VIDYASAGAR UNIVERSITY

SYLLABUS

For

M.A. in EDUCATION (CBCS)

w.e.f.

October, 2016

VIDYASAGAR UNIVERSITY

MIDNAPORE

WEST BENGAL

PIN 721102

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

VIDYASAGAR UNIVERSITY
Curriculum and Syllabus
M.A. in Education

Semester – I & II (200 + 200)		400
(Duration one year)		
Semester III & IV (200 + 200)		400
(Duration one year)	Total Marks	800

SEMESTER- I

Course 101.	Philosophy of Education	50
Course 102.	Psychology of Education-I	50
Course 103.	Sociology of Education	50
Course 104.	Evaluation on Education	50

SEMESTER- II

Course 201.	Psychology of Education-II	50
Course 202.	Methodology of Research in Education	50
Course 203.	Elective Paper-I (Part-1)	50
Course 204.	Elective Paper-II (CBCS-1)	50

SEMESTER- III

Course 301.	Educational Technology	50
Course 302.	Analysis of Data and Writing Research Report	50
Course 303.	Elective Paper-I (Part-2)	50
Course 304.	Elective Paper-II (CBCS-2)	50

SEMESTER- IV

Course 401.	Curriculum Studies	50
Course 402.	Educational Management	50
Course 403.	Psychological Testing (Practicum)	50
Course 404.	Computer Application (Practicum)	50
	Grand Total Marks	**800**

List of Elective Papers (Part-1, 2) - to be selected any one of the Following:

i. Teacher Education.
ii. Education of Children with diverse needs.
iii. History of Education and its modern Perspective.
iv. Comparative Education.
v. Guidance and Counselling.

List of CBCS paper (Part-1, 2) – to be selected of the Following:

i. Environmental Education.
ii. History of Education and its modern Perspective.

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Duration of the Course:

The M.A. Course is a full time regular two academic years.

Eligibility for Admission:

Medium of Instruction:

Either Bengali or English

Student Strength:

42 students may be admitted

Modes of selection of candidates:

Attendance:

M.A. being an academic course, the percentage of student attendance is 75%. However, as a non-collegiate, a student may appear at examination if he/she have at least 60% and below that a student be treated as dis-collegiate and he/she may not be able to appear in the examination.

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Semester –I

Course No. 101. PHILOSOPHY OF EDUCATION

Objectives:

To enable the students to

- develop an understanding about the contribution of philosophy of education to education as a discipline.
- develop capacity to build an Indian philosophy f education to set goals of education in India.
- acquaint themselves with the educational contributions of some great thinkers (both Indian and Western) on education and develop competency to apply their contribution to contemporary Indian education scenario.
- understand some concepts related to social philosophy of education and build competency to interpret and evaluate those concepts fully.
- develop insights to apply fully in the practices of education.

Contents:

Unit-1 Indian School of Philosophy and their educational Implications (aims, , content, method of teaching) Samkhya, Vedanta, Nyaya, Buddhism, Jainism and Islamic tradition.

Unit -2 Western Schools of Philosophy and their educational implications (aims, content, method of teaching) . Brief overview of Naturalism, Idealism and Pragmatism Existentialism, Realism, Marxism.

Unit -3 Educational philosophy of contributions of contemporary Indian Philosophers in Education:

- R. N. Tagore,
- Swami Vivekananda,
- Aurobindo,
- S. Radhakrishnan,
- J. Krishnamurti.

Unit -4 Educational philosophy of contributions of contemporary Western Philosophers in Education:

- J.J.Rousseau
- N. Whitehead,
- John Dewey,
- Herbert Spencer,
- Bertrand Russell,

Unit -5 Modern concept of Philosophy

- Analysis – Logical analysis,
- Logical positivism,
- Positive relativism,

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Suggested Readings:

1) Jadunath Sinha – Indian Philosophy. M.B. publishers Pvt. Ltd. New Delhi – 2000
2) M. Hiriyanna - Outlines of Indian Philosophy, 1994, M.B. Publishers Pvt. Ltd. – Delhi.
3) S. C. Chatterjee and D.M. Dutta – An Introduction to Indian Philosophy, Culcutta University Press.
4) A. Afsaruddin – The Philosophy of Islamic Education
5) Mohit Chakraborty – Pioneers in Philosophy of Education, Concept. Publishing Co. New Delhi – 1995
6) John Dewey – Democracy and Education, Macmillan Press
7) A. S. Seetharamu (2002) – Philosophies of Education, APH Publishing corporation, Darya Gang, New Delhi, pp. 11-65
8) R. R. Rusk – The Philosophical Bases of Education, University of London Press
9) James S. Ross – Groundwork of Educational Theory
10) V. R. Taneja – Educational Thoughts and practice.
11) Munro – History of Education
12) A. Banerjee – Philosophy and principles of Education
13) B. R. Purkait – Great Educators and their Philosophies
14) J. C. Chakraborty (1995) – Modern Education (Usha Publishing House)
15) A. P. Sharma (1997) – Thoughts, Concept Publishing Company, New Delhi
16) John Dewey (1973) – The School and Society, The University of Chicago press.
17) Aurobindo – A New Education for a New Consciousness, Sri Aurobindo AshramTrust
18) K. K. Shrivastava – Philosophical Foundations of Education
19) J. Donald Butler (19510 – Four Philosophies and their practice in Education and Religion, Harper, New York.
20) Rupert Lodge – Philosophy of Education

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Course No. 102. PSYCHOLOGY OF EDUCATION – I

Objectives:

To make students understand

- the development of psychology and education in different approaches.
- the contributions of different schools of psychology to education.
- the nature of various processes of growth and development in order to develop educational programmes.
- the development of Intellectual and creative potentials of individual learner in relation to education process.
- the concept of personality and different types of approaches to develop of the personality and its significance to education.

Contents:

Unit – 1 Psychology and education –

- Significance of psychology in education
- Modern concept of Educational psychology.

Unit – 2 Major schools of psychology and their implication to education Behaviourism, Cognitivism, Psychodynamics, Structural, Functional, Neo-behaviourism, Guestalt, Humanistic.

Unit – 3 Development with specific emphasis on education up to early adulthood –

- Physical development, Cognitive development including language and moral development
- Emotional and social development
- Approaches to developmental study (cross-sectional and longitudinal, Lifespan development, idiographic and nomothetic)

Unit – 4 Learning: Behaviouristic theories

- Summary of the classical behaviourist theories
- Neo behaviouristic theories and their specific contribution to education; Skinner, Tolman, Hull and Kurt Lewine

Unit – 5 Learning theories: Cognitive constructivist theories and their specific contribution to education

- Bruner, Ausubel,
- Constructivism – Piaget, Vygotsky .
- Modern theories of Transfer of learning

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Suggested Readings:

1) Normann Sprinthall and Richard – Educational Psychology, McGraw - Hill Publishing Company
2) J. C. Aggarwal – Essentials of Educational Psychology – Vikash Publishing House Pvt. Ltd.
3) C.E. Skinner – Educatioinal Psychology (4th Edi), Prentice Hall of India Pvt. New Delhi (2001)
4) A. Woolfolk – Educational Psychology (9th Edi) Pearson Education (2004)
5) M. Long – The Psychology of Education , Rutledge Falmer, London, New York (2000)
6) B. E. Harlock – Developmental Psychology (4th Edi), Tata McGraw Hill publishing Com. New Delhi (1976)
7) S. S. Chauhan (1988) – Advanced Educational Psychology, Vikash Publishing, New Delhi
8) S. S. Mathur (1994) – Educational Psychology, Loyal Book Depot, Meerut
9) G. H. Bower and R. R. Hilgard – Theories of Learning (5th ed), Prentice Hall, New Delhi.

