

Semester	III
Paper Number	
No. of credits	5 + 1
Paper Title	MAEDCR31: Educational Technology
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	<p>This course is designed to make the students aware about the advancement of technology and its application in the different field of education viz. Teaching and learning, evaluation, administration, development of course etc.</p> <p>It is expected that after completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • <i>Use internet technologies efficiently to access remote information, communicate and collaborate with others</i> • <i>Develop skills in using various web 2.0 and e-learning tools</i> • <i>define the concept of Educational Technology</i> • <i>Classify the models of educational technologies</i> • <i>Explain the emerging trends and role of educational technology in an instructional environment;</i> • <i>Discuss the application of educational technology in education, in general and in the teaching-learning process in particular</i> • <i>Apply the e-learning approaches of educational technology for learning.</i> • <i>Discuss the implications of various theories and principles of learning while teaching and training with technology</i> • <i>Define learning from the viewpoint of different schools of thoughts</i> • <i>Examine the implications of constructivism in teaching-learning process</i> • <i>Create E portfolios, online and offline assessment tools in education</i> • <i>Use ICT in improving educational administration</i>
Syllabus	<p>Module 1: (30 marks)</p> <p>Unit-I: Basics of Educational Technology (ET)</p> <ul style="list-style-type: none"> • Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology

- Applications of Educational Technology in formal, non-formal (Open and Distance Learning)
- Informal and Inclusive Education Systems

Unit-II: Psychological Theories and Instructional Design

- Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design: (Skinner, Piaget, Ausubel, Bruner, Vygotsky)
- Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non-formal groups)

Unit-III: Different Models of Educational Technology

- Systems Approach to Instructional Design
- Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason)
- Gagne's Nine Events of Instruction and Five Elements of Constructivism
- Nine Elements of Constructivist Instructional Design

Unit-IV: Application of Computers in Education

- CAI, CAL, CBT, CML, Concept, Process of preparing ODLM,
- Concept of e learning
- Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)

Module 2: (30 marks)

Unit-V: Emerging Trends in e-learning-1

- Social learning: concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum
- Open Education Resources (Creative Commons, Massive Open Online Courses
- Concept and application), E-Inclusion - Concept of E-Inclusion, Learning Management System, Mobile learning

Unit-VI: Emerging Trends in e-learning-2

- Application of Assistive technology in E-learning
- Quality of E-Learning-Measuring quality of system: Information, System, Service
- User Satisfaction and Net Benefits (D&M IS Success Model, 2003), Ethical Issues for E-Learner and E-Teacher -Teaching, Learning and Research

Unit-VII: Application of Educational Technology

- Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research -Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) Concept and Development.

Unit-VIII: Some advance issues related to ICT:

	<ul style="list-style-type: none"> • Multimedia: meaning, types, advantages and evaluation of multimedia resources • Open Educational Resources: meaning and importance, various OERs initiatives • Digital behaviour and critical issues: digital etiquettes, intellectual copyright, internet safety, internet addiction • Government plans/policies and initiatives: National Policy on Information and Communication Technology (ICT) in School Education (2012), National Mission on Education through Information and Communication Technology (ICT), ICT @ School etc.
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Report, MOOC
Practicum	<p>Any one:</p> <ol style="list-style-type: none"> 1. Complete any free MOOC course from SWAYAM/ equivalent platform and write a report on the educational implications 2. Prepare a critical report on the various ICTs used for education in Chitrabani, EMMRC, Kolkata or any other reputed and recognized institute of education providing multimedia education 3. Prepare a self-instructional material on the use of various ICTs in the teaching of a particular topic in a particular discipline in the secondary or higher secondary level of a school
Readings	<ul style="list-style-type: none"> • Anderson, T. (2004). The theory and practice of online learning. Edmonton, Canada: AU Press, Athabasca University. • Beetham, H., & Sharpe, R. (2007). Rethinking Pedagogy for a Digital Age. New York, USA: Routledge Publication. • Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi • Burnett, C., G. Merchant, and B. Parry, eds. 2016. Literacy, Media and Technology: Past, Present and Future. London: Bloomsbury • Bhushan, A. and Ahuja, M. (1992) Educational Technology - Theory and Practice in Teaching Learning Process. MT: Vivek Prakshan. • Clarke, A. (2008). E-Learning Skills. New York, USA: Palgrave Macmillan Publication. • Collis, B. (1996). Tele-Learning: From Television to the World Wide Web and Beyond. JALN. • COL (2005). Creating Learning Materials for Open and Distance Learning: A Handbook for Authors and Instructional Designers. Commonwealth of Learning available at http://oasis.col.org/bitstream/handle/11599/43/odlinstdesignHB.pdf?sequence=1&isAllowed=y • Conrad, Keri (2001). Instructional Design for Web based Training. HRD Press • Crumlish Christian (1999). The Internet No Experience Required. BPB Publications: New Delhi • Evant, M: The International Encyclopedia of Educational Technology.

