skill: Strategies to improve writing skill, Qualities of good writing (simplicity, logicality and organization in writing), Creative writing.

- Strategies for teaching of prose, poetry, grammar and non-detailed text

- Supplementary Skill: Reference Skills (e.g. using Dictionaries, Thesaurus and Encyclopedias)

- Lesson deliver strategies: developing lesson plan, micro lesson plan and use of teaching aids.

- Designing and developing Teaching Learning Materials(TLM)

- Assessment and Evaluation of language learning.

Essential Readings

Abu-Absi, S. (1986). The modernization of Arabic: Problems and prospects. Anthropological Linguistics, 28(3):

Al-Huri, I. H. (2012). The impact of diglossia in teaching/learning the Arabic course in sana'a secondary schools.

Alsharif, A. and Sadler, L. (2009). Negation in modern standard Aarabic: an LFG approach. CSLI Publications:

Aoun, J. E., Benmamoun, E.and Choueiri, L. (2009). The syntax of Arabic. Cambridge University Press.

Badawi, A. S. M. (1973). Mustawayat al-arabiyya al-muasira fi Misr. Dar al-maarif.

Benmamoun, E. (2000). The feature structure of functional categories: A comparative study of Arabic dialects.Oxford University Press: 16.

Bhatia, T. K. and William, C. R. (2004). The handbook of bilingualism. Blackwell Pub.: Malden, MA.

Comrie, B. (2008). The world's major languages. Routledge New York: NY 10016.

Ennaji, M. (2002). Language contact, Arabization policy and education in Morocco, in Rouchdy, A. (ed.) Language contact and language conflict in Arabic variations on a sociolinguistics theme. Routledge Curzon: 203-32.

Farghaly, A. (2010). Arabic computational linguistics. CSLI Publications.

Farghaly, A. (2012). Statistical and symbolic paradigms in Arabic computational linguistics. Georgtown University Press.

Ferguson, C. (1959). Diglossia. Reprinted in: Pier Paolo Gigliolo (ed.) 1972. Language and Social Context: 232-51.

Gadalla, H. A. (2000). Comparative morphology of standard and Egyptian Arabic. Lincom Europa: Muenchen.

Haeri, N. (2003). Sacred language, ordinary people: Dilemmas of culture and politics in Egypt. Macmillan.

Hewitt, S. (2006).'Arabic: verb-subject-object or verb-given-new? Implications for word order'.A conference on communication and information structure in spoken Arabic.College Park.Mary Land

Holes, C. (2004). Modern Arabic: Structures, functions, and varieties. Georgetown University Press.

Hourani, A. (2002). History of Arab people. Belknap Press: Cambridge, MA.

Kaye, A. (2001). Diglossia: the state of the art. California State University Fullerton, Int'l. J. Soc. Lang., 2001(152):117-29.

Maamouri, M. (1998). Language education and human development: Arabic diglossia and its impact on the quality of education in the Arab Region. The World Bank: Washington D.C.

Pereltsvaig, A. (2012). Languages of the world. Cambridge University Press: Cambridge.

Qafisheh, H. (1990). The phonology of Sana'ani Arabic. King Saud University: 2.

Ryding, K. C. (2005). A reference grammar of modern standard Arabic. Cambridge University Press.

Versteegh, K. (1997). The Arabic language. Colombia University Press: New York.

Versteegh, K. (2006). Dialects: Classification. In "Encyclopedia of Arabic Language and Linguistics" (EALL).Leiden: Brill. 1: 604-13.

Watson, J. C. (2002). The phonology and morphology of Arabic. Oxford University Press Inc: New York.

Watson, J. C. (2006). Sana'ani Arabic "Encyclopedia of Arabic Language and Linguistics" Ed. Versteegh, K.:

Brill NV: Leiden, Netherlands. 106-15.

Zughoul, M. R. (1980). Diglossia in Arabic: Investigating solutions. Anthropological Linguistics,, 22(5): 201-17.

Suggested Readings

Bright, J.A(1976) *Teaching English as Second Language.* London: Long Man Group Catarby, E. V

(1986) *Teaching English as a Foreign Language in School Curriculum*
        India, New Delhi: NCERT

Pal, H.R and Pal, R(2006) *Curriculum – Yesterday, Today and Tomorrow*, New Delhi: Shipra
        Publications

Joyce , Bruce and Weil, Marsha (2003). Models of Teaching. New Delhi: Prentice Hall of India
        Pvt. Ltd.

Agnihotri R. K. and Khanna A. L. (1994). Second Language Acquisition: Socio- cultural
        and Linguistic Aspects of English in India. New Delhi: Sage Publications.

Allen, H.B. (1965). Teaching English as a second language: A book of readings. New York:
        McGraw-Hill.

Hudelson, Sarah. (1995). English as a Second Language Teacher Resource Handbook.
        A Practical Guide for K-12 ESL Programs. California.: Corwin Press, Inc.

Books Recommended Persian:

- *Ibrâhîm, Muḥammad (1841). A grammar of the Persian language. Retrieved 6 July 2011.*
- *Jones, Sir William (1783). A grammar of the Persian language (3 ed.). Retrieved 6 July 2011.*
- *Jones, Sir William (1797). A grammar of the Persian language (4 ed.). Retrieved 6 July 2011.*

1.https:www.todaytraslation.com
2.www.iranchamber.com
3.www.Jahanshiri.ir
4.www.religion.ucsb.edu

C. METHOD OF TEACHING BENGALI/URDU

Course Objectives

After completion of the course the students will:

- explain the concept of Mother Tongue;
- justify the importance and objectives of teaching Mother Tongue Urdu/Bengali at Secondary Stage.
- describe various pedagogical approaches of language teaching.
- prepare subject specific lesson plan for improvement of language skills.
- plan and construct test to asses language skills and content areas.
- improve knowledge and understanding of historical, political, cultural, literary trends and social conditions of various periods in India.

Course Contents

UNIT-I: Importance, Place & Language Policy of Teaching Mother Tongue (Urdu/Bengali)

- Origin and Development of Urdu/Bengali language.
- Concept of Mother Tongue and role of Mother Tongue in the life of an individual.
- Place of mother tongue in school curriculum.
- Aims and objectives of teaching Urdu/Bengali at School level.
- Urdu/Bengali as medium of instruction (as first language and second language).
- Multilingualism and importance of mother tongue.
- Home/first language as envisaged in NCF-2005.

UNIT II: Methods of teaching Urdu/Bengali.

- Traditional and modern approaches of teaching Urdu/Bengali.
- Different approaches of teaching Urdu/Bengali; reading and comprehension method, recitation and narration method, play-way method, activity method dramatization method & interactive and communicative approach.
- Preparation of lesson plan using 5E and ICON design model,Learning Design
- Preparation of lesson plan on prose, poetry, grammar and non-detailed of Urdu/Bengali.
- Language laboratory, components, planning, developing required activities and organizing for use.

UNIT-III: Developing Language Skills

- Listening Skill: Tasks of developing Listening Comprehension.
- Speaking Skill: Tasks for developing Speaking skills.
- Reading skill: Types of Reading, Reading Strategies to develop reading Comprehension.
- Writing Skill: Strategies to improve writing skill, knowledge of Urdu/Bengali script.
- Strategies for teaching of prose, poetry, grammar and non-detailed text.

- Supplementary Skill: Reference Skills (e.g. using Dictionaries, Thesaurus and Encyclopedias) ·

- Lesson deliver strategies: developing lesson plan, micro lesson plan and use of teaching aids.

- Evaluation of language learning.

- Use of ICT.

- Wall and annual magazaine.

Essential Readings

Daswani, C. J. *Language Education in Multilingual India*. New/Delhi (UNESCO) Kocchar, S.K.
Teaching of Mother Tongue. Sterling Publishers, New Delhi.
Mathur, S.A. *Sociological Approach to Indian Education*. Vinod Pustak Bhandar, Agra.
Palmer, H.P. *Principles of Language Teaching.* George G. Harrep and Co. Ltd. Rybum,
W.M.(1926). *Suggestions for the Teaching of Mother Tongue*. OUP. Saiyadain, K.G. *Education
and Social Order.* Asia Publishing House, Bombay. *Suggested Readings*
NCERT (2005). National Curriculum Framework, New Delhi.
http://modersmal.skolverket.se/engelska/index.php/mother-tongue-education
http://en.wikipedia.org/wiki/Language_education

***

D.   METHOD OF TEACHING SOCIAL SCIENCES

Course Objectives

On completion of the course the students will:

i.   upgrade and update his knowledge of social studies by acquainting himself with various concepts.

ii.   develop the ability of critical and logical thinking .

iii.   acquainted with principles of formulating curriculum and preparation of text books in social studies.

iv.   acquainted with different methods, approaches ,and techniques of teaching social studies.

v.   formulate lesson planning for development of concepts and subject specific skills.

vi.   develop co-operation/collaboration/ability to work with others ,social, economic, cultural, and political environment.

vii.   develop capacity for independent critical thinking including identifying/exploring fundamental relationships, making inference predicting consequences, suggestions, alternative methods of problem solving as when necessary.

Course Contents

Unit-I: Conceptual Framework of Social Science

- Meaning, nature and scope of social science as envisaged in NCF-2005.

- Aims, objectives and importance of teaching social sciences in school education

- Place of social science in school curriculum.

- Identification of values/competencies/skills to be developed through social sciences

- Correlation of social sciences with allied subjects

Unit-II: Social Science Curriculum and Methods

- Principles of curriculum construction in social sciences

- Organization of curriculum in social sciences

- Methods of teaching social sciences : problems solving, project, source, narration-cum-discussion,lecture-cum-demonstration,observation, dramatization, field trip, regional method.

Unit-III: Instructional Aids, Lesson Plan and Evaluation

- Instructional Aids: Maps, Charts, Models, Timeline and other audio-visual aids

- Lesson planning- 5E and ICON Design model,Learning Design

- Pedagogical analysis of some contents in social sciences.

- Evaluation Techniques in Social Science.

Essential Readings

James H. (1953). *The Teaching of Social Studies in Secondary Schools*. . London, UK: Longman Green & Co.

Kochhar, S.K. (1970). *Methods of Teaching Social Studies.* New Delhi, India: Sterling Publication.

Kochhar, S.K. *Teaching of History*.Delhi, India: Sterling Publishers Pvt. Ltd.

NCERT. (1970). *Teaching of History of Secondary Schools*. New Delhi, India: Author.

Taneja,V.R.(1970). *Fundamentals of Teaching Social Studies*. Mahendra Capital Publishers.

Verma, O.P.(1984). New Delhi, India: Sterling Publishers Pvt. Ltd.

Verma,O.P. & Vedanayagam E.G. *Geography Teaching.* New Delhi, India: Sterling Publishers Pvt. Ltd.

Readings

Banks James, A. (1997). *Teaching Strategies for the Social Studies Enquiry, Valuing and Decision Making* . Massachusets,USA: Addition- Westely Publishing Co. Reading.

Bining & Binning.(1952). *Teaching of Social Studies in Secondary Schools*. New York,USA: Mc Graw Hills.

Burston,W.H.(1963). *Principles of History Teaching.* New Fetter Lance : Methuen & Co. Ltd.II.

Choudhury, K.P. (1975).*The effective Teaching of History*. New Delhi,India: NCERT.

Dhamiaja Neelam.(1993). *Multimedia Approaches in Teaching Social Studies*. New Delhi,India:Harmer Publishing House.

James H. (1953). *The Teaching of Social Studies in Secondary Schools*. . London,UK: Longman Green & Co.

Kochhar, S.K. (1970). *Methods of Teaching Social Studies.* New Delhi, India: Sterling Publication.

Kochhar, S.K. *Teaching of History*.Delhi,India: Sterling Publishers Pvt. Ltd. NCERT. (1970).

Teaching of History of Secondary Schools.New Delhi,India: Author. NCERT.(1966). *A*

Handbook for History Teachers.Bombay:India: Allied Publishers.

Taneja,V.R.(1970). *Fundamentals of Teaching Social Studies*. Mahendra Capital Publishers.

Verma, O.P.(1984). New Delhi,India: Sterling Publishers Pvt. Ltd.

Verma,O.P. & Vedanayagam E.G. *Geography Teaching.* New Delhi,India: Sterling Publishers Pvt. Ltd .

E. METHOD OF TEACHING MATHEMATICS

Course Objectives

After completion of the course the students will:

i. explain the nature and scope of mathematics.

ii. identify different types of proof in mathematics and their application to solving mathematical problems.

iii. appreciate the role of mathematics in day-today life.

iv. relate the mathematical concepts with other school subjects.

v. achieve the mastery over the methods, strategy and approaches for transacting the contents of mathematics.

vi. create the constructivist learning environment in the classroom.

vii. develop learning-centered lesson plans and prepared content-enrich teaching learning materials.

viii. integrate alternative assessment techniques in teaching mathematics.

ix. develop mathematics achievement test and acquire of the scoring procedure.

x. analyze learners learning difficulties and develop remedial strategies to meets needs of slow learners and to develop enrichment materials for the advanced learners.

