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

Two-Year semester system
(w.e.f. 2021-2023)

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

CBCS Curriculum M.A. in Education,
Department of Education, DODL, University of Kalyani
Tentative Syllabuses
Semester-4

Semester-4		Course Credit	Mid-term	Term-end	Total	Learning Experiences (Hours)
COR-416	Inclusive Education	4	20	80	100	72
COR-417	Educational Management, Administration and leadership	4	20	80	100	72
EDE-418	**Elective Papers (any one)** • Environmental and Population Education **or** • Development of Indian Education **or** • Advanced Educational Technology	4	20	80	100	72
EDP-419	Dissertation (Based on Research Activities)	4		100	100	100
Total Credit-		**16**	**Total Marks-**	400		

(COR= compulsory paper; EDE-Elective/Optional paper; EDP -practical paper;)

Semester – 4
COR-416: Inclusive Education

Points/Marks - (80+20) = 100   **Learning Hours-72**

Contents

Block-1: Introduction to Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities). Evolution of the Philosophy of Inclusive Education: Special, Integrated and their relation. Philosophical, Sociological, Economical and Humanitarian dimensions of inclusive education system- Factors affecting inclusion.

Block-2: Concepts of Disabilities: Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities. Causes and prevention of disabilities, Identification of Diverse Learners for Inclusion, Educational Evaluation Methods, Techniques and Tools

Block-3: Policies and Inclusive Education: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication.

Block-4: Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching), Parent Professional Partnership: Role of Parents, Peers, Professionals, Teachers and School.

Block-5: Problems, Ethics and Research on Inclusive Education
Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India

Block-6: Inclusion in operation: Class room management and organizations, curricular adaptations, learning designing and development of suitable TLM.
Pedagogical strategies to respond to individual needs of students such as Co-operative learning strategies in the class room, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc.
Technological advancement and its applications-ICT, Adaptive and Assistive devices, equipment, aids and appliances

Block-7: Teacher preparation for inclusive school: Problems in inclusion in the real class room situation, ways for overcoming the problems in inclusions.
Skills and competencies of teachers and teacher educators for secondary education in inclusive setting
Teacher preparation for inclusive education in the light of NCF-2005
Identification and overcoming barriers for educational and social inclusion

Block-8: Case History: Case history taking, assessment of children with diverse needs such as MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN and related others to know their profile and to develop Individualized Education Programme (IEP/ITP**).**
Identification and overcoming barriers for educational and social inclusion

COR-417: Educational Management, Administration and leadership

Leadership Points/Marks - (80+20) = 100   **Learning Hours-72**

Contents

Block-1: Introduction to Educational Management: Educational Management – Meaning, Principles, Functions and importance, Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism.

Block-2: Introduction to Educational Administration: Meaning, Principles, Functions of educational Administration; Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organizational compliance, Organizational development and Organizational climate

Block-3: Leadership in Educational Administration: Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)

Block-4: Quality Management: Concept of Quality and Quality in Education. Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance and Total Quality Management (TQM).
Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis

Block-5: Change Management: Change Management: Meaning, Need for Planned change, Three Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke

Block-6: Quality Assurance Agencies: Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE].

Block-7: Institutional Management and leadership:
Institution building and planning, Resources Management in Educational Institution, Information management System, leadership style and related theories

Block-8: Educational Planning and leadership: Meaning, Importance, Planning Process and models.

EDE-418: Environmental and Population Education

(Elective)

Points/Marks - (80+20) = 100   **Learning Hours-72**

Contents

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

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

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

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

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

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

Block-7: Population & Quality of Life: Population in relation to socio-economic development & resource, Population in relation to health status, nutrition and educational provision.

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

EDE-418: Development of Indian Education

(Elective)

Points/Marks - (80+20)= 100   **Learning Hours-72**

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

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

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

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

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

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

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

Block-8: Contemporary Issues in Education

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

EDE-418: Advanced Educational Technology (Elective)

Points/Marks - (80+20) = 100   **Learning Hours-72**

Contents

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

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

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

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

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

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

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

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

EDP-419: Dissertation

Marks - 100   **Learning Hours-100**

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

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

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

Presentation in an open session

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

Presentation in an open session

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

Presentationin an open session and it may vary with respect to

Different types of research.

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

Evaluation procedure: In each activity allotted marks will be 25

Marks for the assigned activity: 25X4= 100 Marks

for viva voce with overall presentation=100

Final marks will be average of the two = 100+100/2=100