	<ul style="list-style-type: none"> • Hooker M (2009) Concept Note: The Use of ICT in Teacher Professional Development, Accessed on 16th January 2016 from http://www.gesci.org/old/files/docman/TPD_Workshop-Concept_Note.doc • Ellington H, Percival. F & Race. P (2005). Handbook of Educational Technology, Third Edition, London: Kogan Page Ltd. • Ge, X., Ifenthaler, D., & Spector, J. M. (Eds.). (2015). Emerging technologies for STEAM education: Full STEAM ahead. Springer. • Harasim, L. (2012). Learning theory and online technologies. New York, USA: Routledge Publication. • Kulkarni, S.S. (1986). Introduction to Educational Technology, New Delhi: Oxford & IBH publishing Co. • Kumar, K. L. (1996). Educational Technology, New Delhi: New Age International. • Leithwood, K., & Mcadie, P. (2006). Teaching for deep understanding. California, USA: Corwin Press, Sage Publication. • Levinson, M. (2010). From fear to Facebook: one school's journey. International Society for Technology in Education. • Loveless, A., & Ellis, V. (2001). ICT, Pedagogy and the Curriculum. New York, USA: Routledge Publication. • Maier, P., Barnett, L. Warren, A., Brunner, D. (1998). Using Technology in Teaching and Learning. London: Kogan. • Michael Spector, J. (2014). Foundations of Educational Technology. New York, USA: Routledge Publication. • Mirabito, Michael M.A. (1994). New Communication Technologies, Boston: Focal Press. • Mohanty, (1992). Educational Technology', Delhi: Deep and Deep Publication. • Naidoo, Vis (2003): ICT in Education Policy: Reflecting on Key Issues, COL, Vancouver; Canada.
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	<p>Full Marks: 60 Time: 3 Hours</p> <p>Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p>

	IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)
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Semester	III
Paper Number	
No. of credits	5 + 1
Paper Title	MAEDCR32: Advanced Research Methodology in Education – II
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	<p>On completion of this course, the students will be able to:</p> <ul style="list-style-type: none"> • Understand the role and use of statistics in educational research. • Test hypotheses by using different statistical techniques. • Select the appropriate statistical methods in educational research. • Use computers for data analysis. • Develop ability to use statistical methods for analysis of research data. • Analyse quantitative data of educational research based on types of measurement. • Analyse qualitative data in educational research.
Syllabus	<p>Module 1: (30 marks)</p> <p>Unit I: Statistics in Educational Research</p> <ul style="list-style-type: none"> • Definition and need of Statistics in Educational research • Scales of Measurement: Nominal, Ordinal, Ratio and Interval • Normal Probability Curve: An Introduction • Central Limit theorem • Population Mean, Sample mean and its estimation • Parametric and Non-Parametric Testing: Introduction <p>Unit II– NPC, Significance of the mean and Computer Aided Research Techniques</p> <ul style="list-style-type: none"> • Normal Probability Curve <ul style="list-style-type: none"> ○ Definition <ul style="list-style-type: none"> ○ Skewness and Kurtosis ○ Characteristics ○ Practical Applications • Normal Distribution, t-Distribution, F-Distribution and χ^2-Distribution. • Test of significance α Confidence Limit, significance testing and interpretation.