Course Contents

Unit-1: Nature and Scope of Mathematics

- Aims and Objectives of teaching Mathematics at various levels;

- Instructional objectives in teaching mathematics;

- constructivist approach in teaching of Mathematics

- Role of Mathematics; Mathematization; Aesthetic aspect of Mathematics;

- Importance of mathematics and its value in daily life- utilitarian, disciplinary, cultural, etc.

- Interrelationship of mathematics with other subjects at the secondary level

- Changing trends of teaching Mathematics with reference to NCF-2005

Unit-II: Methods and Approaches of Learning Mathematics

- Methods of teaching Mathematics- Inductive and Deductive; Analytic and Synthetic; Problem Solving; Competence based approach;

- Approaches of learning Mathematics: co-operative approaches; constructivist approaches- pedagogical principles, interventions

- Strategies of constructivist approaches- 5E'S learning model, ICON design model,Leaning Design, Concept mapping and Self regulatory

- Integration of different mathematical content through activities

UnitIII: Planning for Teaching and Assessment in Mathematics

- Planning for teaching Mathematics: Unit plan, Lesson plan, Development of Teaching Learning Materials(TLMs) and planning of content enrichment activities

- Alternative assessment in Mathematics: observation, portfolio, concept mapping, assignment, rubric and project

- Development of diagnostic test and planning for remediation

Essential Reading

Cooper, B. (1985). Renegotiating Secondary School Mathematics. The Hamer Press: East Sussex

James, A. (2003). Teaching of Mathematics. Neel Kamal Publication: Hyderabad Michel.

(1982). Teaching Mathematics. Nicholos Publication Co: New York Sidhu, K.S

(1985).Teaching of Mathematics. New Delhi: Sterling publication *Suggested Reading*

NCF (2005). National Curriculum Framework. NCERT: New Delhi

NCERT (2005). Position paper of National Focus Group (NFG) on Examination Reform. NCERT: New Delhi

Scopes, P.G. (1973). Mathematics in Secondary Schools- A Teaching Approach. Cambridge: Cambridge University Press

***

F. METHODS OF TEACHING SCIENCE

Course Objectives

After completion of the course the student will :

    i.   gain insight on the meaning nature, scope and objective of science education.

    ii.   appreciate science as a dynamic body of knowledge

    iii.   appreciate the fact that every child possesses curiosity about his natural surroundings

    iv.   identify and relate everyday experiences with learning science

    v.   appreciate various approaches of teaching learning of science

    vi.   employ various techniques for learning science

    vii.   use different activities like demonstration ,laboratory experiences, observation, exploration for learning of science

    viii.   facilitate development of scientific attitudes in learner

    ix.   construct appropriate assessment tools for evaluating science learning

Course Contents

UNIT-I: Science as a Discipline

- Structure of Science: Facts, Concepts, Hypothesis, Theory, Law,

- Nature of science: Basic principles

- Method of scientific inquiry

- Correlation of Science with other subjects

- Relationship between science, technology and society

- Theoretical basis of school science education

- Aims , Objectives and values of teaching science at secondary level

- Development of scientific attitude

UNIT–II: Curriculum and Learning Resources in Science

- Science curriculum as envisaged in NCF-2005
- Place of science in the school curriculum at the secondary schools of West Bengal
- Identification of learning resources from immediate environment and preparation and use of learning material,
- Exploring alternative resources
- Formal and non formal collection of materials.
- Use of ICT in teaching an learning of science
- Teaching Learning Materials and improvised Apparatus: Importance and Construction

UNIT- III: Instructional Planning & Evaluation for Teaching Learning of Science

- Models of teaching: Scientific Inquiry; Concept attainment
- Approaches in Science Teaching- Inductive-Deductive, Constructivist

- Methods of Science teaching- Lecture cum Demonstration method, Project method, Heuristic Method, Laboratory method.
- Practical applications of Computers for a science teaching.
- Unit Planning, Lesson planning- 5E and ICON Design model,Learning Design
- Evaluation: Types of tests (Oral, Written and Practical), construction of items.
- Diagnostic Testing and Remedial Teaching.

Suggested Readings

Sood, J.K. (2003). Vigyan Shikshan (Eikeesavi Shatabdi Ke Liye) Agra: Vinod Pustak Mandir.
MHRD (1986). National Policy on Education .New Delhi: GoI
Mohan Radha (2010). Innovative Science Teaching Prentice Hall of India, New Delhi.
Tony L.,Matt C.,Bernie K.and Judith T.(2010).Teaching Science Sage Publication 29 India Pvt Ltd.
Clark Julia V. (1996). Redirecting Science Education. CORWIN Press Inc.California. Sutton ,CR and Hayson JH . The Art of the Science Teacher , MC Graw Hill Book Company Ltd (1974)
NCERT (2005). National Curriculum Framework -2005
NCERT 2005). Position Paper of NFG on Teaching of Science- 2005 NCERT(2005).
Position Paper of NFG Habitat and Learning- 2005

***

M.A. (Education)
Semester-II

Paper- MA.EDU.1.2.5
ENVIRONMENTAL EDUCATION

Full Marks-10+40

Objectives

On completion of this course the students will:

* Explain the meaning ; importance and scope of Environmental Education
* Enhance their awareness and attitude on environment.
* Develop idea on environmental degradation
* Get acquainted with different approaches and methods of Environmental Education

Unit: 1 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

Unit: 2 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.

Unit: 3 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

Essential Reading

Kumar, A. : *A text book of environmental science*
Singh,Y. K. : *Teaching of environmental science*
Sharma, R. A. :*Environmental Education. Meerut*
Sharma, B. L., & Maheswari, B. K. : *Education for Environmental and Human value*
Sharma, V. S. : *Environmental education.*

M.A. (Education)
Semester-II

Paper- MA.EDU.1.2.6
PRACTICUM: SCHOOL INTERNSHIP AND BOOK REVIEW

Full Marks-10+40

A. School Internship

Each students will prepare 10 (ten) Lesson Plans on a school subject following 5 E's and/or Interpretation Construction (ICON)/Learning Design approach under the supervision of a faculty member of the Department. Then each student will deliver 10 (ten) Lessons in secondary school on a school subject through these lesson plans. The students are also required to deliver the lessons by using appropriate technology and assessment tools, preferably the latest ones, e.g., MS Power-Point for presentation; Rubrics and Concept Map for assessment.

B. Book Review

Each student is required to review a standard reference book, published recently, in his/her area of interest related to the field of Education under the supervision of a faculty member of the Department.

Distribution of marks shall be as follows:

i)	School Internship	30 Marks
ii)	Book Review	20 Marks
	Total:	**50 Marks**

***

M.A. (Education)
Semester-III

Paper-MA.EDU. 2.3.1
EMERGING ISSUES IN EDUCATION

Full Marks-10+40

Objectives

On completion of this course the students will:

   i.   explain the nature of education as a discipline/an area of study.

  ii.   examine issues related to education as interdisciplinary knowledge.

 iii.   reflect on educational planning and administration to respond forces of globalization.

 iv.   justify, constitutionally mandated fulfillment of a basic human right.

  v.   describe how girls' education is required in instrumental terms, not as their fundamental right.

 vi.   synthesize how globalization values individualism and not interdependence; the disabled is perceived as having a deficit.

 vii.   narrate how social category requires serious academic engagement and research.

viii.   review objectives and social purposes of higher education in the context of globalization.

Course Contents

Unit I: Education as a Field of Knowledge

* Concept and Meaning of Knowledge and discipline: Nature of knowledge or discipline, Categories of knowledge

* Forms of Knowledge: Basic, Applied, Multidisciplinary and Interdisciplinary

* Status of Education as a Discipline

* Perspectives of Education: Logical and Social

Unit II: Current Issues in Educational Practice

* Equality, Equity and Quality; Autonomy and Accountability; Testing and Assessment.

* Policy of inclusion-Women, Minorities, Disabled, SCs and STs

* Efforts to address the above issues through SSA and RMSA

Unit -III- Contemporary Issues in Education

* Liberalization, Globalization and Privatization (LPG) in education

- Language and medium of instructions: Multi-lingualism and Multi-culturalism.

- Peace Education

- Human Rights Education

- Right of Children to Free and Compulsory Education.

- Efforts for upgrading the quality of Higher Education through RUSA

Essential Reading

Bruner, J.S. (1996), *The Culture of education*. Cambridge, M.A.: Harward University Press.

NCERT (2005). *National curriculum framework*, New Delhi.

MHRD, Gov. of India (1992), *National policy on education (*revised) New Delhi. MHRD,

(1992), *Programme of action*. Govt. of India, New Delhi.

Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international
commission on education for 21st century, UNESCO.

Illich, I. (1996). *Deschooling Society*. Marion Boyers, London.

Yadav, M. S. & Lakshmi, T. K. S. (1995). Education: Its Disciplinary Identity, *Journal of Indian Education,* XXI (*1*), 1-21.

Suggested Reading

Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) Schooling and the acquisition of knowledge (PP. Hillsdale, NJ: Erlbaum.

Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.

Moore, T. W. (1974). Philosophy of Education: An Introduction, Routledge and Kegan paul.

Naik, J.P. (1975) Equality, quality and quantity: The elusive triangle of Indian education, Allied Publications, Bombay.

Butchvarov, P. (1970) The Concept of knowledge. Evanston, Illinois, North Western University Press.

International Encyclopedia of Education. (1994) 2nd edition. Vol.10. Perganon Press.

Matheson, David (2004). *An Introduction to the study of education* (2nd edition). David Fulton Publish.

Slatterry, Patrick and Dana Rapp. (2002). *Ethics and the foundations of education- Teaching Convictions in a postmodern world*. Allyn & Bacon.

Wall, Edmund (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.

Winch, C. (1st edition). (1996). *Key Concepts in the philosophy of education*. Routledge.

Koul, L. (---). Education as a Discipline in J. S. Rajput (Edited) *Encyclopedia of Indian Education*, New Delhi: NCERT.

Websites to Follow http://mhrd.gov.in/sites/upload_files/mhrd/files/RUSAGuidelines022014.pdf

M.A. (Education)

Semester-III

Paper: MA.EDU.2.3.2
CURRICULUM DEVELOPMENT

Full Marks-10+40

Course objectives

After completion of the course, the students will:

    i.   define curriculum.

    ii.   identify the components of curriculum.

    iii.   describe the various principles of curriculum construction.

    iv.   describe various approaches to curriculum construction.

    v.   explain various types of curriculum.

    vi.   compare various types of curriculum.

    vii.   describe various guiding principles for selection and organisation of learning experiences.

    viii.   differentiate formative and summative evaluation.

    ix.   explain various tools used in curriculum evaluation.

Course contents

Unit-I: Meaning and Nature of Curriculum Development

- Concept and meaning of curriculum: Official Curriculum and Hidden Curriculum

- Components of curriculum-Objectives, Content, Learning Experiences and Evaluation.

- Bases of Curriculum Development-Philosophical, Sociological and Psychological.

- History of curriculum development in India- National Curriculum Frameworks- 1975, 1988, 2000 and 2005; NPE 1986.

- Trends of Curriculum Development in West Bengal

- Recommendation of the following commissions on curriculum development:

    ➢ Secondary Education Commission, 1952

    ➢ Education Commission, 1966.

UNIT II: Curriculum Development and Design:

- Bases for Principle, Principles for curriculum development: Activity centred, Community centred, Forward looking principle, Principles of integration, Balance, Relevance, flexibility, Contexuality and plurality.

- *Models of Curriculum Development*- Scientific Technical Models and Non- Scientific Non-Technical Models System analysis.

  1) Saylor, Alexander, And Lewis: Administrative Model (Deductive Model)

  2) The Taba Model (Inductive Model/ Grassroots Model)

  3) The Tyler Model

  4) The Glathorn's Naturalistic Model

  5) The Deliberation Model

- *Designing Curriculum*: Selection and Organization of learning experiences; Components of Design, Sources of Design; Conceptual framework: Horizontal and vertical relationship; dimensions of curriculum design: Scope, Sequence, Continuity, Integration, Articulation and Balance.

- Designing integrated and interdisciplinary learning experiences, Integration of work related attitudes and values: sensitivity to gender, peace oriented values, health and needs of children with disabilities, integrating arts and India's heritage of crafts, work experience and Infusion of environment related knowledge and concerns across subjects and levels.

- *Representative Curriculum Designs*- Subject centred, Learner centered, Experience centered, problem centered and Core curriculum.

- Designing Local Specific Curriculum

Unit-III : Curriculum Implementation and Evaluation

- *Curriculum implementation models:* Change Model; Organisational Development Model; Educational Change Model

- *Role of Curriculum support materials*: Types and aids for implementation of Curriculum

- Curriculum evaluation*;* Concept and purpose, *Types of curriculum evaluation*: Formative and Summative.

- *Curriculum Evaluation Models*: Scientific- Positivistic Models; Humanistic- Naturalistic Models

- *Tools and Techniques of Curriculum evaluation*: Observation, Oral, Interview, Opinionnaire and Focus group discussion.