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Course No. 103. SOCIOLOGY OF EDUCATION – I

Objectives:

To make the students

- to enable learners to correlate education and sociology.
- to develop knowledge about education and society.
- to transact different determinants of sociology in education.
- to develop cultural concept and its educational implication to society.
- to develop the concept of equality of education for all.

Contents:

Unit – 1 Meaning and Nature: Educational Sociology and Sociology of Education

- Concept and characteristics of Social organization and their educational implications.
- Factors influencing social organization – folk ways; mores; institutions and values.

Unit – 2 Social interactions and their educational implications

- Social group inter-group relationship – group dynamics Socio-metric/dynamics study in formal groups.
- Social stratifications and mobility – concepts and its educational implications.

Unit – 3 Social change

- Meaning and concept with special reference to India
- Concept of Urbanization, Modernization, Westernization and Sanskritisation and Globalization with special reference to Indian society and its educational implications.
- Constraints of Social change.

Unit – 4 Culture and Value:

- Meaning and nature
- Role of education in cultural context
- Cultural determinants of education
- Education and cultural change
- Value Education.

Unit – 5 Equality of educational opportunity

- Concept of equity and equality
- Concept of diversity and disparity constitutional provision for the disadvantaged section
- Education of the disadvantaged SC/ST/OBC/Minority /Women /Rural people and slum dwellers
- Poverty, Illiteracy, Child abuse, Drug abuse and Drug addiction and Child labour – Role of education.

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Suggested Readings:

1. Educational Sociology - F.J. Brown
2. Sociology of Education in India – N. Jayaram
3. Sociological foundations of Education – Hemlata Talessra
4. Sociological Philosophy of Education – Y.K. Sharma
5. Sociological Perspectives in Education – S. C. Shukla & K. Kumar
6. Education and Society – Concepts, Perspectives & Suppositions – J. Prasad
7. Sociology of Education – Jacob Aikara
8. Indian Social Problems – Ram Ahuja
9. M. H. R. D. (1990) Towards an Enlightened and Human Society-Department of Education, New Delhi

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Course No. 104. EVALUATION IN EDUCATION

Objectives:

To make the students understand

- to the basic concepts about evaluation in education
- to the different types of techniques that are used in evaluation process.
- To develop the testing procedure in evaluation in education.
- To have the knowledge of the concepts of reliability and validity of evaluation I n education.
- To the contemporary and modern types of evaluation system.

Contents:

Unit – 1 Evaluation: Basic Concepts

- Concept and nature of measurement and evaluation, Aims, Goals and objectives (Taxonomies of Educational Objectives)

Unit – 2 Tools and techniques of evaluation

- Testing, observation and inquiry
- Criteria of a good tool

Unit – 3 Assessing the test

- Validity: Concept, types and assessment
- Reliability: Concept, types and assessment

Unit – 4 Testing

- Norm Referenced and Criterion Referenced Measurement; concept, Use, scoring and reporting
- Construction and standardisation of achievement tests
- Issues and concerns with testing

Unit – 5 Contemporary techniques of evaluation

- Question bank, Semester, Grading, Port folio assessment
- Computerised and on line evaluation
- Open book examination
- Feed back by students
- CCE

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Suggested Readings:

1. Branford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000), How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
2. Bruke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Crown.
3. Bruke, K., Fogarty, R., & Belgard, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Crown
4. Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum Development.
5. Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
6. Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Crowin.
7. Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Crown.
8. Natrajan V. and Kulshreshta SP (1983). Assessing Non-scholastic Aspects Learners Behaviour, New Delhi: Association of Indian Universities.
9. NCERT (1985). Curriculum and Evaluation, New Delhi: NCERT
10. Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
11. Nitko, A.J. (2001). Educational Assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
12. Norris N. (1990) Understanding Educational Evaluation, Kogan Page Ltd.
13. Singh H.S. (1974) Modern Educational Testing. New Delhi: Sterling Publication
14. Ward & Ward (2007) Assessment in classrooms.
15. A. K. Singh: Tests, Measurement and Research Methods in Behavioural Science.
16. E. Garret: Statistics in Psychology and Education
17. Throndike, R. L. and S. Hegen; Measurement and Evaluation in Psychology and Education

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

SEMESTER - II

Course No. – 201: PSYCHOLOGY OF EDUCATION – II

Objectives:

To make the students understand

- the meaning and nature of motivation and their educational utilizastion in classroom and in general.
- about the different types of memory, and its improvement.
- the concept and principles of major schol of learning and their applicatioin in their learning process.
- the different instructional strategies to teach effectively of the concepts, problem solving and creative thinking.

Contents:

Unit – 6 Influencing Factors of Learning

- Attention and Interest- Concept, Determinants and Relationship
- Motivation- Concept, Determinants and Theories of motivation with emphasis on their educational implications; Maslow, Atkinson and Meclelland
- Memory- Neurological basis, Stage, Types and Functions- Remembering (Improvement of memory)and Forgetting (nature and causes),
- Information processing theory of memory

Unit – 8 Intelligence

- Structural views of intelligence – factor theories
- Functional views of intelligence – theories of Sternberg and Gardner
- Critical evaluation of the above mentioned theories

Unit – 9 Creativity

- Concept and Nature . Factors and Measurement
- Development of Creativity and nurturance
- Relation between Creativity and Intelligence

Unit – 9 Personality

- Concept
- Nomothetic approach: Trait theories of Cattle and Eysenck
- Idiographic approach: Psychodynamic theory, Big five factors, social learning and humanistic theories
- Critical evaluation of the above mentioned theories.

Unit – 10 Instruction

- Effective teaching and instruction
- Instructional design; Direct and Indirect Instruction Markle, Gagne
- Task analysis

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

- Instructional strategies: Lecture, Team teaching, Seminar, Simulated teaching.

Suggested Readings:

1) C. Cooper – Intelligence and Abilities, Rutledge, London, (1999)

2) A. Anastasi and S. Urbina – Psychological Testing (4th edition), Pearson Education (2004)

3) A. J. Cropley – Creativity in Education and Learning, Kogan Page, U.K. (2001)

4) S. Gulati (Edited)-(1995) – Education for Creativity. NCERT

5) E. P. Torrance – Encouraging Creativity in the Classroom

6) Friedman, H.S. and Schustack, M.W. (2003) – Personality: Classic Theories and modern research, Pearson Education, 2nd Ed.

7) C. S. Hall and G. Lindzey (1985) – Theories of Personality, Wiley Eastern Ltd. 3rd Ed.

8) E. J. Phares (1991) – Introduction to Personality , Harper Cllins. N. Y. 3rd Ed.