	<ul style="list-style-type: none"> • Concept of Errors- Type I and Type II, One tailed and two tailed tests. • Use of computers for Data Analysis <ul style="list-style-type: none"> ○ Encoding and Decoding data ○ Using EXCEL, SPSS, NVivo ○ Interpretation of Data <p>Unit III: Descriptive Statistics</p> <ul style="list-style-type: none"> • Organization of Data <ul style="list-style-type: none"> ○ Meaning of data ○ Methods of organizing data <ul style="list-style-type: none"> ▪ Statistical tables ▪ Rank Order ▪ Frequency Distribution (Concept, construction, Intervals, Range, Classes, cumulative frequency, and cumulative percentage frequency) • Graphical Representation of Data <ul style="list-style-type: none"> ○ Graphical distribution of ungrouped: bar graph, bar diagram, circle graph of pie diagram, pictograms, line graphs ○ Graphical distribution of grouped data: histogram, frequency polygon, cumulative frequency graph and ogive (cumulative frequency percentage curve) • Measures of central tendency: mean, median, mode of grouped and ungrouped data • Measures of relative position ó Quartiles, Deciles, Percentile, percentile rank and standard score • Measures of variability: range, quartile deviation, average deviation and standard deviation of ungrouped and grouped data <p>Unit IV: Inferential Statistics, Correlation and Regression</p> <ul style="list-style-type: none"> • Parametric testing <ul style="list-style-type: none"> ○ z-test ○ t ótest (two-tailed and one-tailed test) ○ Analysis of Variance (ANOVA) ○ Analysis of Covariance (ANCOVA) ○ Multivariate Analysis of Variance (MANOVA) • Non-Parametric testing <ul style="list-style-type: none"> ○ Chi Square test (test of independence, goodness-of-fit test) ○ Median test ○ Sign Test ○ Kruskal-Wallis test/H-test ○ Mann-Whitney U test • Correlation and Regression <ul style="list-style-type: none"> ○ Product moment Method
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	<ul style="list-style-type: none"> ○ Rank Difference Method ○ Scatter Diagram Methods ○ Partial Correlation ○ Multiple Correlation ○ Biserial Correlation ○ Point biserial Correlation ○ Regression equation and Regression Analysis ○ Prediction and its use <p>Module 2: (30 marks)</p> <p>Preparation of Dissertation Proposal Report and Seminar Presentation with title, Significance of the study, brief review of related studies, research question/objectives/hypotheses, study design and/or probable analysis, and educational implication (Follow APA).</p>
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Documentary, Report, Use of Computer Software Technologies
Practicum	<p>The students may undertake any one of the following activities:</p> <ul style="list-style-type: none"> • A critical assessment of statistical techniques used in a research report • Preparation of graphical representations of data obtained in a research study • Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis • Analysis of data using Statistical Packages like SPSS, Excel etc
Readings	<p>Reference Books</p> <ul style="list-style-type: none"> • Agarwal, Y.P. (1998). Statistical Methods, Sterling, New Delhi. • Best J. W. (1986). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd. • Fraenkel, J. R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education, Singapore: McGraw Hill, Inc. • Garrett, H. E. (1973). Statistics in psychology and Education, Vakils, Feffer and Simon, Bombay. • Gupta, Santosh (1983). Research Methodology and Statistical Techniques, New Delhi: Deep and Deep Publisher. • K. V. S. Sharma, Statistics made Simple Do it Yourself on PC; New Delhi , Prentice Hall of India Private India Limited, 2001.