Essential Readings

Aggarwal, J.C (1990*). Curriculum Reform in India- World overviews*, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.

Arora, G.L. (1984). *Reflections on Curriculum*. NCERT.

Beane, JA, Conrad, E.P. Jr. & Samuel JA, Jr. (1986). *Curriculum Planning and Development*. Allyn & Bacon, Boston..

Brady, L. (1995). *Curriculum Development*. Prentice Hall,.

NCERT (1976). *The Curriculum for the Ten-Year School: A Framework*. Reprint Edition, National Council of Educational Research and Training, New Delhi.

NCERT (1984). *Curriculum and Evaluation*. NCERT, New Delhi.

NCERT (1988). *National Curriculum for Elementary and Secondary Education: A Framework*, Revised Edition, National Council of Educational Research and Training, New Delhi.

NCERT (2000). *National Curriculum Framework for School Education*. NCERT,New Delhi.

NCERT (2005). *National Curriculum Framework-2005*. NCERT, Sri Aurobindo Marg, New Delhi.

Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*. Allyn & Bacon, Boston.

Oliva, P.F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman Taba Hilda

(1962). *Curriculum Development: Theory and Practice*. New York, Harcourt Brace, Jovanovich Inc.

Tanner, D. & Tanner, L.N. (1980). *Curriculum Development. Theory into Practice.* Macmillan New York.

Zais, R.S. (1976). *Curriculum: Principles and Foundations*. Harper & Row, New York.

Suggested Readings

Doll Ronald C. (1986). *Curriculum Improvement: Decision Making Process*. London, Allyon and Bacon Inc.

Marsh, C.J. & Willis, G. (1999). *Curriculum - Alternative Approaches, Ongoing Issues*, Merhill *I* Prentic Hall. York.

Saylor, J.G. Alexander, W.M. & Lewis, A.J. (1981). *Curriculum Planning for Better Teaching for Better Teaching and Leaming*, Hott, Rinehart & Winston, New York.

UNESCO (1981). *Curriculum and Life Long Education*. UNESCO, Paris. Verduin

J.R. (1967). *Cooperative Curriculum Improvement*. Prentice Hall.

Walker, D. (1990). *Fundamentals of Curriculum.* Harcourt Brace Jovanovich, San Diego.

***

M.A. (Education)
Semester-III
Paper-MA.EDU2.3.3:
Special Paper (*Anyone of the following*)

A. TEACHER EDUCATION-I
B. OPEN AND DISTANCE LEARNING-I
C. INCLUSIVE EDUCATION-I
D. ECONOMICS OF EDUCATION-I

M.A. (Education)

Semester-III
Paper-MA.EDU.2.3.3. (Special Paper)
TEACHER EDUCATION-I

Course Objectives   **Full Marks-10+40**

On completion of the course the students will:

 i.   explain historical development of teacher education.

 ii. narrate the recommendations of Various Committees and Commissions on Teacher Education

 iii. justify teaching as a profession and code of professional ethics of Teachers and Teacher Educators.

 iv. describe about Pre-service and In-service teacher education programme at different stage

 v.   understand the problems and research trends in teacher education.

Course Contents

UNIT I: Teacher Education: Policy Perspectives

- Teacher education: Concept, Nature and Scope

- Aims and objectives of teacher education at different levels: Elementary, Secondary and Tertiary

- Historical Development: Pre-independence (Policy perspectives, recommendations of various commissions and committees)

- Historical Development: Post-independence (Policy perspectives)

- Recommendations of Various Commissions on Teacher Education:

  a) University Education Commission (1948-49)

  b) Secondary Education Commission (1952-53)

  c) The Education Commission (1964-66)

  d) National Commission on Teachers (1983)

  e) National Policy on Education' 1986

- National Curriculum Framework-2005

- National Curriculum Framework for Teacher Education-, 1988, 1999 and 2009

Unit II- Professional Preparation of Teachers

- Organization of teacher education programme: Need and Relevance

- Institutions and agencies of teacher education at:

- National Level (MHRD, UGC, NCTE and NCERT)

- State Level (SCERT, IASE and RIE) and;

- District Level (DIET)

- Approaches to teacher education- consecutive Vs. integrated; face to face Vs. distance mode; pre-service Vs in-service;

UNIT III: Teaching as a Profession

i. Teaching as a Profession

ii. Code of Professional Ethics of Teachers and Teacher Educators

iii. Professional organization of teachers and teacher educators and their functions

iv. Performance appraisal of teachers and teacher educators

v. Role of NCTE in strengthening teacher education programme and Recommendations of Justice Verma Committee

Essential Readings

Aggarwal, J.C. (1973). *Landmarks in the History of Modern Indian Education.* New Delhi: Vikas Publishing House Pvt. Ltd.

Aggarwal, J.C. and Aggarwal, S.P. (1992). *Educational Planning in India with a slant to Educational Financing and Administration.* New Delhi: Concept Pub.

Chattopadhyaya, D. P. (1985). *The Teacher and Society: Report of National Commission on Teachers I 1983-85.*Govt. of India, New Delhi.

MHRD (1986). *National Policy on Education – 1986 (with Modifications Undertaken in 1992).* New Delhi: MHRD.

MHRD (1995). *The Teacher and Society, Chattopadhyaya Committee Report (1983- 95).* MHRD, GOI

Ministry of Education (1966). *Education and National Development. Report of the Education Commission 1964-66.* New Delhi:Author.

Mohanty, J. (2008). *Teacher Education.* New Delhi: Deep & Deep.

Mudaliar, A. L. (1953). *Report of the Secondary Education Commission 1952-53.* Govt. of India, New Delhi.

Mukherjee, S.N. (Ed.) (1968). *Education of Teachers in India (Vols. 1 &2).* New Delhi: S. Chand & Co.

NCERT (2004). *Curriculum Framework for Teacher Education.* Author, New Delhi. NCERT (2006a). *National Curriculum Framework–2005.* New Delhi: NCERT. NCERT (2006c). *Teacher Education for Curriculum Renewal.* New Delhi: NCERT. NCERT (2008). *Sixth Survey of Research in Education Vol - II.* New Delhi: NCERT.

NCTE (1998a). *Policy perspectives in Teacher Education: Critique & Documentation.* New Delhi: NCERT.

NCTE (1998b). *Curriculum Framework for Quality Teacher Education.* New Delhi: NCTE.

NCTE (2009). *National Curriculum Framework for Teacher Education Towards Preparing Professional and Humane Teacher.* New Delhi:NCTE

Suggested Readings

Mishra, S. (2004). Privatization of higher education: Policy perspectives and role of regulatory bodies. *University News*, Association of Indian Universities, New Delhi.

Ram, S. (1999). *Current Issues in Teacher Education.* New Delhi: Sarup & Sons Publications.

Report of the National Commission on Teachers (1983-85). Website: http://www.education.nic.in/cd50years/r/2Q/42/toc.htm

Verghese, B.V. (2004). *Recruitment and Training of Primary Teacher.* New Delhi: Anmol.

Yadav, M.S. & Lakshmi, T.K.S. (2003). *Conceptual inputs for Secondary Teacher Education: The instructional Role.* New Delhi: NCTE.

MHRD (1993). *Learning without burden: Report of the National Advisory committee appointed by the Ministry of Human Resource Development.* New Delhi: Govt. of India, Ministry of Human Resource Development.

NCERT (1978). *Teacher Education Curriculum- A Framework.* New Delhi: NCERT NCERT (1988a). *Teacher Education Curriculum: A Framework.* NCERT: New Delhi.

NCERT (1988b). *Teacher Education Curriculum: A Framework-Revised Draft.* NCERT: New Delhi.

NCERT (2007). *Professional Support System and Classroom Performance of Para Teachers.* New Delhi: NCERT.

NCTE (1998c). *Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education.* New Delhi: Author.

Ministry of Law Justice (2009). The Right of Children to Free and Compulsory Education Act, 2009. *The Gazette of India*, Ministry of Law Justice, Govt. of India.

M.A. (Education)
Semester-III
Paper-MA.EDU.2.3.3 (Special Paper)
OPEN AND DISTANCE LEARNING-I

Course Objectives   **Full Marks-10+40**

After completion of this course, the students will:

  i.   explain the concept of distance education.

  ii. distinguish between correspondence education, distance education and open learning.

  iii. reflect on the socio-economic and socio-political issues which the institutions of education in India are currently faced with

  iv. discuss the socio-academic relevance of distance education.

  v.   develop an insight and examine critically the objectives of distance education.

  vi. describe the nature of distance learners and distance learning process.

  vii. describe SQ3R techniques and adopt the same technique for their study purpose.

  viii. list the importance of self learning material and relevant comprehension skills.

  ix. discuss various evaluation techniques and its relevance to distance learning.

Course Contents

Unit I: Growth and Philosophy of Distance Education

  vi.   Open and Distance Education: significance, meaning, concept and epistemology.

  vii. Goals and objectives of Distance Education.

  viii. Philosophical foundations of distance education, historical perspectives, growth of distance learning system, International Council of Correspondence Education, International Council of Distance Education.

  ix.   Problems of Distance learners-isolation and lack of motivation etc.

  x.   Issues in Distance Education-quantity, quality, relevance and effectiveness.

  xi.   Present status of distance education system, quality assurance and challenges in distance education in India.

Unit II- Learner and Learning Process in Distance Education

xii.   Distance learners: nature and characteristics, motivational factors and types of learners-successful, non-starter and mild course dropouts.

xiii.   Distance Education process: nature of adult learning, Andragogy of distance learning: role of self learning in distance education, reading skills, stages of reading, taxonomy of reading-Barrett's taxonomy of reading comprehension; teaching reading comprehension skills; concept mapping.

xiv.   Reading: SQ3R Technique (Survey, Question, Reading, Recall, and Review).

xv.   Significance of study skills in distance learning.

xvi.   Problems of Distance learners-isolation and lack of motivation etc.

Unit III- Instructional Process in Distance Education & Open Learning

xvii.   Distance tuition-meaning and concept, Distance tutor-difference between a classroom and distance tutor.

xviii.   Tutor Comments-significance of tutor comments, levels of tutor communication (academic, personal and supplemental communication).

xix.   Types of Tutor Comments-Positive Comments, Constructive Comments, Null Comments, Hollow Comments, Harmful Comments, Misleading Comments, Negative Comments, Global Comments and Personal Comments.

xx.   Two way communication in Distance Education and Open Learning.

xxi.   Supplementary communication in Distance Education and Open Learning-need, significance, type and importance.

Essential Readings

Education Commission Report (1948-1949) Ministry of Education, Government of India.

Garg, S., Panda, S., Murthy, C. R. K. & Mishra, S. (Eds) (2006). *Open and Distance Education in Global Environment.* New Delhi: Viva Books.

Garg, S., Puranik, C., Venkaiah, V., & Panda, S. (Eds) (2006). *Four Decades of Distance Education in India: Reflections on policy and practice.* New Delhi: Viva Books.

ICDE (1995), 17th World Conference for Distance Education, One World, Many voices, Conference Papers, (ed) David Sewart (All references to Eastern Europe are form Vol. 1).

IGNOU (1988): *Growth and Philosophy Of Distance Education.* (Block 1, 2 & 3). IGNOU, New Delhi.

Rathore, H,C,S, (1993): *Management of Distance Education in India.* New Delhi: Ashish Publishing House.

Suggested Readings

Criscito Pat (2004): *Barron's Guide To Distance Learning.* Barron's E Publisher. Daniel, J.S. et al;

(1982): *Learning at a Distance: A world Perspective.* Athabasca University, Edmonton.

Garrison, D.R. (1989): *Understanding Distance Education Framework for Future*. Routledge, Chapman and Hall, London.

Holmberg, B. (1986): *Growth and structure of Distance Education.* London: Croom Helm.

Holmberg, B. (1985): *Status and Structure of Distance Education (2* *nd* *Ed.).* Lector Publishing.

Holmberg, B. (1989): *Theory and Practice of Distance Education*. Routledge, Chapman & Hall, London.

Kaye, & Rumble (Ed) (1981): *Distance Teaching for Higher and Adult Education,* London: Croom Helm.

Keegan, D. (1989): *Foundations of Distance Education,* London: Routledge.

Race, Phil (1994): *The Open Learning Handbook, Second Edition,* London: Kogan Page.

Rumble Grevile and Harry, Keith (1982): The Distance Teaching Universitities. London. Croom Helm Ltd.

***

M.A. (Education)
Semester-III
Paper-MA.EDU.2.3.3 (Special Paper)
INCLUSIVE EDUCATION-I

Course Objectives   **Full Marks-10+40**

After completion of the course the students will:

   i.   define the meaning and scope of inclusive education in India.

  ii.   identify the assumptions of disability underlying current general and special education practices.

 iii.   understand the various suggestions given by different recent commissions on education of children with disabilities for realizing the concept of "Universalisation of Education".

  iv.   to explore and utilize pedagogical approaches that can support students with a variety of learning profiles in respectful ways.

   v.   explain various educational intervention programmes for meeting the needs of diverse learners.

  vi.   explain the meaning and implications of universal design in learning (UDL) for classroom pedagogy.