9) S. K. Mangal (1993) – Advanced Educational Psychology, Prentice Hall of India

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Course No. 202: METHODOLOGY OF RESEARCH IN EDUCATION

Objectives:

To enable the learners to

- describe the nature and process of educational research in education.
- identity and formulate research worthy problem.
- describe and differentiate the various methods of sampling.
- understand different types of educatioin research and its methods of research.

Contents:

Unit – 1 Educational Research: Nature and Characteristics

- Approaches: Normative and Interpretive Research
- Classification
- General Steps in Scientific Investigation

Unit – 2 Identification of Research Problem

- Sources for Identification
- Constants and Variables
- Objectives, Hypotheses and Research Questions

Unit – 3 Research Design

- Purpose
- Controlling Variance
- Ensuing Validity
- Characteristics of Good Research Design

Unit – 4 Sampling Design

- Probability Sampling
- Non-Probability Sampling
- Criteria of a Good Sample

Unit – 5 Methods of Research

- Survey and Ex-post Facto Research
- Experimental and Quasi experimental Research
- Historical Research
- Ethnographic Research

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Suggested Readings:

1. Kerlinger, F.N. – Foundations of behavioral research.
2. Mohsin, S.M. – Research methods in behavioral science.
3. Best and Kahn. – Research in education.
4. Koul, L. – Methodology of educational research.
5. Guilford, J. P. – Foundamental statistics in psychology and education.
6. Guilford, J. P. – Psychometric methods.
7. Anastasi, A. – Psychological Testing.
8. Freeman. – Psychological testing.
9. Fergusion, G.A. – Statistical analysis in psychology and education.
10. Nunnally, J.C. – Educational measurement and evaluation.
11. Siegal, S. – Nonarametric statics for the behavioral sciences.
12. Van Dalen, D.B. – Understanding Educational Research : an introduction.
13. David Dooley – Social Research Method : Prentice Hall of India Pvt. Ltd.
14. W.L. Neuman – Social Research Method – Qualitative and quantitative approaches, Pearsan education.
15. Ram Ahuja – Research Methods, Rauat Publication Jaiur and New Delhi.
16. J.W. Best & J.V. Kahn – Research in Education, Prentice hall of India, New Delhi.
17. Radha Mohan – Research Methodology in Education, Neelkamal Publication, New Delhi.
18. C.R. Kothari – Research Methodology – method and techniques, Wishwa Prakashan, New Delhi.
19. K.S. Sidhu – Methodology Research in Education, Sterling Publisher, New Delhi.
20. S.M. Mohsin – Research Methods in Behavioral, Orient Longman.

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Course No. 203 (a) TEACHER EDUCATION – I

Objectives:

To enable the learners to

- understand the meaning, scope, objectives of teacher education and its development in India.
- acquaint with different agencies of teacher education in India and their roles and functions.
- acquaint with the various aspects of student-teaching programme, prevailing in the country.
- develop in learners' commitment in profession.
- understand the learners the teaching and training techniques.

Contents:

Unit – 1 Concept and significance of Teacher Education

- Development of teacher education in India
- Recommendations of Various Commissions and committees regarding teacher education in post independence era

Unit – 2 General and specific objectives of teacher education at different levels – Elementary, Secondary and Tertiary

Unit – 3 Teaching as a profession:

- Characteristics of teaching profession
- Professional organization at various levels of teaching
- Faculty improvement programme for teacher education

Unit – 4 Levels of teaching – Memory, Understanding and Reflective

- Teaching strategies – Pre-active, Interactive and Post-active

Unit – 5 Modification of teaching behaviour

- Simulation,
- Micro-teaching
- Interaction Analysis

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Suggested Readings:

1. G. Bhaskara Rao – Teacher Education in India. New Delhi, Discovery House

2. NCERT (1983) – The Teacher and Education in Emerging Indian Society, New Delhi, NCERT

3. NCERT (1998) – Curriculum Framework for Teacher Education, New Delhi, NCTE

4. B.N. Pandey (1967) – Student Teaching and Evaluation, New Delhi, NCERT

5. S. B. Bloom (1960) – Taxonomy of Educational Objectives, New York, Longmans, Green and Co.

6. L. C. Singh (1990) – Teacher Education in India, New Delhi NCERT

7. S.S. Chauhan (2000) – Teacher Education

8. S. P. Sharma – Teacher Education, Kaniska Publishers, New Delhi

9. J. C. Aggarwal (2004) – Teacher and Education in the Developing Society, New Delhi, Vikash Publishing House.

10. R. Riding and S. Reynor (2001) – Cognitive Styles and Learning Strategies, London, David Fulton.

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Course No. 203(b) EDUCATION OF CHILDREN WITH DIVERSE NEEDS – I

Objectives:

To enable the learners to

- be acquainted with the meaning, background of children with diverse needs with special reference to India.
- understand the varioius suggestioins offered by different recent commissions and committees on educatioin of children with divese needs for realizing the goal of educatioin for all.
- develop skills in encouraging family and community participation in rehabilitatioin of the children with diverse needs of various categories.

Contents:

Unit – 1 General Concept

- Impairment, disability and handicap
- General causes of disability

Unit – 2 Background

- Historical development of special education
- Present status of special education in India

Unit – 3 Policies and Provisions: Indian perspective

- Sadler Commission
- Kothari Commission
- NPE (1986)
- POA (1992)
- PWD (1995)

Unit – 4 Policies and Provisions: Global perspective

- Salmanca Statement
- Warnock Report

Unit – 5 Management of special education

- Role of Govt.: Education Departments, RCI, National Institutes
- Role of NGOS
- Role of UNESCO

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Suggested Readings:

1. R. Gulliford and G. Upton – Special Educational Needs, London, Rutledge

2. Samuel Kirk – Educating Exceptional Children. New Delhi; Oxford & IBH Pub. Co.

3. P.C. Biswas – Education of Children with Vislual Impairment in Inclusive School. New Delhi; Abhijeet Publication

4. M.N. Mani - Techniques of Teaching Blind Children, Sterling Publishers Pvt. Ltd.

5. P. Vijayan and S. R. Geetha – Integrated and Inclusive Education. RCI Manual (DSE(VI)) New Delhi, Kanishka Publishers.

6. N. Venkataiah – readings in Special Education. New Delhi, Associated Publishers.

7. Krishna Maitra – Giftedness in Action ; Theory and practice

8. J.E. Yesseldyke and Bob Alglozzine – Special Education; a practical approach for Teachers. New Delhi; Kanishka Publishers.

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Course No. 203(C): HISTORY OF EDUCATIOIN AND ITS MODERN PERSPECTIVE -I

Objectives:

The learners will be able to

- Acquaint with the education in ancient and medieval India, specially about aims, curriculum, methods and their relevance to present day India.
- Acquaint with the education system of India before and since independence.
- Recognize the development of education at different levels and their aspects.