	<ul style="list-style-type: none"> • Kaul, Lokesh (1984). Methodology of Educational Research, New Delhi: Vikas Publications. • Kurtz, A. K. and Mayo S. T. (1980). Statistical Methods in Education and Psychology, Narola, New Delhi. • Rajamanikram, M. (2001). Statistical Methods in Psychological and Educational Research New Delhi, Concept Publishing Company. • Srivastava, G. N. P. (1994). Advanced Research Methodology, New Delhi: Radha Publications. • Willis, Jerry W. (2007). Foundations of Qualitative Research: Interpretive and Critical Approaches. SAGE Publication.
Evaluation	<p>Practicum : 20 Marks</p> <p>Continuous Internal Assessment: 20 marks</p> <p>Module 1: End- Semester Theory Examination: 30 marks</p> <p>Module 2:</p> <p>30 marks (Internal): Preparation of Research Proposal (15 Marks) Written Proposal and its Presentation (15 Marks)</p>
Paper Structure for End Semester	<p>Full Marks: 30 Time: 1.5 Hours</p> <p>Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • For questions based on numericals, step-by-step explanation of the process and formula used and interpretation of the result along with educational implications is required • Candidates are required to give their answers in their own words as far as practicable • Technical terms should be defined and explained with clarity, precision, accuracy, breadth, depth and logic <p>I. Critical Essay with Numerical Problems: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes with Numerical Problems: Answer any two questions out of four questions (2 x 5 =10)</p>

Semester	III
Paper Number	
No. of credits	5 + 1

Paper Title	MAEDCR33: Inclusive Education
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	<p>The students will be able to :</p> <ul style="list-style-type: none"> • <i>Understand the concept of exceptional children and their need.</i> • <i>Developmental characteristics of children with special needs- visually and hearing impaired, slow learners, mentally retarded & gifted children, learning disabled, autistic children & children with cerebral palsy.</i> • <i>Educational management for inclusive setting.</i> • <i>Develop understanding of the rationale behind Inclusion/ why of Inclusion</i> • <i>Understand the concept and significance of inclusion</i> • <i>Acquire understanding of who needs to be included</i> • <i>Understand the role of various policies and planning for Inclusion</i> • <i>Understand the importance of the role of Education for Inclusion</i>
Syllabus	<p>Module 1: (30 marks)</p> <p>Unit-I: Concept and Need for Inclusion</p> <ul style="list-style-type: none"> • Difference between special education, integrated education and inclusive education. • Philosophical, Sociological, Economical and Humanitarian dimensions of inclusive education • Advantages of inclusive education for the individual and society. • Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations • National and International initiatives for inclusive education with reference to policy and law. • Inclusion, sustainability and quality enhancement • Inclusion and Globalization <p>Unit II: Key Elements of Inclusion</p> <ul style="list-style-type: none"> • Attitudes and values affecting Inclusion • Understanding the process of inclusion • Role of accessible and flexible curricula for Inclusion • Role of Education for Inclusion • Psychology for Special Needs <p>Unit III: Strategic Planning and Policy Reforms</p>