Course Contents

UNIT-I: Meaning, Genesis and Scope Inclusive Education:

- Distinguishing the medical and social models of disability.

- Deconstructing special education; Examining the practice of labeling.

- Social, psychological and educational contexts of inclusion.

- Historical developments of special and inclusive education in the education of students with disabilities in India.

- Right-based approach to inclusive education.

UNIT-II: Commission Reports and Activities:

- Universalisation of education as per constitutional provision; recommendations given in NPE 1986, POA, 1992 and PWD (Persons with Disabilities Act) 1995 and National Trust Act 1999.

- Role of Rehabilitation Council of India in mainstreaming the "special category" learner with reference to RCI Act 1992.

- Implementation of IED under Sarva Shiksha Abhiyan; Implications of RTE Act, 2009; NCF-2005, NCERT

- Future of inclusive education in India

UNIT-III: Frameworks for inclusive pedagogy

- The premises of universal design for learning

- Principles of differentiated instruction and assessment

- Capacity building of teachers for inclusive education

- Use of technology to support diverse learning needs

- Collaborative teaching-learning

- Professional-family partnerships

- Facilitating peer relations

- Parents counseling

- Preparing individualized educational plan

Suggested Textbooks

Valle, J. W. & Connor, D. J. (2011). *Rethinking disability: A disability studies approach to inclusive practices*. New York, NY: McGraw Hill.

Udvari-Solner, A. & Kluth, P. (2008). *Joyful Learning: Active and collaborative learning in inclusive classrooms*. Thousand Oaks, CA: Corwin Press.

Thousand, J., Villa, R., & Nevin, A. (2007). *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press.

Rose, D. A., Meyer, A. & Hitchcock, C. (2005) *The Universally Designed Classroom: Accessible Curriculum and Digital Technologies.* Cambridge, MA: Harvard Education Press.

***

M.A. (Education)
Semester-III
Paper-MA.EDU.2.3.3 (Special Paper)
ECONOMICS OF EDUCATION- I

Course Objectives   **Full Marks-10+40**

After completion of the course the students will:

i.   develop an understanding of planning, financing and cost of education.

ii.   develop and understanding of the link between the education and economic
      development.

iii. develop an understanding of educational problems in the context of
      economic concepts, theories and techniques.

Unit I: Conceptual background and Cost of Education

- **Concept of Economics of Education**: Meaning, definition, scope and importance of
  Economics of Education; The relationship between education and the economic system;
  Education as an industry; Education as consumption and Education as investment.

- **Concept of Cost of Education**. Types of Educational costs: Direct cost, Indirect cost,
  Private cost, Social cost, Opportunity cost and Unit Cost

Unit-II: Cost-Benefit Analysis and Financing in Education

- Cost benefit analysis: Meaning, purpose and problems

- Cost Effectiveness Analysis in Education

- Difference between Cost-benefit and Cost–Effectiveness Analysis.

- Concept of Cost Consciousness in Education.

- Estimation of cost of Education: Its applications to different levels (Primary, Secondary
  and Tertiary)

- External and Internal Efficiency of Education

UNIT III: Sources of Fund and Budgetary Allocation

- **Pricing of Education:** Micro and Macro aspects of pricing of education (Theoretical
  Study); Problem of capitation fees.

- **Financing of Education:** Sources of finance for education: private, public, fees,

donations; Endowments and grants: Grant-in- aid principles and practices with special reference to higher education; Government's role in financing education at different levels with special reference to higher education.

- **Budgetary Provision:** Concept of budget. Annual grants; developmental grants and maintenance grants. Allocation of funds to Education in the 5-year Plans (particularly, twelfth Five-year plan).

References

Tilak, J.B.G. (Ed.) (2003). *Education, Society and Development: National and International Perspective,* New Delhi: NIEPA.

Tilak J. B. G. (1994). *Education for Development in Asia,* New Delhi: Sage publications.

Tilak J. B. G. (1992). *Educational Planning at Grassroots,* New Delhi: Ashish publishing House.

Tilak , J. B. G. (1987). *The Economics of Inequality in Education*, New Delhi: Sage publications.

Naik J.P. (1965). *Educational planning in India Bombay*: Allied Publishers Natarajan S.

(1990). *Introduction to Economics of Education,* New Delhi: Sterling

Dansana, A. (2013). *Higher Education and Sustainable Development: New Challenges and Opportunities,* New Delhi: Regal.

McMahon, W. W. (1999). *Education and development: Measuring the social benefits*. Oxford, UK: Oxford University Press.

Blaug. M (1972). *An Introduction to the Economics of Education*, London: Penguin Garg V. P.

(1985). *The Cost Analysis in higher Education*, New Delhi: Metropolitan Book Co. Pvt Ltd.

Laxmidevi (ed) (1996) Encyclopaedia of Education Development and Planning Economics of Education Vol. V, New Delhi: Anmol Publications, Pvt. Ltd.

Majumdar, T. (1983). *Investment in Education and social Choice*, Cambridge: Cambridge University Press.

M.A. (Education)

Semester-III
Paper-MA.EDU.2.3.4: Special Paper
(Anyone of the following)
A. EARLY CHILDHOOD CARE AND EDUCATION-I
B. EDUCATIONAL TECHNOLOGY-I
C. EDUCATIONAL MANAGEMENT-I

M.A. (Education)
Semester-III
Paper-2.3.14 (Special Paper)
EARLY CHILDHOOD CARE AND EDUCATION-I

Course Objectives   **Full Marks: 10+40=50**

On completion of this course the student will:

i. understand the need and significance of early childhood care and education

ii. understand the policy perspectives on ECCE in India and world

iii. understand social and personal development of children (3-6 years)

iv. understand the quality dimensions i.e. curriculum, programmes and work force for ECCE

v. develop knowledge and skills for research and evaluation in ECCE and training of personnel

Unit- I: ECCE- Conceptual perspectives

- Concept, Significance and objectives of ECCE

- Building a theoretical framework for ECCE: Froebel, Montessori, Piaget, Vygotsky, Gijjubhai Badeka, Gandhi, Tagore

- The child in the ECE programme

- ICDS and ECE

Unit-II: Policy Perspectives

- ECCE as envisaged in National Policy on Education, 1986 and POA, 1992

- National Plan of Action for Children, 1992 and 2005

- National Curriculum Framework 2005

- NCFTE, 2009

- ECCE in Global Perspective: United Convention on Rights of Child (UNCRC) 1989

- Millennium Development Goals, 2000-2015

- Global Monitoring Report (UNESCO) 2007, Concerns and Issues

- Role of UNICEF, WHO, CARE

UNIT-III: Developmental Objectives and Some related Activities

- Socio-Emotional Development

- Physical and Motor Development

- Language Development

- Cognitive Development

- Development of Creative expression and Aesthetic Appreciation

Suggested Readings

Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (Ist Ed.). Shipra Publications, New Delhi.

Government of India (1986). National Policy on Education, Department of Education, New Delhi.

Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher • NCERT (2005). National Curriculum Framework, New Delhi.

NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline, New Delhi

NIPCCD (2002). Children in Difficult Circumstances: Summaries of Research, Resource Centre on Children, New Delhi.

Seefeldt, Carol (1990). Continuing Issues in Early Childhood Education, Merrill Publishing Company, Columbus, Ohio.

Swaminathan, M. and Daniel, P. (2000). Activity-based Developmentally Appropriate Curriculum for Young Children, Indian Association for Pre-school Education, Chennai.

Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.

UNESCO (2007). Strong Foundations: Early Childhood Care and Education, Paris, UNESCO.

UNICEF and MHRD (2001). Early Childhood Care for Survival, Growth and Development, New Delhi.

World Bank (2004). Reaching out to the Child: An Integrated Approach to Child Development, New Delhi, Oxford University Press.

M.A. (Education)
Semester-III
Paper-MA.EDU.2.3.4 (Special Paper)
EDUCATIONAL TECHNOLOGY-I

Course Objectives   **Full Marks: 10+40=50**

On completion of this course, the students will:

- state the meaning, nature and scope of educational technology.

- explain with examples various approaches to educational technology.

- compare teaching modalities, stages of teaching and different levels of teaching with examples.

- understand the technology for modification of teacher behavior such as, Microteaching, Flander's Interaction Analysis and Simulation.

- explain the concepts, principles, modes, process and barriers of communication and their implications in educational context.

- demonstrates different models of communication and their classroom implications.

- explain the recent innovations and future perspectives of Education Technology such as, ICT, teleconferencing, E-Learning, Use of Satellite in Education, etc.

- differentiate among correspondence, distance and open education.

- understand the student support services in distance education.

- critically evaluate the evaluation system in distance education.

Course Contents

Unit I- Education and Technology

- Educational technology- Meaning, Nature and Scope

- Approaches to educational technology: Hardware, Software and System approach

- Stages of Teaching: Pre-active, Interactive and Post-active

- Teaching at different levels: Memory, Understanding and Reflective

- Modification of Teaching Behaviour: Microteaching, Flander's Interaction Analysis, Simulation

Unit II- ICT in Education

- Concepts, principles, modes, Process and barriers of communication

- Models of Communication

- Courseware: Meaning, Nature and Scope; Stages of Development

- E-Learning, Blended Learning, Web. 2.0 Tools.

- Role of ICT in Educational Research

Unit III- Distance Education

- Different Contemporary System viz.-Correspondence, Distance and Open Learning;

- Need and importance of Distance Education in India;

- Use of satellite in Education: SITE, INSAT, EDUSAT

- Student Support Services in Distance Education

- Instructional Materials in Distance Education

- Evaluation Strategies in Distance Education

Essential Readings

Das, R.C. (1993): *Educational Technology – A Basic Text*. New Delhi: Sterling Publishers Pvt. Ltd.

Dikshit, H. P., Garg, S., Panda, S. & Vijayshri (Eds.) (2002). *Access & Equity: Challenges for open and distance learning.* New Delhi: Kogan Page.

Garg, S., Panda, S., Murthy, C. R. K. & Mishra, S. (Eds) (2006). *Open and Distance Education in Global Environment.* New Delhi: Viva Books.

Garg, S., Puranik, C., Venkaiah, V., & Panda, S. (Eds) (2006). *Four Decades of Distance Education in India: Reflections on policy and practice.* New Delhi: Viva Books.

Garrison, D.R. and Anderson, T. (2003). *E-Learning in the 21st Century: A Framework for Research and Practice*. London: Routledge.

Jangira, N.K. & Singh, A. (1992). *Core Teaching Skills – A Microteaching Approach.* New Delhi: NCERT.

Mukhopadhyay, M. (2001). *Educational Technology: Challenging Issues.* New Delhi: Sterling.

Mukhopadhyay, M. (2001). Instructional Science in Indian Schools. in Rajput J.S. and others (Eds), *Experiences in School Education,* NCERT, NewDelhi.

Mukhopadhyay, M., Panda, S. K. et al (Eds) (1991). Educational Technology: Third Yearbook,

Vol.I & II. New Delhi: All India Association for Educational Technology.

Kulkarni, S.S. (1996). *Introduction to Educational Technology.* New Delhi: Oxford and IBH.

Kumar, K.L. (2008): *Educational Technology*. New Delhi: New Age International Pvt. Ltd.

NCERT (2006). *National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology.* New Delhi: Author.

Panda, S. (Ed.) (1999). *Open and Distance Education: Policies, practices and quality concerns.* New Delhi: ABI.

Sampath et. al. (1981): *Introduction to Educational Technology*. New Delhi: Sterling Publishers Pvt. Ltd.

Singh, L. C. (2010). *Educational Technology for Teachers and Educators.* New Delhi: Vasunandi Publication.

Singh, L. C. et al. (1987). *Micro-teaching- Theory and Practice.* Agra: Psychological Corporation.

Venkataiah, N. (1996): *Educational technology*. New Delhi: APH Publishing Corporation.

Walia, J.S. *Essentials of Educational Technology.* Jalandhar: Ahim Paul Pub.

Suggested Readings

Allen, D.W. et al. (1969). *Micro-teaching- A Description.* London: Stanford University Press.

Mishra, S. (2008). Developing E-Learning Materials: Some Pedagogical Concerns. *Indian Journal of Open Learning*, 17 (2).

Mishra, S. (2005). *Distance Teacher Education, Process-issues and Concern.* New Delhi: Mahamaya Publisher.

Senapaty, H.K. and Pradhan, N. (2005). Designing Instruction for Constructivist Learning. *Staff and Educational Developmental International*. 9 (2&3), 93-102

Passi, B.K. (1976). *Becoming Better Teacher: Micro-teaching Approach.* Baroda : Centre for Advanced Study in Education, M. S. University of Baroda.

UNESCO (2002). *Information and communication technology in education: A curriculum for schools and programme of teacher development.* Paris: UNESCO.

UNESCO (2002). *Open and distance learning: Trends, policy and strategy considerations.* Paris: UNESCO.