Contents:

Unit – 1 System of Education in Ancient and Medieval India

- A comparative study of Brahmanic, Buddhestic, Jain and Islamic educational system reference –
- Aims and objectives
- Curriculum
- Method of Teaching
- Teacher pupil relationship
- Discipline
- Relevance of the above to present day

Unit – 2 Synoptic Review of Education in the British Period with reference to –

- Maculay's Minute and Bentinck's Educational Resolution
- Wood's Despatch
- Sadler Commission
- Sargent Plan
- National Education Movement

Unit – 3 Development of Education After 1947

- University Education Commission, 1948-49
- Secondary Education Commission, 1952-53
- Main Recommendations of Indian Education Commission 1964-66

Unit – 4 NPE-1986 and POA-1992 regarding the development of national system of Education

Unit – 5 National Knowledge Commission (2005-06)

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Suggested Readings:

1. Bhaskar Chatterjee – Education for All, Lotus Press, New Delhi 2006

2. S. N. Mukherjee – Education in India; Today & Tomorrow, Acharya Book Depot, 1976, Vododara

3. G. Pankajan – Pre-primary Education: Philosophy and Practice, Concept Publishing Co. 2005, New Delhi

4. J. P. Banerjee (1985) – Education in India: Past; Present; Future, Kol.

5. S.P. Chaube – History of Indian Education

6. A. n. Basu – Education in Modern India

7. J. C. Agarwal – Development and Planning of Modern Education

8. NCERT – Report of the Education Commission, 1964-66. Delhi

9. Govt. of India – reports of Five Year Plan, New Delhi ; Planning Commission.

10. S. P. Agrawal and J.C. Agrawal – Educational and Social Uplift of Backward Classes, Concept Publishing Company

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Course No. – 203(d): COMPARATIVE EDUCATION- I

Objectives:

The learners will be able to

- Understand the nature, meaning, scope methods and issues of comparative educatioin as emerging discipline.
- Understand various factors (geographical, socio-cultural and philosophical etc.)
- Acquaint with the various approaches to and methods of Comparative Education;
- Analyze contemporary trends in education of the world with special references to UNO and its subsidiary organizations.
- Understand the education system in India with special reference of elementary, secondary, higher and distance education.

Contents:

Unit – 1 Comparative Education

- Meaning, Nature, Scope and Importance;
- Comparative Education as an independent academic discipline;
- Methods of Comparative Education;
- Fields of comparative education;

Unit – 2 Factors of Comparative Education:

- Geographical, Socio-Cultural, Historical, Philosophical, Economic, Scientific, Structural and Functional.
- Importance of Comparative education in the field of Education.

Unit – 3 Approaches to Comparative Education

- Field approach of Comparative Education
- Importance of cross-disciplinary approach in Comparative Education.

Unit – 4 Contemporary trends in world education scenario

- National and International, role and programmes of educational activities of UNO.
- Various organs (UNO) on improving quality of education among the member countries.

Unit – 5 Study of Education in India

- Aims and objectives of Education
- Administration of Education
- Present System of Primary, Secondary and Higher Education
- Distance Education

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Suggested Readings:

1. Comparative Education – T.S. Sodhi

2. Comparative Education – Chaube & Chaube

3. Comparative Education – Y.K. Sharma

4. Comparative Education – R. N. Sharma

5. Comparative Education – A Study of Educational Factors and traditions – N. Hans

6. Dr. K. P. Pandey (1987) – Comparative Education, Amitash Prakashan

7. D. Mukhopadhyay (2002) – Tulanamulak Siksha, Paschimbanga Rajya Pustak Parsad, Kolkata.

8. Jacques Delors (1996) – The Treasure within. Paris, UNESCO

9. Edgar Faure (1972) – Learning to be; The World of Education Today and Tomorrow, Paris, UNESCO

10. Liam Grearon (Edited) – Education in the United Kingdom. David Futton Publishers, London, 2002.

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Course No. – 203(e): GUIDANCE & COUNSELING - I

OBJECTIVES:

The learners will be able to

- understand the concept of guidance.
- Understand the areas of guidance.
- Aware about different types of guidance.
- develop an ethical approach to guidance.
- aware about tools and techniques for conducting guidance services.
- Understand about guidance for special learners.

Contents:

Unit – 1 Introduction to Guidance:

- Meaning, definition, nature and scope of guidance.
- Different forms or areas of guidance (group & individual)
- Different types or approaches of guidance. (educational, vocational & personal)
- Guidance at different stages of human development (childhood, adolescence, adulthood, aged)
- Basic steps and principles of guidance.
- Guidance movement in India.
- Essential for effective guidance.

Unit - 2 Guidance for Special Learners:

- Gifted, creative and slow learners.
- Learner with learning disabilities.
- Mentally retarded/ Mentally challenged.

Unit - 3 Educational, Vocational and Personal Guidance:

- Nature and purpose of educational guidance.
- Curriculum & guidance (primary, secondary, college level)
- Role of parent and teacher to educational guidance.
- Nature and purpose of vocational guidance.
- Need for vocational guidance (socio-economic & cultural context)
- Vocational development (Profession, occupation)
- Personal Guidance: Nature of emotional problem, Adjustment problems of adolescents and delinquents: prevention and treatment.

Unit - 4 Group and Individual Guidance:

- Understanding Group Membership and Behaviour in Groups (Group Dynamics)
- Characteristics of Group Guidance
- Advantages of Group Guidance
- Planning Group Guidance Sessions
- Characteristics of Individual Guidance
- Advantages of Individual Guidance

Unit – 5 Tools and Techniques in Guidance:

- Test- Intelligence test, Personality inventories, Achievement test, Aptitude test, Interest inventories.
- Projective Techniques
- Self study- Scoring, recording, observation, Interview, Case study, Case conference, CRC, ARC.

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Suggested Readings:

1. Guidance and counselling in college and university - S K.Kochar.

2. Guidance and counselling- Gibson – -Pearson publisher.

3. Sangathi Bidhane Nirdeshona & paramarshadan- - Dr. Subir Nag, Gargi Dutta.

4. Carson R C & Butcher, J.N - - Abnormal psychology and modern life.

5. Kisker G .W. - -The disorganized personality.

6. Coleman,J.c- -Psychology and Effective Behaviour.

7. Sarasan and Sarasan – -The problem of maladaptive Behaviour

8. Mohanty, G - -Abnormal Psychology.

9. Chauhan, S.S – - Principle and technique of Guidance.

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Course No. – 204 a (CBCS-I): ENVIRONMENTAL EDUCATION-I

Objectives:

The learners will be able to

- understand about the concept importance scope and aims of environmental education.
- understand the concept of environment and ecology.
- acquaint with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
- understand the causes for environmental degradation.
- understand the need for remedial ways to protect the environment in daily life and its application.
- acquire knowledge of environmental issues and policies in India
- acquire knowledge about the international efforts for environmental protection.

Contents:

UNIT- I Introduction to Environmental Education

- Concept, Meaning, definition, nature, Characteristics & Scope.
- Aims and objectives, importance & significance of Environmental Education.
- Guiding principles & foundations of Environmental Education.
- Relationship between man & environment.
- Sociological, Ecological & Psychological perspective.
- Development of Environmental Education.

UNIT-2 Contemporary Issues of Environmental Education

- Environmental eco-system**:** Bio-sphere, Biotic, Abiotic system, Biodiversity.
- Environmental resources**:** Natural & Human resources.
- Environmental heritage: Rich Environmental heritage.
- Environmental hazards and disaster: Green house effect, Global warming, Ozone layer depletion, Acid rain.
- Environmental pollution: Air, Water, Soil, Physical, Chemical, Noise, Radiation.