	<ul style="list-style-type: none"> • Various International policies reflecting Inclusive Education: An overview • Role of Educational Planners and Policymakers for Inclusion • Strategies and Steps towards Inclusion • Strategic Planning for Inclusion • Legal and policy perspectives- Important international declarations / conventions / proclamations- BMF (1993-2012), recommendations of the Salamanca Statement and Framework of Action (1994), UNCRPD (2006). • National initiatives for inclusive education ó National Policy on Education (1968, 1986),POA 1992, Education in the National Policy on Disability (2006), RTE Act (2009). RPWD act 2016 • Special role of institutions for the education of children with disabilities- RCI, National Institute of Different Disabilities <p>Unit-IV: Preparation for Inclusive Education</p> <ul style="list-style-type: none"> • Concept and meaning of diverse needs • Building inclusive learning friendly classrooms: overcoming barriers for inclusion, concept of LRE • Role of teachers, resource teachers, family and other community members for supporting inclusion of children with diverse needs • Problems in inclusion in the real classroom situations; ways for overcoming the problems in inclusions • Skills and competencies of teachers and teacher educators for secondary education in inclusive settings • Teacher preparation for inclusive education in the light of NCF, 2005 • Role of different national and international agencies (institutions, universities) in promoting inclusive education <p>Module 2: (30 marks)</p> <p>Unit-V: Exceptional children & their needs</p> <ul style="list-style-type: none"> • Definition, concept and types of exceptionality • Causes of exceptionality • Concept of impairment, disability and handicap • Needs and problem of exceptional children <p>Unit VI: Visually and Hearing-Impaired Children</p> <ul style="list-style-type: none"> • Causes and characteristics of sensory impairment ó visual & auditory • Identification of visually and hearing impaired children • Educational provisions for visually and hearing-impaired children
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	<p>Unit VII: Slow learners, Mentally retarded & Gifted Children</p> <ul style="list-style-type: none"> • Slow learners - Meaning, causes, characteristics & education of slow learner children • Mentally retarded- Meaning, types and causes of Mental retardation. Identification, characteristics, and education of mentally retarded children • Gifted- Meaning, causes, characteristics and education of gifted children <p>Unit VIII: Learning Disabled, Autistic & Cerebral Palsy Children</p> <ul style="list-style-type: none"> • Learning disabled - Meaning, types and causes of Learning Disability, Reading and Spelling difficulty • Characteristics and Measurement of Learning Disability • Education of Learning Disability • Autistic - Meaning, causes, characteristics & education of autistic children, Autism Research and Practice • Cerebral Palsy - Meaning, causes, characteristics & education of children with Cerebral Palsy
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Report
Practicum	Report on a visit to a school practicing inclusion and identifying and studying the Educational programme for the specific individual or group of learning-disabled students
Readings	<ul style="list-style-type: none"> • Educating Exceptional Children ó S.K. Mangal • Inclusive Education ó Loreman, Deppeler & Harvey • Inclusive Education for children with special needs ó Neena Dash • Byatikromi Sishu ó Bishnupada Nanda & Sarawata Jama
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	<p>Full Marks: 60 Time: 3 Hours</p> <p>Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p>

	IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)
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Semester	III
Paper Number	
No. of credits	5 + 1
Paper Title	MAEDDS34: History of Education in West Bengal
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	<p>The students will be able to-</p> <ul style="list-style-type: none"> • Educational history of West Bengal. • Academic structures of different educational sectors. • Administrative structures of education in different levels. • Recent development and trends of education in West Bengal
Syllabus	<p>Module 1: (30 marks)</p> <p>Unit-I: Educational History of Bengal</p> <ul style="list-style-type: none"> • Education of Ancient, • Medieval Period • Educational Conditions of Bengal during early medieval period. • Educational developments in Bengal under the rules of Senas • Condition of Education in Pre-Colonial Bengal. <p>Unit II: Educational History during Colonial Period of Bengal</p> <ul style="list-style-type: none"> • Education in Bengal during Colonial Period ó Features • Bengal renaissance • Missionary Activities in Education <p>Unit III: Education in West Bengal after Independence</p> <ul style="list-style-type: none"> • Education in Bengal after Independence ó Features • Eminent Educationists of Bengal • Notable Institutions of Bengal • Different Education Commissions and Committees in West Bengal. <p>Unit IV: Recent Initiatives in Education of West Bengal</p> <ul style="list-style-type: none"> • SSA ó RMSA, KGBV, EMRS • Incentive Schemes ó Kanyashree, Sikshashree, Sabuj Sathi, • Grants ó Prematric - Postmatric - Minority Scholarship, Non-NET fellowship for M.Phil & Ph.D Scholars, Uniform-