UNESCO (2005). *How ICT can create new, open learning environments: Information and communication technologies in schools: A handbook for teachers.* Paris: UNESCO.

***

M.A. (Education)
Semester-III
Paper-MA.EDU.2.3.4 (Special Paper)
EDUCATIONAL MANAGEMENT-I

Course Objectives   **Full Marks: 10+40=50**

On completion of the course the students will:

  i.   explain the meaning, concepts, objectives and importance of management.

 ii.   state the principles and functions of educational management and administration.

iii.   differentiate the concepts of administration and management.

 iv.   develop broader perspectives on educational management.

  v.   describe the nature, functions principles of educational planning.

 vi.   develop the skills in planning.

vii.   acquaint with the various basic concepts of administration.

viii.   justify the role of educational administration and management in improving the quality and efficiency of education and educational institutions.

 ix.   critically evaluate the five year plans and its importance in the field of educational planning.

Course Contents

Unit-I: Administration, Management and Supervision

- Educational management: meaning, nature, scope and functions.

- Administration and Supervision: Difference between general administration and educational administration and supervision. Principles and purpose of educational administration and supervision.

- Total quality management (TQM), SWOT analysis.

Unit-II: Approaches of Educational Management

- Theories of management: classical, scientific management and humanistic approaches.

- Approaches of management - centralized vs. decentralized; authoritarian vs. democratic;

- Concepts of hierarchy, delegation, authority, unity of command, coordination in educational management and administration

Unit –III: Educational Planning

- Meaning, nature of Educational Planning.

- Guiding principles of educational planning

- Need and importance of Educational Planning. Types of Educational Planning.

- Five year plans and education in India with focus on 12th plan

Essential Readings

Ashima V, Deshmukh & Naik A.P (2010). *Educational Management*. Girgaon, Mumbai: Himalaya Publishing House.

Bhatnagar, R.P & Verma, L.B (1978). *Educational Administration.* Meerut, India: Loyal Book Depot.

Kochar, S.K (2011). *School Administration and Management*. New Delhi: Sterling Publishers Private Limited.

Safya, R & Saida, B.D *(1964). School Administration and Organisation.* Jalandhar, India: Dhanpat Rai & Sons

Suggested Readings

Anderson, C.A & Bowman, M.J (1971). *Educational Management*, London, U.K: Frankas

Chau, Ta-Ngoc (2003): *Demographic Aspects of Educational Planning.* Paris: International Institute for Educational Planning.

Hariss, B. M (1963). *Supervisory Behaviour in Education*. USA: Englewood Cliffs.

Livack, et al (1998). *Rethinking Decentralization in Developing Countries.* Washington, D.C, USA: World Bank.

Naik, J.P. (1965): *Educational Planning in India*. New Delhi, India: Allied.

Naik, J.P. (1982): *The Educational Commission & After*. New Delhi, India: Allied. Oliva, O

(19760. *Supervision for Today's School*. New York, USA: Harper & Row.

Ramani, K.V (2004). *A Text Book of Educational Management*. New Delhi, India: Dominant Publisher

Shukia, P.O (1983). *Administration in India*. New Delhi, India: Vikas Publication. Tilak,

J.B.G. (1992). *Educational Planning at Grassroots*. New Delhi: India.

***

M.A. (Education)
Semester-III

Paper-MA.EDU.2.3.5:

ADVANCE
EDUCATIONAL
PSYCHOLOGY-II

Course Objectives   **Full Marks-10+40**

On completion of this course the students will:
- explain the basic principles of learning & transfer of learning.
- describe and familiarize themselves about the concept of memory & forgetting.
- differentiate between teaching and instruction
- apply different types of teaching and instruction in the real situation.

Unit 1. Learning & Transfer of Learning

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

Unit 2 Memory & Forgetting

- Brief idea about cognitive Neuroscience. Memory – Concept, stages and types
- Multisystem model of memory
- Forgetting: Its nature ,causes and importance (contemporary views)
- Factors affecting memory, ways of improvement Of Memory

Unit 3. Instruction & Teaching

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

Suggested readings

Snowman, J. and Biehler, R.: *Psychology applied to teaching.*
De Cocco: *Psychology of learning and Instruction*
Harlock E B: *Child Growth and development*
Klausmer H J: *Educational Psychology*
Skinner CE: *Educational Psychology*

Torrence: *Creativity*
Bruce C: *Educational Psychology*
Gage and Barlineo: *Educational Psychology*
Mangal S K: *Advanvced Educational Psychology*
Chauhan S S: *Advanvced Educational Psychology*
Flugel *: A Hundred Years of Psychology*
Kakkar S B: *Educational Psychology*

M.A. (Education)
Semester-III

Paper-MA.EDU.2.3.6:
DISSERTATION: PREPARATION AND PRESENTATION OF RESEARCH PROPOSAL AND TOOLS AND PRESENTATION

Full Marks-10+40

Each student is required to select a problem on which he/she has to do intensive study under the guidance of a supervisor. The research proposal will be presented through power-point. All the students of the P.G. of the department will remain present and participate in discussion of the paper. There will be an open viva-voce. They are also required to develop the tools for data collection and collect the relevant data by using tools. Marks shall be awarded to each student on the basis of relevance of the research proposal and tools, standard and quality of the proposal and tools, style of presentation and clarification of doubts raised by the participants.

***

M.A. (Education)
Semester-IV

Paper-MA.EDU.2.4.1
ASSESSMENT IN EDUCATION

Full Marks-10+40

Course Objectives

On completion of the course the students will:

i. describe the role of assessment in education.

ii. distinguish measurement, assessment and evaluation.

iii. explain different forms of assessment that aid student learning.

iv. use wide range of assessment tools, and techniques and construct these appropriately.

v. evolve realistic, comprehensive and dynamic assessment procedures.

vi. calculate item difficulty and discrimination of a test item.

vii. prepare a good achievement test on any school subject.

viii. realize the importance of Continuous and Comprehensive evaluation in the process of students' learning.

Course Contents

Unit-1: Assessment and Evaluation in Education

- Concept of Measurement, Assessment and Evaluation

- Types and principles of assessment and evaluation

- Paradigm shift in assessment from Behavioristic to Constructivist perspective

- Constructivist evaluation process: Self, peer and collaborative evaluation; Observation, Assignment, Portfolios, Rubric, Concept Mapping and Project.

Unit-2: Tools and Techniques of Assessment and Evaluation

- Characteristics of a Good Test- Reliability, Validity, Usability and Norms

- **Achievement Test**- Steps of construction of achievement test: Teacher-made and standardized test. Types of test items, Constructing Objective and Subjective test items

- **Aptitude Test**- Differential Aptitude Tests; General Aptitude Test Battery (GATB); Measures of specific aptitude tests (mechanical, clerical, musical and artistic), Educational Significance of Aptitude Test

- **Attitude Scale** - Measuring attitude. Types of Attitude scales, different attitude scales: Thurnstone, Likert and Semantic Differential

- Analysis of Test Items- Item difficulty and Item discrimination

Unit-3: Trends in Assessment

- Shift from Norm-referenced assessment to Criterion-referenced assessment

- Continuous and Comprehensive Evaluation

- Marks Vs Grade

- Semester system

- Systemic Reform with respect to examination: Online, on-demand, open book examination; Teacher assessment by students.

- Assessment of learning and assessment for learning.

Essential Readings

Aggrawal, J.C. (1997). *Essentials of Examination System, Evaluation, Tests and Measurement*. New Delhi: Vikas Publishing House Pvt Ltd.

Banks, S.R. (2005). *Classroom Assessment: Issues and Practices*. Boston: Allyn & Bacon.

Blooms, B.S.(1956). *Taxonomy of Educational Objectives*. New York: Longman Green and Company

Cooper, D. (2007). *Talk About Assessment, Strategy and Tools to Improve Learning.* Toronto: Thomson Nelson

Earl, L.M. (2006). *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*. Thousand Oaks, California: Corwin Press

Gronlund, N.E. (2003). *Assessment of student Achievement*. Boston: Allyn & Bacon. Kaplan,

R.M. & Saccuzzo. D.P. (2000). *Psychological Testing, Principles, Applications & Issues.* California: Wordsworth.

Linn, R.L. & Gronlund, N.E. (2000). *Measurement and Assessment in Teaching*. London: Merrill Prentice Hall.

Suggested Readings

Noll, N.H. S cannell, D.P. & Craig, RC. (1979). *Introduction to Educational Measurement.* Boston: Houghton Miffin.

Macmillan, J.H. (1997). *Classroom Assessment, Principles and Practice for Effective Instruction.* Boston: Allyn and Bacon

Hopkins, KD. (1998). *Educational and Psychological Measurement and Evaluation.* Boston: Allyn and Bacon.

Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996). *Psychological testing and Assessment. An Introduction to the Tests and Measurement*. California: Mayfield Publishing Co.

National Council of Educational Research and Training (2005). National Curriculum Framework, 2005. New Delhi: NCERT

National Council of Educational Research and Training (2006). Position paper: Examination Reforms. New Delhi: NCERT

National Council of Educational Research and Training (2008). Source Book on Assessment for class I-V: Social Sciences. New Delhi: NCERT

***

M.A. (Education)
Semester-IV

Paper: MA.EDU.2.4.2
HISTORY OF EDUCATION

Full Marks-10+40

Course Objectives

After completion of the course the students will:

i. describe the common links in the past and present system of Education.

ii. explain the system of education in Vedic Period and Upanishad Period.

iii. acquaint them with the educational development in Post-Vedic period.

iv. elaborate the system of education during Buddhist and Medieval period.

v. explain about different committees and commissions for development of education in British Period and their recommendations.

vi. analyse the impact of the recommendations of different committees and commissions on Indian education in British Period.

vii. examine the Acts and Policies for development of education in Independent India.

viii. explain the reasons of appointment or formulation of the Commissions, Acts and Policies and their recommendations in their reports.

ix. analyse developmental aspects in the educational system in Independent India as a result of these commissions, Acts and Policies.

X. examine various issues concerning the development of education in India.

UNIT-I: Development of Education in Ancient India

- Vedic and Post Vedic Education: Key features and relevance. Concept of Purushartha and its educational significance.

- Buddhist Education: Key features and relevance. Basic teachings of Buddhism;

- Islamic Education: Features and its relevance

UNIT-II: Development of Education during British Period

A review of the development of education during British Period with reference to: (1)

Reasons for appointment of the commission, (2) The general recommendations and (3) Impact on Indian education;

- Macaulay's Minute, 1835 (Anglicist-Orientalist Controversy)

- Wood's Dispatch, 1854

- Hunter Commission-1882

- Resolution on Educational Policy, 1904

- Gokhale's bill for compulsory primary education,1910-12

- Calcutta University Commission, 1917

- The Hartog Committee, 1929

- Wardha Scheme of Education, 1937

- Sargent Report-1944

UNIT-III: Development of Education in Independent India

A review of the development of education in Independent India with reference to:

- Higher education with reference to University Education Commission (1948- 49).

- Aims of education, curriculum and dynamic methods of teaching with reference to Secondary Education Commission (1952-53).

- Aims, Structure and Content of education with reference to Education Commission (Kothari Commission)-1964-66 and National Policy on Education-1968

- Thrust areas in National Policy on Education-1986, Revised in 1992 and corresponding Programme of Action.

- Yashpal Committee Report on Learning without burden-1993 and National Curriculum Framework-2005: Guiding principles and systemic reforms

- Aims and qualitative improvement of higher education with reference to National Knowledge Commission- 2006

Essential Readings

Aggarwal, J.C. (2010) *Landmarks in the History of Modern Indian Education (7th Ed)* New Delhi: Vikash Publishing Pvt Ltd

Das, K.K. (1993).*Development Of Education in India.*New Delhi: Kalyani Publishers

Dash,B.N. (1991). *Development of Education in India.* New Delhi: Ajanta Prakashan Keay, F.

E. & Mitra, Sukumar (1978). *A History of Education in India.* New Delhi: Oxford University Press

Mukherjee, R.K. *(1988). Ancient Indian Education.* New Delhi: Motilal Banarsidass

Mukherjee, R.K. (1989). *The Gupta Empire.* New Delhi: Motilal Banarsidass

Naik, J.P. & Narullah, S. (1996) *A Student's History of Education in India*   New Delhi: Mc Millan India Ltd

Rawat, P.L. (1989). *History of Indian Education* New Delhi: Ram Prasad & Sons.

Ghosh, S.C. (1989) : Education Policy in India since warren Hastings, Calcutta: N- Prakashan.

Suggested Readings

Altekar, A.S. (1934), *Education in Ancient India,* Banaras: Indian book Shop. Das Gupta,

S.N. (1988). *A History of Indian Philosophy.* (5 Vols.) Delhi: Motilal Banarasi Dass.