UNIT-3 National and International effort of Environment

- Environmental Laws: Constitutional amendments in India
- Environmental policies: The Stockholm Conference 1972, Brundtland Commission 1983, Nairobi Conference 1982, The Rio Summit 1992, Kyoto Conference 1997.
- Environmental movement: Silent valley movement, Chipko movement, Narmada bachao andolon, National Test rang at Baliupal, Orissa.

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

UNIT-4 Developmental Issues of Environment

- Environmental attitude: Education for Sustainable development in India
- Environmental awareness: Need for conservation, preservation and protection.

UNIT-5 Education for Conservation of Environment

- Meaning, Nature and Scope
- Approaches and Strategies.
- Integration of environmental concerns in curriculum.
- Role of teacher in promoting conserve.

Suggested Readings:

1. Sharma, R. A - Environmental Education.
2. Sharma, B. L., & Maheswari, B. K - Education for Environmental and Human value.
3. Kumar, A - A text book of environmental science.
4. Singh,Y. K - Teaching of environmental science.
5. Sharma, V. S - Environmental education.
6. Reddy, P. K., & Reddy, N. D.- Environmental Education.
7. Kelu, P - Environmental education: A conceptual analysis.
8. Agarwal, S.P. and Aggarwal, J.C - Environmental Protection, Education and Development.
9. Daubenmise, R.F.- Plants & Environment.
10. Deshbandhu and G. Berberet- Environmental Education for conservation and Development, Indian Environment Society.
11. Joy, P., & Neal, P - The handbook of environmental education.
12. Sharma, R. G - Environmental Education.
13. Verma, P.S. & Aggarwal, V.K - Environmental Biology.
14. Saxena, A.B - Environmental Education.
15. Sapru, R.K - Environmental Management in India.
16. Pal, B.P - National Policy on Environment, Department of
17. Environment, Govt. of India.

Kumar, V.K- A Study of Environmental Pollution.

Khoshoo, T.N - Environmental concerns and Strategies, Indian

Environmental Society.

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Course No. 204 b (CBCS-I): HISTORY OF EDUCATIOIN AND ITS MODERN PERSPECTIVE -I

Objectives:

The learners will be able to

- Acquaint with the education in ancient and medieval India, specially about aims, curriculum, methods and their relevance to present day India.
- Acquaint with the education system of India before and since independence.
- Recognize the development of education at different levels and their aspects.

Contents:

Unit – 1 System of Education in Ancient and Medieval India

- A comparative study of Brahmanic, Buddhestic, Jain and Islamic educational system reference –
- Aims and objectives
- Curriculum
- Method of Teaching
- Teacher pupil relationship
- Discipline
- Relevance of the above to present day

Unit – 2 Synoptic Review of Education in the British Period with reference to –

- Maculay's Minute and Bentinck's Educational Resolution
- Wood's Despatch
- Sadler Commission
- Sargent Plan
- National Education Movement

Unit – 3 Development of Education After 1947

- University Education Commission, 1948-49
- Secondary Education Commission, 1952-53
- Main Recommendations of Indian Education Commission 1964-66

Unit – 4 NPE-1986 and POA-1992 regarding the development of national system of Education

Unit – 5 National Knowledge Commission (2005-06)

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Suggested Readings:

1. Bhaskar Chatterjee – Education for All, Lotus Press, New Delhi 2006

2. S. N. Mukherjee – Education in India; Today & Tomorrow, Acharya Book Depot, 1976, Vododara

3. G. Pankajan – Pre-primary Education: Philosophy and Practice, Concept Publishing Co. 2005, New Delhi

4. J. P. Banerjee (1985) – Education in India: Past; Present; Future, Kol.

5. S.P. Chaube – History of Indian Education

6. A. n. Basu – Education in Modern India

7. J. C. Agarwal – Development and Planning of Modern Education

8. NCERT – Report of the Education Commission, 1964-66. Delhi

9. Govt. of India – reports of Five Year Plan, New Delhi ; Planning Commission.

10. S. P. Agrawal and J.C. Agrawal – Educational and Social Uplift of Backward Classes, Concept Publishing Company

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

SEMESTER – III

Course No. 301: EDUCATIIONAL TECHNOLOGY

Objectives:

The learners will be able to

- explain the meaning, nature and various forms of educational technology
- explain different modalities of teaching and designing instructional system.
- state and explain components and factors of communication.
- outline different emerging trends in educational technology and their use.

Contents:

Unit – 1: Concept, Objective and scope of Educational Technology
- Major approaches to Educational Technology-Hardware, Software
- Various forms of Educational Technology
- Instructional Technology and teaching Cybernetic
- Systems approach in Education

Unit – 2 Organising knowledge for instruction
- Cognitive skills: reasoning
- Procedural knowledge: Know how
- Propositional knowledge: Know why, what, when, who, where
- Integrating

Unit – 3 Teaching skills & their component
- Questioning skill
- Skill of reinforcement
- Lecturing skill
- Skill of illustration
- Interaction skills

Unit – 4 Communication in Teaching
- Components of communication process – sender, media, message, receiver noise and feedback
- Theories of communication
- Factors affecting classroom communication

Unit – 5 Emerging trends in ET
- Language Laboratory
- Radio Vision
- Teleconferencing
- CCTV
- EDUSAT
- Multimedia in education

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Suggested Readings:

1. Essentials of Educational Technology – Mangal & Mangal, PHI Learning Pvt. Ltd.
2. Educational Technology – D.D. Agarwal
3. Educational Technology – Knowledge Assessment – M. Mukhopadhyay, Shipra Publication
4. Educational Technology & Management – Y K Sharma & M. Sharma, Kaniska Publication
5. Educational Technology – J. Mohanty
6. Fundamental Aspects of Educational Technology – Y. K. Sharma
7. Educational Technology – Usha Rao
8. Siksha Prajuktibijnan – Maloy Kr. Sen
9. Sikshanan O Niredeshanar Manastatwa – D. Mukherjee and S. K. Ghosh
10. Davies, I. K. (1971), " The Management of Learning" London: Mc Graw Hill.
11. Dececco, J.P. (1988), "The Psychology of Learning and Instruction", New Delhi, Prentice Hall.
12. Kulkarni, S. S. (1986), "Introduction to Educational Technology", New Delhi: Oxford & IBH Publishing Company.
13. Kumar, K.L. (1996), "Educational Technology", New Delhi: New Age International Publishers.
14. Locatis, C. N. and Atkinson F. D. (1984), "Media and Technology for Education and Training", London: Charles E. Publishing Co.
15. Mavi, N.S. (1984), "Programmed Learning – An Empirical Approach", Kurushetra, Vishal Publishers.
16. Joyce, B. & Weil, M. (1992), Models of Teaching, New Delhi, Prentice Hall

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Course No. 302: ANALYSIS OF DATA AND WRITING RESEARCH REPORT

Objectives:

To enable the learners to

- develop the concepts of quantificatiion measures, grouping and presentation of data.
- estimate and calculate correlation, regression and prediction.
- acquaint with the descriptive and and inferential statistical techniques in educatioinal research.
- develop skill to write and evaluate research report.

