

**CBCS Curriculum M.A. in Education,
Department of Education, DODL, University of Kalyani**

Semester-II (2022-24)

Semester-II		Course Credit	Mid-term	Term-end	Total	Learning Experiences (Hours/wk.)
COR-205	Educational Philosophy-II	2	5	20	25	2
COR-206	Educational Psychology-II	2	5	20	25	2
COR-207	Educational Sociology-II	2	5	20	25	2
COR-208	Research Methodology-II	4	10	40	50	4
COR-209	Inclusive Education	4	10	40	50	4
GEC (Open Course)	Fundamentals of Education and Research (for students of other departments)	4	10	40	50	4
Total Credit-		18	Total Marks- 225			

(COR= Compulsory Paper/Core Course; GEC=Generic Elective Course)

Semester – II

COR-205: Educational Philosophy-II

Points/Marks – (20+5) = 25

Learning Experiences (hours-8)

Contents

Block-1: Indian Schools of Philosophy: Charvaka, Vaisesika, and Vedanta in terms of Knowledge (Epistemology/Vidya), Reality (Metaphysics/Darshan), Values (Axiology/Daya) and their educational implications.

Block-2: Educational Philosophy of Swami Vivekananda, Rabindranath Tagore, Aurobindo, M. K. Gandhi, J. Krishnamurthy, Paulo Freire, Wollstonecraft, NelNoddings and Savitribai Phule;

Block-3: Building a Philosophy of Indian Education: Main issues of development of education in India.

Block-4: 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 – (20+5) = 25

Learning Experiences (hours-8)

Contents

Block-1: Intelligence:

- Concepts of Social intelligence, Multiple Intelligence, emotional intelligence
- Theories of Intelligence by Sternberg, Gardner and their implications
- Assessment of Intelligence,
- Concepts of Problem Solving, Critical thinking, Metacognition

Block-2: Learning theories and their implications

- Cognitive theories of learning: Tolman, Lewin, Bruner
- Social theories of learning: Bandura;
- Factors affecting social learning, social competence, concept of social cognition
- Constructivist theories of learning: Vygotsky, Piaget

Block-3: Personality:

- Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka, Big five factor).
- Measurement of personality.

Block-4: 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 – (20+5) = 25

Learning Experiences (hours-8)

Contents**Block-1: 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)
- Different forms of Social Changes in India: Urbanization, industrialization, modernization, westernization & Sanskritization with special reference to Indian society and its educational implication.

Block-2: Social Stratification, social Mobility and Education:

- Concept of Social Stratification
- Relation between Stratification and Education
- Concept of Social Mobility
- Factors affecting Social Mobility
- Role of education in social mobility

Block-3: Education and Values:

- Concepts, Nature & Classification
- need for inculcation of values,
- Indian traditional thought on value education.
- Strategies for inculcating Value

Block-4: Education and Politics:

- Education in relation to Democracy
- Education and National Integration,
- Education and Globalization.

COR-208: Research Methodology-II

Points/Marks – (40+10) = 50

Learning Experiences (hours-16)

Contents**Block-1: Variables and Hypothesis:**

- Meaning of Concepts, Constructs and Variables, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator),
- Hypotheses - Concept, Sources, Types (Research, Directional, Non-directional, Null), Formulating Hypothesis, Characteristics of a good hypothesis,
- Concept of Null hypothesis, testing of null hypothesis, types of Error-Type I and Type II, levels of significance, Tests of significance, Directional (one tailed) and non- directional(two tailed) tests.

Block-2: 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).

Block-3: Inferential Statistics-II

- 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-4: Qualitative data analysis

- Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation

Block-5: Qualitative research design

- 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),
- Narrative Research Designs (Meaning and key Characteristics, Steps in conducting NRdesign),

Block-6: Mixed research design

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

Block-7: 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-8: Research Proposal and Research Report

- Importance of research reporting
- Guidelines of writing a Research Proposal,
- Major components and chapterization of research reporting
- Writing reference, citation in research report as per style format
- Evaluating a research report

COR-209: Inclusive Education-II

Points/Marks – (40+10) = 50

Learning Experiences (hours-16)

Contents

Block-1: Variables and Hypothesis: Introduction to Inclusive Education:

- Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalizedgroup and Learners with Disabilities),
- Evolution of the Philosophy of Inclusive Education: Special, Integrated and their relation,
- Philosophical, Sociological, Economical and Humanitarian dimensions of inclusiveeducation 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,
- Concession 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),
- 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

GEC (Open Course): Fundamentals of Education and Research (for students of other departments)

Points/Marks – (40+10) = 50

Learning Experiences (hours-16)

Contents

Block-1: Basic concepts of Education:

- Meaning, Nature, Scope, functions, and agencies of Education

Block-2: Philosophical bases of Education:

- Philosophical bases of Education,
- Preliminary ideas about Indian schools of philosophy in relation to Education

Block-3: Historical and Sociological Basis of Education:

- Developmental history of modern Indian Education,
- Sociological basis of Education.

Block-4: 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 and levels of teaching, Teaching skills and Microteaching
- Educational Technology:
- Meaning, Nature, approaches, and scope of E

Block-5: Curriculum Development and Evaluation:

- Concept, Types, and Principles of Curriculum
- Foundation of Curriculum and Curriculum framework

Block-6: Measurement and Evaluation:

- Meaning and nature of Measurement and Evaluation
- Formative and Summative evaluation
- Continuous and Comprehensive evaluation (CCE)

Block-7: 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-8: 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 and Research report
- Basic components of writing research report