MHRD, GOI (1986). *National Policy on Education.* New Delhi: The Author MHRD, GOI

(1993) *Learning without Burden.* Yashpal Committee Report (1993). New Delhi: The Author

Ministry of Education, GOI (1964-66). *Education and National Development.* (Report of Education Commission (1964-66). New Delhi: The Author

Sen, Bimal (1989), "Development of Technical Education in India and State Policy-A Historical Perspective", *Indian Journal of History of Science*, **24** (2): 224-248, Indian National Science Academy.

Sen, S.N. (1988), "Education in Ancient and Medieval India", *Indian Journal of History of Science*, **23** (1): 1-32, Indian National Science Academy.

Shanker, Uday (1984), Education of Indian Teachers. New Delhi: Sterling Publishers Pvt. Ltd.

Singh. R.P. (1970), Education in Ancient and Medieval India. Delhi, Arya Book Depot.

***

M.A. (Education)
Semester-IV
Paper-2.4.3
Special Paper
(Anyone of the following)

A. TEACHER EDUCATION-II
B. OPEN AND DISTANCE LEARNING-II
C. INCLUSIVE EDUCATION-II
D. ECONOMICS OF EDUCATION-II

Full Marks-10+40

M.A. (Education)
Semester-IV
Paper-MA.EDU.2.4.3 (Special Paper)
TEACHER EDUCATION-II

Course Objectives

On completion of the course the students will:

    i.   explain pre-service and in-service teacher education.
    ii.   narrate the functions of the Institutions and Agencies of Teacher Education
    iii.   describe about Pre-service and In-service teacher education programme at different stage
    iv.   understand the problems and research trends in teacher education.

Course Contents

Unit I: Pre-service Teacher Education

- Need and significance

- Aims and Objectives at different levels: Pre-Primary, Primary, Secondary stage.

- Institutions and Agencies: NCTE, NCERT, UGC, IASEs, CTEs and DIETS.

- Preservice Teacher Education through Distance mode

- Innovations and Experiments: Zero-lecture programme; Four year Integrated B.El.Ed. Programme; Four Year Integrated B.A. B.Ed./B.Sc. B.Ed. Programme; Two Year B.Ed. Programme.

Unit II: In-service Teacher Education

- Need and significance

- Aims and Objectives at different levels: Pre-Primary, Primary, Secondary stage and Higher Education.

- Institutions and Agencies: NCTE, NCERT, UGC, IASEs, ASCs, CTEs and DIETS.

- In-service Teacher Education through Distance mode

- Orientation and Refresher Course

- Innovations and Experiments

UNIT III: Problems and Issues

- Privatization of teacher education

- Para Teachers

- Job Satisfaction

- Practicing school

- Supervision and mentoring

- Curriculum of teacher education

- Quality assurance and Accreditation Process

- Research Trends in Teacher education

Essential Readings

Aggarwal, J.C. (1973). *Landmarks in the History of Modern Indian Education.* New Delhi: Vikas Publishing House Pvt. Ltd.

Aggarwal, J.C. and Aggarwal, S.P. (1992). *Educational Planning in India with a slant to Educational Financing and Administration.* New Delhi: Concept Pub.

Chattopadhyaya, D. P. (1985). *The Teacher and Society: Report of National Commission on Teachers I 1983-85.*Govt. of India, New Delhi.

MHRD (1986). *National Policy on Education – 1986 (with Modifications Undertaken in 1992).* New Delhi: MHRD.

MHRD (1995). *The Teacher and Society, Chattopadhyaya Committee Report (1983- 95).* MHRD, GOI

Ministry of Education (1966). *Education and National Development. Report of the Education Commission 1964-66.* New Delhi:Author.

Mohanty, J. (2008). *Teacher Education*. New Delhi: Deep & Deep.

Mudaliar, A. L. (1953). *Report of the Secondary Education Commission 1952-53.* Govt. of India, New Delhi.

Mukherjee, S.N. (Ed.) (1968). *Education of Teachers in India (Vols. 1 &2)*. New Delhi: S. Chand & Co.

NCERT (2004). *Curriculum Framework for Teacher Education.* Author, New Delhi. NCERT (2006a). *National Curriculum Framework–2005.* New Delhi: NCERT. NCERT (2006c). *Teacher Education for Curriculum Renewal.* New Delhi: NCERT. NCERT (2008). *Sixth Survey of Research in Education Vol - II.* New Delhi: NCERT.

NCTE (1998a). *Policy perspectives in Teacher Education: Critique & Documentation.* New Delhi: NCERT.

NCTE (1998b). *Curriculum Framework for Quality Teacher Education.* New Delhi: NCTE.

NCTE (2009). *National Curriculum Framework for Teacher Education Towards Preparing Professional and Humane Teacher.* New Delhi:NCTE

Suggested Readings

Mishra, S. (2004). Privatization of higher education: Policy perspectives and role of regulatory bodies. *University News*, Association of Indian Universities, New Delhi.

Ram, S. (1999). *Current Issues in Teacher Education.* New Delhi: Sarup & Sons Publications.

Report of the National Commission on Teachers (1983-85). Website: http://www.education.nic.in/cd50years/r/2Q/42/toc.htm

Verghese, B.V. (2004). *Recruitment and Training of Primary Teacher.* New Delhi: Anmol.

Yadav, M.S. & Lakshmi, T.K.S. (2003). *Conceptual inputs for Secondary Teacher Education: The instructional Role.* New Delhi: NCTE.

MHRD (1993). *Learning without burden: Report of the National Advisory committee appointed by the Ministry of Human Resource Development.* New Delhi: Govt. of India, Ministry of Human Resource Development.

NCERT (1978). *Teacher Education Curriculum- A Framework.* New Delhi: NCERT NCERT (1988a).

Teacher Education Curriculum: A Framework. NCERT: New Delhi.

NCERT (1988b). *Teacher Education Curriculum: A Framework-Revised Draft.* NCERT: New Delhi.

NCERT (2007). *Professional Support System and Classroom Performance of Para Teachers.* New Delhi: NCERT.

NCTE (1998c). *Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education.* New Delhi: Author.

Ministry of Law Justice (2009). The Right of Children to Free and Compulsory Education Act, 2009. *The Gazette of India*, Ministry of Law Justice, Govt. of India.

Websites

1) www.**ncte**-india.org

2) www.**ncert**.nic.in/

3) www.**ugc**.ac.in/

***

M.A. (Education)
Semester-IV
Paper-MA.EDU.2.4.3(Special Paper)
OPEN AND DISTANCE LEARNING-II

Course Objectives

After completion of this course, the students will:

i.   explain the concept of distance tuition.

ii.   distinguish between a classroom and a distance tutor.

iii. list and narrate different types of tutor comments

iv.   explain the concept and need of Counselling in distance tuition.

v.   list different types of counseling.

vi.   explain the underlying theories behind counseling.

vii. discuss various evaluation techniques and its relevance to distance learning.

viii. describe the comprehensive and continuous evaluation in DE.

Course Contents

Unit-I: Instructional Process in Distance Education & Open Learning

- Distance tuition-meaning and concept, Distance tutor-difference between a classroom and distance tutor.

- Tutor Comments-significance of tutor comments, levels of tutor communication (academic, personal and supplemental communication).

- Types of Tutor Comments-Positive Comments, Constructive Comments, Null Comments, Hollow Comments, Harmful Comments, Misleading Comments, Negative Comments, Global Comments and Personal Comments.

Unit-II: Counselling in Distance Education

- Concept, meaning, and importance.

- Need of counseling in distance education

- Categories of Counseling:-developmental and problem solving; Academic and non-academic Counseling

- Procedure of Counseling:-decision points, barriers-study related, and time related, personal and institutional.

- Theories of counseling, media of counseling, qualities of counselor.

Unit-III: Evaluation Procedure in Distance Education

- Meaning, concept, and need of evaluation in DE.

- Difference between evaluation in traditional learning and distance learning.

- Comprehensive and continuous evaluation in DE.

- Formative evaluation in DE-role of tutor comments in motivation of distance learners.

- Summative evaluation.

- Techniques of evaluation in Distance Education. Dropout in distance learning and factors carrying distance learning.

Essential Readings

Education Commission Report (1948-1949) Ministry of Education, Government of India.

Garg, S., Panda, S., Murthy, C. R. K. & Mishra, S. (Eds) (2006). *Open and Distance Education in Global Environment.* New Delhi: Viva Books.

Garg, S., Puranik, C., Venkaiah, V., & Panda, S. (Eds) (2006). *Four Decades of Distance Education in India: Reflections on policy and practice.* New Delhi: Viva Books.

ICDE (1995), 17th World Conference for Distance Education, One World, Many voices, Conference Papers, (ed) David Sewart (All references to Eastern Europe are form Vol. 1).

IGNOU (1988): *Growth and Philosophy Of Distance Education.* (Block 1, 2 & 3). IGNOU, New Delhi.

Rathore, H,C,S, (1993): *Management of Distance Education in India.* New Delhi: Ashish Publishing House.

Suggested Readings

Criscito Pat (2004): *Barron's Guide To Distance Learning*. Barron's E Publisher. Daniel, J.S. et al;

(1982): *Learning at a Distance: A world Perspective.* Athabasca University, Edmonton.

Garrison, D.R. (1989): *Understanding Distance Education Framework for Future.* Routledge, Chapman and Hall, London.

Holmberg, B. (1986): *Growth and structure of Distance Education.* London: Croom Helm.

Holmberg, B. (1985): *Status and Structure of Distance Education (2nd Ed.).* Lector

Publishing.

Holmberg, B. (1989): *Theory and Practice of Distance Education*. Routledge, Chapman & Hall, London.

Kaye, & Rumble (Ed) (1981): *Distance Teaching for Higher and Adult Education,* London: Croom Helm.

Keegan, D. (1989): *Foundations of Distance Education,* London: Routledge.

Race, Phil (1994): *The Open Learning Handbook, Second Edition,* London: Kogan Page.

Rumble Grevile and Harry, Keith (1982): The Distance Teaching Universitities. London. Croom Helm Ltd.

***

M.A. (Education) Semester-IV
Paper-MA.EDU.2.4.3 (Special Paper)
INCLUSIVE EDUCATION-II

Course Objectives   **Full Marks-10+40**

After completion of the course the students will:

i.   deconstruct the notion of normalcy and recognize the implications of this for educational systems.

ii.   understand how notions of ability construct students from disadvantaged groups as "different" and as deficient.

iii.   identify and describe specific forms of intervention to support students with various labels of disability.

iv.   recognize the significance of technology in enhancing the capabilities of students with varying levels of ability.

v.   identify specific forms of technological support that can enhance the learning capabilities of students.

Unit 1: Multilingualism, disability and difference

- Construction of normalcy

- Social construction of disability

- The socio-political context of inclusive education in India

- Multilingual education

Unit II: Interventions to support students with disabilities

- Understanding the support needs of students with different labels of disability including autism, learning disabilities, deafness, blindness, intellectual and developmental disabilities in the inclusive classroom.

- Identification and provision of specialized academic, behavioral and social supports to students with disabilities within the mainstream classroom.

- Recognizing the difference between special education and inclusive education in the delivery of supports to students with disabilities

Unit III: Instructional and assistive technology for inclusive schooling

- The intersecting fields of instructional and assistive technology

- The types of assistive technology that can support students with diverse learning profiles

- Use of technology in enhancing the academic performance of students with and without disabilities

*Suggested textbooks***:**

Kluth, P. (2009). *The autism checklist: A practical reference for parents and teachers.* San Francisco, CA: Jossey-Bass.

Kluth, P. (2003). *"You are going to love this kid!" Teaching students with autism in the inclusive classroom.* Baltimore: Paul Brookes.

***

M.A. (Education)
Semester-IV
Paper-MA.EDU.2.4.3 (Special Paper)
ECONOMICS OF EDUCATION - II

Course Objectives   **Full Marks-10+40**

After completion of the course the students will:

i.   develop an understanding on human resources and role of education in developing human resources.

ii.   develop understanding on the supply and demand of human resources in the process of development at different levels.

iii.   understand the needs and importance of sustainable development and role of education therein.

iv.   understand productivity and wastage in education.

UNIT I: Human Resource Development and Education

- Concept of HRD; Significance and Role of education for development of human resources;

- Need for manpower planning; supply and demand, the problems of educated unemployment, underemployment and disguised unemployment.

- Educational equity measures (a) the equal opportunity criterion (b) the cost – benefit criterion, and (c) the ability to pay criterion; Education as a determinant of income variance, and the relevant contribution of different levels of education

- Economics of Teacher provision: Meaning and purpose; Estimating the demand for and supply of teachers and the problems associated with the estimation; Policy implications of economics of teacher provision.

UNIT II: Sustainable Development and Education

- Concept of sustainable development;

- Education and sustainable development: Needs; Policy initiatives

- Education and Capacity Building: economic, socio-cultural and environmental.

UNIT III: Productivity and Wastage of Education

- Productivity of the educational system and Learning for productivity objectives;

- Internal and external efficiency of the Educational system; Dual approach: Process approach, Product approach;

- Meaning, definition and significance of *wastage in education;*

- Estimation of the drop-out rates at different levels of education; Types of wastage: Money, Time Material resources, human capital and ideological

References

Tilak, J.B.G. (Ed.) (2003). *Education, Society and Development: National and International Perspective,* New Delhi: NIEPA.