Contents:

Unit – 1 Types of data: Quantitative and Qualitative

- Classification, Quantification and presentation of research data
- Graphical presentation
  (a) Histogram
  (b) Polygon
  (c) Ogive
  (d) Application and use of the above in educational research

Unit – 2 Different measures of Central tendencies and variabilities:

- Concept
- Estimation
- Uses in educational research

Unit – 3 Correlation, Regression & Prediction

- Concepts, Types, Estimation
- Methods of estimation of linear regression and prediction
- Multiple regression (concepts)
- Uses in Educational Research

Unit – 4 Inferential statistics for testing null hypothesis interpretation of results (Non Parametric & Parametric techniques)

- Chi-square test
- Median test
- CR test
- Significance of Means
- Analysis of variance

Unit – 5 Writing of research report

- recording, organizing and reporting of investigation /xperimentation as per style format, and evaluating a research report.

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Suggested Readings:

1. L. Koul (1998) – Methodology of Educational Research (3rd) Vikas Publishing House Pvt. Ltd.
2. C. r. Kothari (1999) – Research Methodology (2nd Ed), Wishwa Prakashan, New Delhi
3. Best J.W. and J.V. Kahn (1999) – Research in Education (7th Ed), Prentice Hall of India Pvt. Ltd.
4. Van Dalen, D. B. 91973) – Understanding Educational Research; an Introduction. McGraw Hill.
5. L. Cohen and L Manion – Research Methods in Education, Rutledge, London
6. S. K. Mangal (2002) – Statistics In Psychology and Education (2nd Ed) Prentice Hall of India Pvt. Ltd.
7. K. S. Sidhu (2002) – Methodology of Research in Education, Sterling Publishers Pvt. Ltd. New Delhi
8. H. E. Garrett (2005) – Statistics in Psychology and Education, Prentice Hall of India Pvt. Ltd.
9. G. H. Das (2001) – Statistical Methods; (V-II), M. Das and Company, Kol.
10. B. Johnson and L. Christensen (2008) – Quantitative, Qualitative and Mixed Approaches, (3rd Ed) Sage Publication, New Delhi
11. John W Creswell – Educational Research (4th Ed), Planning, Conducting and Evaluating Quantitative and Qualitative Research, PHI Learning Pvt. Ltd.,
12. R. B. Burns – Introduction to Research Methods, Sage Publication, London, 2000
13. C. V. Good – How to do Research in Education

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Course No. 303(a) TEACHER EDUCATION – II

Objectives:

To enable the learners to

- understand the meaning, scope, objectives of teacher education and its development in India.
- acquaint with different agencies of teacher education in India and their roles and functions.
- acquaint with the various aspects of student-teaching programme, prevailing in the country.
- develop in learners' commitment in profession.
- understand the learners the teaching and training techniques.

Contents:

Unit – 6 Teacher Education for Quality –
- Pre-service teacher education – concept, need, organization
- In-service teacher education – concept, need, organization
- Preparing teachers of special schools

Unit – 7 Agencies of Teacher Education
- NCTE, NCERT, DIET, IASE, CTE and NUEPA
- Role of University

Unit – 8 Models of Teaching –
- Characteristics, elements and families of teaching models
- Glasser's Basic Teaching Model, Advance organizer Model and Concept Attainment Model

Unit – 9 Teacher Education through Distance Mode
- Professional preparation of Distance educators – need and strategies

Unit – 10 Current problems in teacher education
- Recent trends and practices in teacher education in India
- Action Research

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Suggested Readings:

1. G. Bhaskara Rao – Teacher Education in India. New Delhi, Discovery House

2. NCERT (1983) – The Teacher and Education in Emerging Indian Society, New Delhi, NCERT

3. NCERT (1998) – Curriculum Framework for Teacher Education, New Delhi, NCTE

4. B.N. Pandey (1967) – Student Teaching and Evaluation, New Delhi, NCERT

5. S. B. Bloom (1960) – Taxonomy of Educational Objectives, New York, Longmans, Green and Co.

6. L. C. Singh (1990) – Teacher Education in India, New Delhi NCERT

7. S.S. Chauhan (2000) – Teacher Education

8. S. P. Sharma – Teacher Education, Kaniska Publishers, New Delhi

9. J. C. Aggarwal (2004) – Teacher and Education in the Developing Society, New Delhi, Vikash Publishing House.

10. R. Riding and S. Reynor (2001) – Cognitive Styles and Learning Strategies, London, David Fulton.

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Course No. 303(b) EDUCATIOIN OF CHILDREN WITH DIVERSE NEEDS – II

Objectives:

To enable the learners to

- be acquainted with the meaning, background of children with diverse needs with special reference to India.
- understand the various suggestions offered by different recent commissions and committees on education of children with diverse needs for realizing the goal of education for all.
- develop skills in encouraging family and community participation in rehabilitation of the children with diverse needs of various categories.

Contents:

Unit-6: Special educational provisions with reference to –
- Visual impairment
- Hearing impairment
- Cerebral palsy

Unit-7: Special educational provisions with reference to –
- Mental retardation
- Learning Disability
- Autism
- Giftedness

Unit-8: Education for the disadvantaged groups
- S. C. & S. T.
- Women

Unit-9: Educational Management in Inclusive setting:
- Inclusion, Concepts and Types
- Identification of exceptionality by the classroom teacher
- Infrastructural management
- Curricular Adaptation; syllabus, teaching strategy, evaluation
- Factors for effective inclusion

Unit-10: Society and differentially able
- Family and community
- Rehabilitations

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Suggested Readings:

1. R. Gulliford and G. Upton – Special Educational Needs, London, Rutledge

2. Samuel Kirk – Educating Exceptional Children. New Delhi; Oxford & IBH Pub. Co.

3. P.C. Biswas – Education of Children with Vislual Impairment in Inclusive School. New Delhi; Abhijeet Publication

4. M.N. Mani - Techniques of Teaching Blind Children, Sterling Publishers Pvt. Ltd.

5. P. Vijayan and S. R. Geetha – Integrated and Inclusive Education. RCI Manual (DSE(VI)) New Delhi, Kanishka Publishers.

6. N. Venkataiah – readings in Special Education. New Delhi, Associated Publishers.

7. Krishna Maitra – Giftedness in Action ; Theory and practice

8. J.E. Yesseldyke and Bob Alglozzine – Special Education; a practical approach for Teachers. New Delhi; Kanishka Publishers.

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Course No. 303(c): HISTORY OF EDUCATION AND ITS MODERN PERSPECTIVES –II

Objectives:

The learners will be able to

- Acquaint with the education in ancient and medieval India, specially about aims, curriculum, methods and their relevance to present day India.
- Acquaint with theeducation system of India before and since independence.
- Recognize the development of educatioin at different levels and their sapects.

Contents:

Unit – 6 Education in Five Year Plans

Unit - 7 Universalisation of Secondary Education:

- Constitutional Provisions
- Policies and Programmes
- Right to Education and its implications for universalisation of Secondary Education
- Strategies for realisation of targets.

Unit - 8 Equity and Access in Education

- Equality in Educational opportunity
- Constitutional provisions
- Nature and forms of inequalities; Gender ,Castes, Class
- Inequality in education

Unit - 9 Differential school systems – school for education of the challenged.

