

UNIVERSITY OF KALYANI

Directorate of Open and Distance Learning

M.A. /M.Sc. (Education) CBCS Curriculum

Semester-II						
Course Code	Course Title	Course Credit	Points/Marks			Learning Experiences (Hours)
			Mid-term/Assignment	Term-end	Total	
COR-205	Educational Philosophy-II	2	10	40	50	40
COR-206	Educational Psychology-II	2	10	40	50	40
COR-207	Educational Sociology-II	2	10	40	50	40
COR-208	History, politics & Economics of Education	2	10	40	50	40
COR-209	Research Methodology-II	4	20	80	100	80
GEC-210 (CBCS)	Fundamentals of Education and Research(for the students of other departments)	4	20	80	100	80
Total Credit		16	Total Marks		400	

COR-205: Educational Philosophy-II

Points/Marks – 40+10=50

Learning Hours-40

Contents

Block-I: Indian Schools of Philosophy: Carvaka, Vaiseshika, Vedanta in terms of Knowledge (Epistemology/Vidya), Reality (Metaphysics/Darshan), Values (Axiology/Daya) and their educational implications.

Block-II: Educational Philosophy of Swami Vivekananda, Rabindranath Tagore, Aurobindo, M. K. Gandhi, J. Krishnamurthy, Paulo Freire, Wollstonecraft, Nel Noddings and Savitribai Phule;

Block-III: Building a Philosophy of Indian Education: Main issues of development of education in India.

Block-IV: Western Schools of Philosophy: Existentialism, Essentialism, Humanism, Progressivism, and Marxism in terms of Knowledge (Epistemology/Vidya), Reality (Metaphysics/Darshan), Values (Axiology/Daya) and their educational implications.

COR-206: Educational Psychology-II

Points/Marks – 40+10=50

Learning Hours-40

Contents

Block-I: Intelligence: Intelligence: Concepts of Social intelligence, multiple intelligence, emotional intelligence Theories of Intelligence by Sternberg, Gardner, Assessment of Intelligence, Concepts of Problem Solving, Critical thinking, Metacognition, and Emotional intelligence.

Block-II: Learning theories and their implications: Cognitive (Tolman, Lewin, Bruner) and Social theories of learning (Bandura), Constructivist learning (Vygotsky and Piaget, Factors affecting social learning, social competence, Concept of social cognition

Block -III: Personality: Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka Big five factors). Measurement of personality

Block -IV: Guidance and Counselling: Nature, Principles and Need, Types of guidance (educational, vocational, personal, health and social & Directive, Non- directive and Eclectic), Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Person-centred Counselling (Carl Rogers) - Theories of Counselling (Behaviouristic, Rational, Emotive and Reality)

COR-207: Educational Sociology-II

Points/Marks – 40+10=50

Learning Hours-40

Contents

Block-I: Education and Social Change : Factors affecting social change, various instruments of social change, constraints of social change (caste, ethnicity, class, language, religion, regionalism), theories of social change (Marxian theory, Sorokin's and other views on social changes).

Block-II: Education and Social Stratification: Role of education in social mobility, education to social equity and equality of educational opportunity.

Block -III: Education and Values: Concepts, Nature & Classification need for inculcation of values, Indian traditional thought on value education.

Block-IV: Education and Leadership: the locus of leadership and roles, leaders & leadership, the dynamics of leadership, leader types and leader styles.

COR-208: History, Politics & Economics of Education

Points/Marks – 40+10=50

Learning Hours-40

Contents

Block-I: Committees and Commissions' Contribution to Teacher Education: Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1986,1992), National Commission on Teachers (1999), National Curriculum Framework 2005, National Knowledge Commission (2007), Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012), National Education Policy, 2020.

Block-II: Relationship between Politics and Education: Linkage between

Educational Policy and National Development, Determinants of Educational Policy, Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles

Block-III: Perspectives of Politics of Education: Liberal, Conservative and Critical, Approaches to understanding Politics (Behaviourism, Theory of Systems Analysis and Theory of Rational Choice), Education for Political Development and Political Socialization ,Relationship Between Politics and Education

Block-IV: Economics of Education: Concept of Economics of Education, Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education, Signalling Theory Vs Human Capital Theory, Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting

COR-209: Research Methodology-II

Points/Marks - 80+20= 100

Learning Hours-80

Contents

Block-I: Inferential Statistics-I Sampling distribution of Statistics: Parameter, statistics, sampling distributions, sampling error and standard error of statistics, degrees of freedom, confidence limits and confidence intervals. Parametric and non parametric techniques (concept), chi-square tests, CR-test, F- test (one way), Median test, ANOVA (concept). Regression and Prediction: concepts, types, methods for estimation of linear regression and prediction (one / two predictor) and uses in educational research, Multiple Regression (concept and uses).

Block-II: Qualitative data analysis: Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation

Block-III: Qualitative research design-I: Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT).

Case Study (Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses).

Ethnography (Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses).

Block-IV: Qualitative research design-II: Narrative Research Designs (Meaning and key Characteristics, Steps in conducting NR design)

Mixed Method Designs: Characteristics, Types of MM designs (Triangulation, explanatory and exploratory designs), Steps in conducting a MM designs, Strengths and weakness of MM research.

Block-V: Standardization of research tool and Statistical application of psychological, educational testing: Item Analysis, Reliability, Validity, Objectivity, Norms- concept, types, and methods of estimation.

Application of any two test from the following (Attitude, Leadership, Learning Style, Personality, Memorization and Interest Inventory)

Block-VI: Research Report: Nature and importance of reporting.

Steps of Writing a Research Proposal

Recording, organizing and reporting of investigation /experimentation as per style format.

Evaluating a research report

GEC-210: Fundamentals of Education and Research **(Open Course)**

Points/Marks – 80+20= 100

Learning Hours-80

Contents

Block-I: Function of Education: Basic concepts of Education: Meaning, Nature, Scope, functions, and agencies of Education Philosophical bases of Education: Philosophical bases of Education, Preliminary ideas about Indian schools of philosophy in relation to Education Historical and Sociological Basis of Education: Developmental history of modern Indian Education, Sociological basis of Education.

Block-II: Psychology of Learning and Teaching: Learning: Meaning, Nature, Factors (Motivation, Maturation, Memory, and Attention). Theories and implication (Classical Conditioning, Operant Conditioning, Gestalt, and Constructivism)

Teaching: Meaning. Stages. Levels. Teaching skill. Development of teaching skills

Educational Technology: Meaning, Nature, approaches, and Scope.

Block-III: Curriculum Development and Evaluation: Concept, Types, and Principles of Curriculum o Foundation of Curriculum and Curriculum framework.

Block-IV: Measurement and Evaluation: Meaning and nature of Measurement and Evaluation Formative and Summative evaluation, Continuous and Comprehensive evaluation (CCE)

Block-V: Research in Education: Basic concepts in Research: Meaning and nature of research, Different types of research in Social Science- Basic, Applied, and Action Qualitative, Quantitative, and Mixed Historical, Descriptive, and Experimental
Review of Related Literature: meaning and importance
Hypothesis and Research question
Population, Sample, and Sampling techniques: Probability (Simple Random, Stratified Random,) and Non-probability (Incidental, Purposive)
Tools of data collection: Criteria of a good research tool. Nature, Merits and Demerits of tools- Observation, Questionnaire, Interview, Likert scale

Block-VI: Statistics in research and Report writing: Statistics in research: Scales of measurement, Central tendencies and Dispersion, NPC, Inferential statistics- Parametric and Nonparametric tests.
Reporting of research: Research Proposal, Research report and Basic components of writing research report