Tilak J. B. G. (1994). *Education for Development in Asia,* New Delhi: Sage publications.

Tilak J. B. G. (1992). *Educational Planning at Grassroots,* New Delhi: Ashish publishing House.

Tilak , J. B. G. (1987). *The Economics of Inequality in Education*, New Delhi: Sage publications.

Naik J.P. (1965). *Educational planning in India Bombay*: Allied Publishers Natarajan S.

(1990). *Introduction to Economics of Education,* New Delhi: Sterling

Dansana, A. (2013). *Higher Education and Sustainable Development: New Challenges and Opportunities,* New Delhi: Regal.

McMahon, W. W. (1999). *Education and development: Measuring the social benefits*. Oxford, UK: Oxford University Press.

Blaug. M (1972). *An Introduction to the Economics of Education*, London: Penguin Garg V. P.

(1985). *The Cost Analysis in higher Education*, New Delhi: Metropolitan Book Co. Pvt Ltd.

Laxmidevi (ed) (1996) Encyclopedia of Education Development and Planning Economics of Education Vol. V, New Delhi: Anmol Publications, Pvt. Ltd.

Majumdar, T. (1983). *Investment in Education and social Choice*, Cambridge: Cambridge University Press.

***

M.A. (Education)
Semester-IV
Paper-MA.EDU. 2.4.4
Special Paper
(Anyone of the following)
A. EARLY CHILDHOOD CARE AND EDUCATION-II
B. EDUCATIONAL TECHNOLOGY-II
C.   EDUCATIONAL MANAGEMENT-II

M.A. (Education)
Semester-IV
Paper-MA.EDU.2.4.4 (Special Paper)
EARLY CHILDHOOD CARE AND EDUCATION-II

Course Objectives   **Full Marks-10+40**

On completion of this course the student will:

i)   understand the need and significance of early childhood care and education

ii)   understand the policy perspectives on ECCE in India and world

iii) understand social and personal development of children (3-6 years)

iv)   understand the quality dimensions i.e. curriculum, programmes and work force for ECCE

v)   develop knowledge and skills for research and evaluation in ECCE and training of personnel

Course Contents

Unit-I: Curriculum and Support Systems for Pre School Education

a.   Curriculum for School Readiness: Physical, cognitive, socio-emotional dimensions; characteristics of learning experiences and approaches

b.   Different types of pre-school curriculum/ Montessori, Kindergarten and Anganwadi Centers

c.   Support of Workforce: Anganwadi Workers, Supervisors, CDPOs, Parents and Community support.

UNIT-II: Strategies / Approaches and Resources

    d. Characteristics of programmes for different settings: Pre-primary and early primary grade children- needed emphasis and rationale

    e. General principles to curricular approaches: Activity based, Playway, Child centred, Theme based, holistic, joyful, storytelling, puppetry, musical and rhythmical exercises, Dramatization, role play, art activities, indoor and outdoor play, field trips, and explorations as methods in primary and early primary stages: Meaning, rationale methods of transaction in specific contexts

    f. Local specific community resources: human and material; & their integration to curricular activities;

    g. Preparation & Use of learning and play materials- principles and characteristics; community involvement in effective implementation of ECCE programmes

UNIT-III: Training, Research and Evaluation of ECCE

    h. Status and nature of training programmes: pre-service & in-service: critical evaluation, issues, concerns and problems

    i. Areas of research studies in ECCE

    j. Evaluation programmes, methodology and implications

    k. Informal evaluation through observation & remediation; training of ECCE workers and supervisors

Suggested Readings

Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (Ist Ed.). Shipra Publications, New Delhi.

Government of India (1986). National Policy on Education, Department of Education, New Delhi.

Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher • NCERT (2005). National Curriculum Framework, New Delhi.

NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline, New Delhi

NIPCCD (2002). Children in Difficult Circumstances: Summaries of Research, Resource Centre on Children, New Delhi.

Seefeldt, Carol (1990). Continuing Issues in Early Childhood Education, Merrill Publishing Company, Columbus, Ohio.

Swaminathan, M. and Daniel, P. (2000). Activity-based Developmentally Appropriate Curriculum for Young Children, Indian Association for Pre-school Education, Chennai.

Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.

UNESCO (2007). Strong Foundations: Early Childhood Care and Education, Paris, UNESCO.

UNICEF and MHRD (2001). Early Childhood Care for Survival, Growth and Development, New Delhi.

World Bank (2004). Reaching out to the Child: An Integrated Approach to Child Development, New Delhi, Oxford University Press.

M.A. (Education)
Semester-IV
Paper-MA.EDU.2.4.4 (Special Paper)
EDUCATIONAL TECHNOLOGY-II

Course Objectives   **Full Marks-10+40**

On completion of the course the students will:

  i.   explain systems approach to education and its components.

 ii.   describe the concept of instructional design and give an overview of Models of Instructional Design.

iii.   review the recent researches on instructional design.

 iv.   demonstrate with examples different audio-visual media used in education.

  v.   discuss about the organization process of teleconferencing.

 vi.   describe the functions of major institutions of educational technology in India and their role in education.

vii.   narrate an overview of historical development of educational technology.

viii.   reflect upon recent experiments in the third world countries and pointers for India with reference to education.

 ix.   assess the recent trends of Research in Educational Technology and its future with reference to education.

Course Contents

Unit-I: Systems Approach and Instructional Design

*   Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies;

*   Instructional Design: Concept, Views, Process and stages of Development

*   Overview of Models of Instructional Design- ADDIE Model; Instructional Design for Competency Based Teaching: Models for Development of Self Learning Material, ICON Design Model and 5-E Design Model.

Unit-II: Audio Visual Media in Education

*   Audio-visual media – meaning, importance and various forms.

*   Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for

selection of instructional units, script writing, pre-production, post- production process and practices, Role of AIR/Gyanvani, Community radio, Audio Conferencing and Interactive Radio Conference.

- Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training,

- Teleconferencing, Video Conferencing, SITE experiment, countrywide classroom project and Satellite based instructions, Gyandarshan and SIET programmes.

- Major institutions of educational technology in India and their role in education - CIET, EMMRC, IGNOU, SIET, Consortium for Educational Communication (CEC).

Unit-III: Historical Development and Present Scenario

- Historical development – programmed learning stage; media application stage and computer application stage; ICT stage

- Recent experiments in the third world countries and pointers for India with reference to education.

- Recent trends in Educational Technology and its future with reference to education.

Essential Readings

Das, R.C. (1993): *Educational Technology – A Basic Text*. New Delhi: Sterling Publishers Pvt. Ltd.

Dikshit, H. P., Garg, S., Panda, S. & Vijayshri (Eds.) (2002). *Access & Equity: Challenges for open and distance learning.* New Delhi: Kogan Page.

Garg, S., Panda, S., Murthy, C. R. K. & Mishra, S. (Eds) (2006). *Open and Distance Education in Global Environment.* New Delhi: Viva Books.

Garg, S., Puranik, C., Venkaiah, V., & Panda, S. (Eds) (2006). *Four Decades of Distance Education in India: Reflections on policy and practice.* New Delhi: Viva Books.

Garrison, D.R. and Anderson, T. (2003). *E-Learning in the 21st Century: A Framework for Research and Practice*. London: Routledge.

Jangira, N.K. & Singh, A. (1992). *Core Teaching Skills – A Microteaching Approach.* New Delhi: NCERT.

Mukhopadhyay, M. (2001). *Educational Technology: Challenging Issues.* New Delhi: Sterling.

Mukhopadhyay, M. (2001). Instructional Science in Indian Schools. in Rajput J.S. and others (Eds), *Experiences in School Education,* NCERT, NewDelhi.

Mukhopadhyay, M., Panda, S. K. et al (Eds) (1991). Educational Technology: Third Yearbook, Vol.I & II. New Delhi: All India Association for Educational Technology.

Kulkarni, S.S. (1996). *Introduction to Educational Technology.* New Delhi: Oxford and IBH.

Kumar, K.L. (2008): *Educational Technology*. New Delhi: New Age International Pvt. Ltd.

NCERT (2006). *National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology.* New Delhi: Author.

Panda, S. (Ed.) (1999). *Open and Distance Education: Policies, practices and quality concerns.* New Delhi: ABI.

Sampath et. al. (1981): *Introduction to Educational Technology*. New Delhi: Sterling Publishers Pvt. Ltd.

Singh, L. C. (2010). *Educational Technology for Teachers and Educators.* New Delhi: Vasunandi Publication.

Singh, L. C. et al. (1987). *Micro-teaching- Theory and Practice.* Agra: Psychological Corporation.

Venkataiah, N. (1996): *Educational technology*. New Delhi: APH Publishing Corporation.

Walia, J.S. *Essentials of Educational Technology.* Jalandhar: Ahim Paul Pub.

Suggested Readings

Allen, D.W. et al. (1969). *Micro-teaching- A Description.* London: Stanford University Press.

Mishra, S. (2008). Developing E-Learning Materials: Some Pedagogical Concerns. *Indian Journal of Open Learning*, 17 (2).

Mishra, S. (2005). *Distance Teacher Education, Process-issues and Concern.* New Delhi: Mahamaya Publisher.

Senapaty, H.K. and Pradhan, N. (2005). Designing Instruction for Constructivist Learning. *Staff and Educational Developmental International*. 9 (2&3), 93-102

Passi, B.K. (1976). *Becoming Better Teacher: Micro-teaching Approach.* Baroda : Centre for Advanced Study in Education, M. S. University of Baroda.

Roblyer, M.D. (2008). *Integrating educational technology into teaching*. New Delhi: Pearson.

UNESCO (2002). *Information and communication technology in education: A curriculum for schools and programme of teacher development.* Paris: UNESCO.

UNESCO (2002). *Open and distance learning: Trends, policy and strategy considerations.* Paris: UNESCO.

UNESCO (2005). *How ICT can create new, open learning environments: Information and communication technologies in schools: A handbook for teachers.* Paris: UNESCO.

***

M.A. (Education)
Semester-IV
Paper-MA.EDU. 2.4.4 (Special Paper)
EDUCATIONAL MANAGEMENT-II

Course Objectives   **Full Marks-10+40**

On completion of the course the students will:

  i.   understand various components of institutional management.

  ii.   State the principles of resource management, performance appraisal, time management in educational institutions.

  iii. explain the nature and functions of educational supervision.

  iv.   describe defects of present system of supervision.

  v.   reflect upon specific trends in educational supervision.

  vi.   the role of central, state and local agencies in educational administration.

  vii. describe various techniques of supervision.

Unit-I: Institutional Management

- Institutional planning and preparation of School Development Plan

- Resource management, performance appraisal, essential institutional records.

- micro planning, school mapping

- Institutional evaluation

Unit-II Structural Arrangement for Administering and Monitoring

- Educational Institutions - diversity and variety: small and large schools, composite schools, special schools, residential institutions, colleges (including autonomous colleges), types of universities, institutions of national importance, open learning system.

- Regulatory, supervising and academic resource support arrangements: UGC, NAAC, NCTE, NCERT, CBSE.

- Institutional linkages and networking.

Unit-III: State Agencies of Educational Management

- Centre-state and local relationships in educational management

- State Education Acts, codes, rules and procedures.

- Educational administration at state level: Textbook Bureau, SCERT, Boards of Secondary Education, CHSE, etc.

- Functions of the state government in education.

- Local bodies in educational management in India.

Essential Readings

Ashima V, Deshmukh & Naik A.P (2010). Educational Management. Girgaon, Mumbai: Himalaya Publishing House.

Bhatnagar, R.P & Verma, I.B (1978). Educational Administration. Meerut, India: Loyal Book Depot.

Bhatnagar, R.P & Verma, L.B (1978). Educational Administration. Meerut, India: Loyal Book Depot.

Newman and summer. The process of Management: Concept, Behaviour and Practice. New Delhi, India: Prentice Hall of India Pvt. Ltd.

Robin Stepher P. Organizational Behaviour. New Delhi, India: Prentice Hall Pub. Pvt. Ltd.

Safaya, R.& Shaida, B.D (1964).School Administration and Organization, Jalandher, India: Dhanpat Rai & Sons.

Simon, Herbart A. Administrative Behaviour. New York,USA :McMillan Company.

Suggested Readings

Adolph and Turner Harold, E. Supervision for change & Innovation. Houghton Miffin Company.

Kimbrough, S.Ralph, Michall & Nunnery. Educational Administration. New York: Mc Millan Company.

Maleya, K.C. Shiksha Prashaasan and Paryaveshana. Bhopal,India:Madhya Pradesh Granth Academy.

Waber, Clarence A. Fundamentals of Educational Leadership. New York ,USA: Exposition Press.

Mukerji, S.N.Administration of Educational Planning and Finance.Baroda, India: Acharya Book Depot.