Unit – 10 Current Five year plan (12^{th})

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Suggested Readings:

1. Bhaskar Chatterjee – Education for All, Lotus Press, New Delhi 2006

2. S. N. Mukherjee – Education in India; Today & Tomorrow, Acharya Book Depot, 1976, Vododara

3. G. Pankajan – Pre-primary Education: Philosophy and Practice, Concept Publishing Co. 2005, New Delhi

4. J. P. Banerjee (1985) – Education in India: Past; Present; Future, Kol.

5. S.P. Chaube – History of Indian Education

6. A. n. Basu – Education in Modern India

7. J. C. Agarwal – Development and Planning of Modern Education

8. NCERT – Report of the Education Commission, 1964-66. Delhi

9. Govt. of India – reports of Five Year Plan, New Delhi ; Planning Commission.

10. S. P. Agrawal and J.C. Agrawal – Educational and Social Uplift of Backward Classes, Concept Publishing Company

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Course No. – 303(d): COMPARATIVE EDUCATION- II

Objectives:

The learners will be able to

- understand elementary system of education of the different countries in the world.
- analyze secondary system of education with the world.
- understand higher education system of the different countries in the world.
- understand teacher education system of the different countries in the world.
- analyze distance education system of education with the world.

Contents:

Unit – 6 Universalisation of Elementary Education –

- UK, USA, China and Japan
- With special reference to India

Unit – 7 Secondary Education

- UK, USA, China and Germany
- With special reference to India

Unit – 8 Higher Education

- UK, USA, China and France
- With special reference to India

Unit – 9 Teacher Education

- UK, USA, China and Germany
- With special reference to India

Unit – 10 Distance Education

- UK, USA, China and Japan
- With special reference to India

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Suggested Readings:

1. Comparative Education – T.S. Sodhi

2. Comparative Education – Chaube & Chaube

3. Comparative Education – Y.K. Sharma

4. Comparative Education – R. N. Sharma

5. Comparative Education – A Study of Educational Factors and traditions

   – N. Hans

6. Dr. K. P. Pandey (1987) – Comparative Education, Amitash Prakashan

7. D. Mukhopadhyay (2002) – Tulanamulak Siksha, Paschimbanga Rajya Pustak Parsad, Kolkata.

8. Jacques Delors (1996) – The Treasure within. Paris, UNESCO

9. Edgar Faure (1972) – Learning to be; The World of Education Today and Tomorrow, Paris, UNESCO

10. Liam Grearon (Edited) – Education in the United Kingdom. David Futton Publishers, London, 2002.

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Course No. – 303(e): GUIDENCE & COUNSELING - II

OBJECTIVES:

The learners will be able to

- Understand the concept of counselling.
- Understand the areas of counselling.
- Aware about different types of counselling.
- develop an ethical approach to counseling.
- aware about tools and techniques for conducting counselling services.
- Understand about counselling for special learners.

Contents:

Unit – 6 Introduction to Counselling:

- Meaning, definition, nature and scope of counselling.
- Base principles of counselling.
- Difference and relation between guidance & counselling.
- Different forms or areas of counselling (clinical, personal, marital and rehabilitation)
- Different types or approaches of counselling (directive, non- directive and eclectic)
- Phases of counselling process (assessment, intervention and termination)
- Characteristics of an effective counsellor.
- Counselling movement in India.
- Present status of counselling.

Unit - 7 Counselling for Special Learners:

- Socially and Economically Disadvantaged
- Destitute and Orphans
- Delinquents
- Drop-outs
- Aids Patients
- Drug Addicts and Alcoholics
- Paedophiles
- Homosexuals

Unit - 8 Directive, Non- Directive and Eclectic Counselling:

- Nature, purpose, steps or procedure , advantage and disadvantage of Directive, Non- directive and Eclectic counselling.

Unit - 9 Areas of Counselling:

- Family group consultation, Counselling families concerning children,
- Counselling with parents, Counselling the delinquent, Counselling reluctant clients,
- Marriage counselling, Premarital counselling,
- Counselling women,
- Genetic counselling, Counselling the handicapped,
- Career counselling,
- Adolescent counselling.

Unit – 10 Techniques in Counselling:

- Various Therapy- Psychoanalytic therapy, Group therapy, Psychodrama, Chemo-therapy, Behaviour therapy, Cognitive therapy.
- Testing- Test use and interpretation, Non test client appraisal techniques.
- Psycho- diagnosis- Common classification system. Limitation of diagnosis.

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

- Counselling Interview- Essential aspects, basis procedures, problems and their handling.

Suggested Readings:

1. Guidance and counselling in college and university - S K.Kochar.
2. Guidance and counselling- Gibson – -Pearson publisher.
3. Sangathi Bidhane Nirdeshona & paramarshadan- - Dr. Subir Nag, Gargi Dutta.
4. Carson R C & Butcher, J.N - - Abnormal psychology and modern life.
5. Kisker G .W. - -The disorganized personality.
6. Coleman,J.c- -Psychology and Effective Behaviour.
7. Sarasan and Sarasan – -The problem of maladaptive Behaviour
8. Mohanty, G - -Abnormal Psychology.
9. Chauhan, S.S – - Principle and technique of Guidance.

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Course No. 304 a (CBCS-II) ENVIRONMENTAL EDUCATION – II

Objectives:

The learners will be able to

- orient with various components of environmental for preparing a curriculum for environmental education.
- develop various and strategies for realizing the objectives of environmental education.
- understand the status of environmental education in school curriculum.
- understand the curriculum and methods in environmental education.
- acquire knowledge about the different methods of teaching in environmental education.
- acquire knowledge of the tools and techniques for the evaluation of environmental education.
- understand about various projects in the area of environmental studies in different countries.

Contents:

Unit-6 Curriculum of Environmental Education

- Environmental Education as a separate subject, Topical units.
- Integration and Interdisciplinary approach.
- Curriculum contents and principles of Environmental Education.
- Development of curriculum for primary, secondary and higher education.

Unit-7 Methods and Strategies in Environmental Education

- Conventional Methods- discussion, seminar, workshop, dialogue, problem solving, field survey and exhibition.
- Participatory programmes.
- Relative efficiency of teaching methods.

Unit-8 Agencies of Environmental Education

- Formal and Non-formal agencies.
- Governmental and Non- governmental agencies.
- Mass media- News paper, Radio, Electronic media, Print Films, T.V and Others.

Unit-9 Evaluation & Research in Environmental Education

- Evaluation of learner & learning materials.
- Evaluation of strategies of teaching.
- Purpose of research in Environmental Education.
- Methods of research.
- Current trends of research.
- Impact of science and technology on Environmental Educational research.

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Unit-10 Project Work in Environmental Education

- To complete any one project selected from any area of the syllabus (I to VIII). The project work will have to be completed according to following steps:
  Identification of the problem/topic.
  Formulation of objectives.
  Review of relevant literature.
  Writing the questions/ hypotheses.
  Field identification.
  Nature of information/ sources of data.
  Collection and organization of data.
  Analyzing
  Drawing conclusion.
  Reporting.