***

M.A. (Education)
Semester-IV
Paper-MA.EDU.2.4.5
COMPARATIVE EDUCATION

Full Marks-10+40

Course Objectives

On completion of the course the students will:

1. describe and compare different educational system, processes and outcomes among various countries.
2. explain, compare and analyze different approaches and methods for conceptual framework of Comparative Education.
3. analyze and compare system of education and some selected programs of education among different countries.

Course Contents

Unit-I Conceptual framework
- Concept and Scope of Comparative Education.
- Difference between Comparative and International Education
- Historical Perspective of Comparative Education.

Unit-II Approaches & Methods
Conceptual framework and features of following approaches:
- Area Study
- Survey
- Scientific Approach of Comparative Analysis:
  a) Description
  b) Interpretation
  c) Juxtaposition
  d) Comparison
- Qualitative Approaches

Unit-III A Critical study of the educational system and programmes

- Impact of Philosophical &religious, Socio-cultural&Economic, Geographical&Political, Lingual& Technological factors on development of education system in Comparative Perspectives.
- Universalization of elementary education in Sri Lanka, Bangladesh and India
- Skill Development Programmes in USA and India
- Educational Administration in USA,UK and India
- Distance Education ad Continuing Education in Australia UK and India

CORE READINGS

- Aggarwal and Biswas: Comparative Education Aryan Book Depot, Delhi.
- Brain Holiness; Comparative Education: Some Considerations of Method, Unwin Education Book, Boston.
- Chaube and Chaube., Comparative Education
- Comparative Education Research –Approaches and Methods ed. Mark Bray et.al
- Geoffrey Welford: Choice and Equity in Education- Cassel's, London.
- Govinda, R. India Education Report- NIEPA, 2002.
- Hans, Nicholas: Comparative Education Rutledge and Kagan Paul, London, 1990.
- Human Development Report in South Asia 2000- the Gender Question OUP, 2002.
- Public Report on Basic Education in India – Probe Team OUP, 1999.
- Sodi T.S., Comparative Education.
- Census Report 2011, GOI.
- The Comparative Education Reader (Reference Books in International Education) by Edward R Beauchamp (14 November 2002)
- *Comparative Education Research: Approaches and Methods (CERC Studies in Comparative Education)* by Mark Bray, Bob Adamson and Mark Mason (22 August 2007)
- *Comparative Education: The Construction of a Field (CERC Studies in Comparative Education)* by Maria Manzon (7 July 2011)
- *International Handbook of Comparative Education (Springer International Handbooks of Education)* by Robert Cowen and Andreas M. Kazamias (26 August 2009)
- *The Impact of Comparative Education Research on Institutional Theory (International Perspectives on Education...* by David P. Baker and Alex Wiseman PhD (19 May 2006)

- *Comparative Education: Exploring Issues in International Context* by Patricia K. Kubow and Paul R. Fossum (11 January 2006)
- *Comparative Education: The Dialectic of the Global and the Local* by Robert F. Arnove and Carlos Alberto Torres (13 September 2007)
- *International and Comparative Education (Ice Magazine): Issue 1: Volume 1* by Stephen Griffin (27 January 2011)

SUGGESTED READINGS

- *Globalization, Policy and Comparative Research: Discourses of Globalization (Globalization, Comparative Education...* by Joseph Zajda and Val Rust (15 April 2009)
- *Inequality in Education: Comparative and International Perspectives (CERC Studies in Comparative Education)* by Donald B. Holsinger and W. James Jacob (23 June 2009)
- *The Politics of Education Reforms (Globalization, Comparative Education and Policy Research)* by Joseph Zajda and MacLean's A. Geo-JaJa (4 February 2010)
- *Globalization, Education and Social Justice (Globalization, Comparative Education and Policy Research)* by Joseph Zajda (18 December 2009)
- *Global Pedagogies: Schooling for the Future (Globalization, Comparative Education and Policy Research)* by Joseph Zajda (5 July 2010)
- *Globalization, Education and Social Justice (Globalization, Comparative Education and Policy Research)* by Joseph Zajda (1 March 2012)
- *Comparative Education: The Construction of a Field (CERC Studies in Comparative Education)* by Maria Manzon (27 November 2013)
- *Reforming Teaching Globally (Oxford Studies in Comparative Education)* by Maria Teresa Tatto (15 August 2010)
- *Changing Education - Leadership, Innovation and Development in a Globalizing Asic Pacific (Cerc Studies in Comparative...* by Peter Hershock (1 July 2007)
- *Education and Political Transition - Themes and Themes and Experiences in East Asia 2e (CERC Studies in Comparative...* by Wo Lee (1 January 1997)
- *Encyclopedia of Comparative Education and National Systems of Education (Advances in Education)* by T. Neville Postlethwaite (July 1988)
- *Emergent Issues in Education: Comparative Perspectives (S U N Y Series, Frontiers in Education)* by Robert F. Arnove and etc. (3 July 1992)
- *Transforming Higher Education: A Comparative Study (Higher Education Dynamics)* by M. Kogan, M. Bauer, I. Bleiklie and M. Henkel (23 August 2006)
- *Post-socialism is Not Dead: (Re)Reading the Global in Comparative Education: 14 (International Perspectives on...* by Iveta Silova and Alexander W. Wiseman (13 December 2010)
- *Comparative Indicators of Education in the United States and Other G-8 Countries, 2011* by David C Milller, U S Department of Education and Et Al (7 March 2013)

- *Comparative and International Education: Issues for Teachers (International Perspectives on Education Reform Series...*by Karen Mundy, Kathy Bickmore, Ruth Hayhoe and Meggan Madden (5 June 2013)
- *Annual Review of Comparative and International Education 2013 (International Perspectives on Education and Society...*by Alexander W Wiseman and Emily Anderson (6 September 2013)
- *Comparative Education, Terrorism and Human Security: From Critical Pedagogy to Peace building?* by Wayne Nelles (13 November 2012)
- *Comparative Education: The Dialectic of the Global and the Local* by Robert F. Arnove, Carlos Alberto Torres and Stephen Franz (27 December 2012)
- *Thoughts Concerning Education in the Works of Georg Christoph Lichtenberg: An Introductory Study in Comparative...*by Svein Oksenholt (1 January 1963)
- *Human Rights in the Field of Comparative Education* by Heidi Biseth and Halla B Holmarsdottir (14 December 2012)
- *Language Issues in Comparative Education: Inclusive Teaching and Learning in Non- Dominant Languages and Cultures...* by Carol Benson and Kimmo Kosonen (19 April 2013)
- *The International Education of the Development Consultant: Communicating with Peasants and Princes (Comparative...*by Gerald W. Fry and Clarence E. Thurber (28 March 1989)
- *Sport and Physical Education in Germany (International Society for Comparative Physical Education & Sport)* by Ken Hardman and Roland Naul (28 March 2002)
- *Affective Education: A Comparative View (Cassell Studies in Pastoral Care & Personal & Social Education)* by Peter Lang and etc. (1 August 1998)
- *The Political Dimension In Teacher Education: Comparative Perspectives On Policy Formation, Socialization And...* by Beverly Lindsay and Mark B. Ginsburg (28 February 1995)
- *The Evidence Book (Comparative Policy Evaluation)* by Olaf Rieper, Frans L. Leeuw and Tom Ling (15 October 2011)
- *A Comparative View of the Plans of Education, as Detailed in the Publications of Dr. Bell and Mr. Lancaster* by Joseph Fox (Writer on Education) (1 August 2011)
- *A Comparative View of the Plans of Education, as Detailed in the Publications of Dr. Bell and Mr. Lancaster -...* by Joseph Fox (Writer on Education) (17 October 2013)
- *The Making Of Citizens: A Study In Comparative Education by Richard* Elwyn Hughes (14 February 2006)

M.A. (Education)
Semester-IV

Paper-MA.EDU.2.4.6
DISSERTATION: COLLECTION OF DATA, ANALYSIS,REPORT WRITING AND PRESENTATION

Full Marks-10+40

Each candidate shall have to submit a dissertation on a relevant educational topic under the supervision of a member of the staff of the department. The dissertation must be submitted prior to the date prescribed for filling in the application form for admission into the said examination failing which the candidate shall not be allowed to sit for the examination.

The dissertation shall be evaluated jointly by an external and internal examiner (supervisor) on the basis of relevance of the topic, quality of research input and the quality of presentation. There shall also be an open viva-voice test where all the students of the P.G. of the department will remain present and participate in the discussion of the paper. The candidate will be evaluated on the basis of his/her knowledge of the topic, research methodology followed, style of presentation and clarification of doubts raised by the participants or any other aspect of the research work that the examiners would consider suitable.

Syllabus

Ph.D. Course Work in Education, 2019

Department of Education, Aliah University

Prepared, Recommended and Approved by:

1. Chairman, Dr. Jakir Hussain Laskar, Head, Department of Education, Aliah University and Chairman of the Syllabus Committee.
2. Joint Convenor(s) (i) Dr. Minara Yeasmin, Assistant Professor, Department of Education, Aliah University and Member, Board of Studies , Department of Education, Aliah University
    (ii) Dr. Md. Jamaluddin, Assistant Professor, Department of Education, Aliah University and Member, Board of Studies , Department of Education, Aliah University
3. Member(s) (i) Dr. Reshma Khatun, Assistant Professor, Department of Education, Aliah University and Member, Board of Studies , Department of Education, Aliah University
    (ii) Mr. Prakriti Ranjan Sarkar, Assistant Professor, Department of Education, Aliah University and Member, Board of Studies , Department of Education, Aliah University
    (iii) Ms. Shazia Hasnain, Assistant Professor, Department of Education, Aliah University and Member, Board of Studies , Department of Education, Aliah University

Members, Board of Studies , Department of Education, Aliah University

4. Prof. (Dr.) Mir Rejaul Karim, Dean of faculty of Humanities and Languages, Aliah University
5. Prof. (Dr.) Nargis Ahamed, Professor and Head, Department of Nursing, Aliah University
6. Prof. (Dr.) Kutubuddin Halder, Professor & Head, Department of Education, University of Calcutta, West Bengal
7. Prof. (Dr.) Abhijit Pal, Professor & Head, Department of Education, West Bengal State University, West Bengal
8. Prof. (Dr.) Abdul Odud, Head, Department of Education, Madhyamgram College of Education, West Bengal

Prof. Mahammad Ali, Vice Chancellor, Aliah University, Prof. Amzed Hossein, Registrar, Aliah University.

Registrar(Acting)
Aliah University

Syllabus

Master of Arts in Education

Department of Education, Aliah University

Prepared, Recommended and Approved by:

1. Chairman, Dr. Jakir Hussain Laskar, Head, Department of Education, Aliah University and Chairman of the Syllabus Committee
2. Joint Convenor(s) (i) Mr. Prakriti Ranjan Sarkar, Assistant Professor, Department of Education, Aliah University and Member, Board of Studies , Department of Education, Aliah University

     (ii) Dr. Reshma Khatun, , Assistant Professor, Department of Education, Aliah University and Member, Board of Studies , Department of Education, Aliah University

     (iii) Ms. Shazia Hasnain, Assistant Professor, Department of Education, Aliah University and Member, Board of Studies , Department of Education, Aliah University

3. Member(s) (i) Dr. Minara Yeasmin Assistant Professor, Department of Education, Aliah University and Member, Board of Studies , Department of Education, Aliah University

     (ii) Dr. Md. Jamaluddin, Assistant Professor, Department of Education, Aliah University and Member, Board of Studies , Department of Education, Aliah University

     (iii) Kaji Abdul Kafi, Assistant Professor, Department of Education, Aliah University and Member, Board of Studies , Department of Education, Aliah University

     (iv) Tohidul Islam, Assistant Professor (contractual), Department of Education, Aliah University

     (v) Shiba Khatoon, Assistant Professor (contractual), Department of Education, Aliah University

     (vi) Sk Samim Hossain, Assistant Professor (contractual), Department of Education, Aliah University

     (vii) Chiranjib Sarkar, Assistant Professor (contractual), Department of Education, Aliah University

     (viii) Dr. Sayeeda Aman, Assistant Professor (contractual), Department of Education, Aliah University

     (ix) Md Sahjed Ali Mistry, Assistant Professor (contractual), Department of Education, Aliah University

     (x) Dr. Nilakshi Mukherjee Mondal, Assistant Professor (contractual), Department of Education, Aliah University

Members, Board of Studies , Department of Education, Aliah University

4. Prof. (Dr.) Mir Rejaul Karim, Dean of faculty of Humanities and Languages, Aliah University
5. Prof. (Dr.) Nargis Ahamed, Professor and Head, Department of Nursing, Aliah University
6. Prof. (Dr.) Kutubuddin Halder, Professor & Head, Department of Education, University of Calcutta, West Bengal
7. Prof. (Dr.) Abhijit Pal, Professor & Head, Department of Education, West Bengal State University, West Bengal
8. Prof. (Dr.) Abdul Odud, Head, Department of Education, Madhyamgram College of Education, West Bengal

Prof. Mohammed Ali   Prof. Amzed Hossain
 Vice-Chancellor   Regiustrar (Acting)
 Aliah University   Aliah University

***