Suggested Readings:

18. Sharma, R. A - Environmental Education.
19. Sharma, B. L., & Maheswari, B. K - Education for Environmental and Human value.
20. Kumar, A - A text book of environmental science.
21. Singh,Y. K - Teaching of environmental science.
22. Sharma, V. S - Environmental education.
23. Reddy, P. K., & Reddy, N. D.- Environmental Education.
24. Kelu, P - Environmental education: A conceptual analysis.
25. Agarwal, S.P. and Aggarwal, J.C - Environmental Protection, Education and Development.
26. Daubenmise, R.F.- Plants & Environment.
27. Deshbandhu and G. Berberet- Environmental Education for conservation and Development, Indian Environment Society.
28. Joy, P., & Neal, P - The handbook of environmental education.
29. Sharma, R. G - Environmental Education.
30. Verma, P.S. & Aggarwal, V.K - Environmental Biology.
31. Saxena, A.B - Environmental Education.
32. Sapru, R.K - Environmental Management in India.
33. Pal, B.P - National Policy on Environment, Department of
34. Environment, Govt. of India.
35. Kumar, V.K- A Study of Environmental Pollution.
36. Khoshoo, T.N - Environmental concerns and Strategies, Indian Environmental Society.

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Course No. 304 b (CBCS-II) HISTORY OF EDUCATION AND ITS MODERN PERSPECTIVES -II

Objectives:

The learners will be able to

- Acquaint with the education in ancient and medieval India, specially about aims, curriculum, methods and their relevance to present day India.
- Acquaint with theeducation system of India before and since independence.
- Recognize the development of educatioin at different levels and their sapects.

Contents:

Unit – 6 Education in Five Year Plans

Unit - 7 Universalisation of Secondary Education:

- Constitutional Provisions
- Policies and Programmes
- Right to Education and its implications for universalisation of Secondary Education
- Strategies for realisation of targets.

Unit - 8 Equity and Access in Education

- Equality in Educational opportunity
- Constitutional provisions
- Nature and forms of inequalities; Gender ,Castes, Class
- Inequality in education

Unit - 9 Differential school systems – school for education of the challenged.

Unit – 10 Current Five year plan (12^{th})

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Suggested Readings:

1. Bhaskar Chatterjee – Education for All, Lotus Press, New Delhi 2006

2. S. N. Mukherjee – Education in India; Today & Tomorrow, Acharya Book Depot, 1976, Vododara

3. G. Pankajan – Pre-primary Education: Philosophy and Practice, Concept Publishing Co. 2005, New Delhi

4. J. P. Banerjee (1985) – Education in India: Past; Present; Future, Kol.

5. S.P. Chaube – History of Indian Education

6. A. n. Basu – Education in Modern India

7. J. C. Agarwal – Development and Planning of Modern Education

8. NCERT – Report of the Education Commission, 1964-66. Delhi

9. Govt. of India – reports of Five Year Plan, New Delhi ; Planning Commission.

10. S. P. Agrawal and J.C. Agrawal – Educational and Social Uplift of Backward Classes, Concept Publishing Company

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

SEMESTER – IV

Course No. 401: CURRICULUM STUDIES

Objectives:

The learners will be able to

- understand the meaing, need and theories of curriculum.
- develop in critical lunderstanding of curriculum development.
- acquaint the students with preparation of materials for curriculum implementation.
- understand the concept, nature, procedures, tools, techniques of curriculum evaluation.

Contents:

Unit – 1 Foundation of curriculum studies

- Meaning and need for curriculum in instructional system
- Theories of curriculum

Unit – 2 Curriculum Development

- Basic Principles of selection of curriculum content
- Factors responsible for innovation in curriculum change and development
- Models of curriculum development

Unit – 3 Curriculum Implementation

- Meaning, Strategies and implications
- Leadership role and community participation
- Instructional guides and materials for teachers and students

Unit – 4 Curriculum Evaluation.

- Concept, nature, objectives, procedures, techniques and tools
- Recording results, interpretation and application of evaluation results in curriculum development

Unit – 5 The latest National Curriculum Framework – a critical overview

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Suggested Readings:

1. Hilda Taba (1962) – Curriculum Development: Theory and Practice; New York, Hartcourt
2. F. D. Walker (2003) – Fundamentals of Curriculum, London; I.E. Associates.
3. N. Bhalla (2007) – Curriculum Development, Author Press, New Delhi
4. G. J. Posner (1995) – analysing the Curriculu,, New ork; Mc Gaaw – Hill
5. NCTE (1998) – Curriculum Framework for Quality Teacher Education. New Delhi, NCTE
6. NCERT (2005) – National Curriculum Framework (2005). New Delhi, NCERT
7. P. Chandrasekharan (1997) – Educational Planning and Management. New Delhi
8. A. V. Kelley (1977) – The Curriculum Theory and Practice. London, Harper and Row

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Course No. 402: EDUCATIONAL MANAGEMENT

Objectives:

The learners will be able to

- understand the concepts, process, approaches and critically to the theory of management and its application in the field of education.
- understand the organizational development with all its aspects.
- understand important managerial processes and effective manager of teaching.
- understand the various agents of changes to education.

Contents:

Unit – 1 Educational administration and management

- Concept & process, Approaches, Taylor, Fayol and Weber
- Educational administration in India: Structure, Role of central govt., state govt. and local bodies.

Unit – 2 Aspects of educational management: (concepts, types, characteristics, process)

- Planning,
- Organizing
- Supervising
- Cntrolling

Unit – 3 Management of resources in education

- HR management in educational organization
- Motivation and group dynamics
- Financial resources: Allocation and their efficient use, brief introduction to budgeting, concept, forms and process the relationship amount central government, state government and local bodies in the context of financing of education.

Unit – 4 Professional growth of Educational Personnel

- concept, factors, personnel services, evaluation of professional growth, code of ethics of teachers.
- Leadership in educational organization; Meaning and nature styles of leadership.

Unit – 5 Modern techniques of educational management

- Programme evaluation and review technique (PERT)
- Planning programme and budgeting system (PPBS)
- Management by objectives (MBO)
- Total Quality Management (TQM), SWOT analysis
- Appraisal of the educational organization UGC, NASC, NCTE, AICTE

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Suggested Readings:

1. T. Bush and L. Bell (2002) – The Principles and Practice of Educational Management. London, Paul Champan
2. Marmar Mukhopadhyay (2004) – Leadership for Institution Building in Education.
3. Udai Pareek 919810 – Beyond Management. New Delhi, Oxford 7 IBH Pub.
4. UNESCO (1982) – A Training Module on Institution Building and Institutional, Management, Bangkok
5. J.L. Massie (1987) – Essentials of Management. New Delhi
6. F. E. Fiedler 91967) – A Theory of Leadership Effectiveness, New York.
7. P. Hersey and K. Blanchard (1986) – Management of Organizational Behavior. New Delhi.

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf

Course No. 403: COMPUTER APPLICATION (PRACTICUM)

Objectives:

The learners will be able to

- understand the fundamental knowledge of computer.
- work on computer of different kinds of application may use in education.

Contents:

- Basic concept of Computer
- File open,
- Word document,
- Paragraph typing,
- Table work,
- Header,
- Footer,
- Alignment,
- Font size,
- Data entry in the table. (overview on computer components)

Course – 404: PSYCHOLOGICAL TESTING (PRACTICUM)

Construction of Achievement test/Administration of Psychological test/Seminar Presentation.

(Content of the Practical will be decided by the P.G. Board of Studies in Education from time to time.)

Downloaded from Vidyasagar University by 18.97.14.81 on 16 Sep 2026 : 06:33:15; Copyright : Vidyasagar University
http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/PG_Syllabus_CBCS/education.pdf