	<p>Shoe-Umbrella- Books Grants.</p> <p>Module 2: (30 marks)</p> <p>Unit-V: School Education</p> <ul style="list-style-type: none"> • West Bengal Board of Primary Education Structure, Curriculum, • West Bengal Board of Madrasah Education • Secondary & Higher Secondary Education - Structure, Curriculum • Rabindra Mukta Vidhyalaya • Different Statutory Bodies, Boards, Councils <p>Unit VI: Higher Education</p> <ul style="list-style-type: none"> • Higher Education - Structure, Colleges, Universities, Institute, Research Institutes, Centre (IIT, IIM, ISI, CSSSC, IISER) • Courses Offered, Evaluation System <p>Unit VII: Teacher Education</p> <ul style="list-style-type: none"> • Teacher Education ó Dl.Ed, B.Ed, M.Ed • Structure, Universities, Curriculum <p>Unit VIII: Academic Structure of Education in Different Sectors</p> <ul style="list-style-type: none"> • Others Sectors - Structure, Universities, Curriculum- <ul style="list-style-type: none"> ○ Mass Education, ○ Lifelong & Continuing Education ○ Vocational Education, ○ Medical Education, ○ Technical Education ○ Agricultural Education ○ Judicial Education ○ Open & Distance Education
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Report
Practicum	<p>A Report on any one of the following topics:</p> <ul style="list-style-type: none"> • A critical study of the present contribution of Christian Education to West Bengal • A comparative study between schools run by any two religious denominations in West Bengal today
Readings	<ul style="list-style-type: none"> • Reyhner, J (2004). History of Indian Education, Vohra Publishers • Ray, Niharranjan (1950). BangalirItihasa: Adi Parva, Calcutta • Sengupta, N.K. (2001). History of Bengali- Speaking People, UBS Publisherø Distribution. • Sharma, R (2006) .History of Indian Education, Shubhi

	Publishers.
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	<p>Full Marks: 60 Time: 3 Hours</p> <p>Common Instructions:</p> <ul style="list-style-type: none"> Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>

Semester	III
Paper Number	
No. of credits	5 + 1
Paper Title	MAEDDS35: Comparative Education
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	<p>The students will be able to-</p> <ul style="list-style-type: none"> <i>understand the concept, scope, need, and importance of Comparative Education</i> <i>understand Comparative Education as a discipline</i> <i>compare Comparative Education and International Education</i> <i>understand the factors and forces of Comparative Education</i> <i>develop understanding of the system of education in India and developed countries, and develop the sense of international understanding</i> <i>Know the problems of developing countries (SAARC), their causes and solutions through education.</i> <i>Describe the development of the field of Comparative Education.</i>

	<ul style="list-style-type: none"> • <i>Gain Knowledge about the history of Comparative Education.</i> • <i>Understand the methods of Comparative Education.</i> • <i>Identify the field of Comparative Education and its related areas for studies.</i> • <i>Understand different approaches within Comparative Education</i> • <i>Develop skill to use and valuate different methods in comparative studies.</i> • <i>Understand the principles behind analyses of educational systems in different countries.</i>
<p>Syllabus</p>	<p>Module 1: (30 marks)</p> <p>Unit-I: Concept of Comparative Education</p> <ul style="list-style-type: none"> • Genesis and Development of Comparative Education • Concept and scope of Comparative Education • Aims and Purpose of Comparative Education • Utility and limitation of Comparative Education • Challenges facing the Study of Comparative Education • Current trends and practices in Comparatives Education • Importance of Comparative Education • Comparative Education as an Academic Discipline • Comparison between Comparative Education and International Education <p>Unit II: Methods Comparative Education</p> <ul style="list-style-type: none"> • Methods in Comparative Education- <ul style="list-style-type: none"> ○ Description ○ Interpretation ○ Juxtaposition ○ Comparison <p>Unit III: Approaches Comparative Education</p> <ul style="list-style-type: none"> • Approaches of Comparative Education • Systematic Area Studies Approach George Z.F Bereday • Problem approach Brian Holmes • Scientific method Noahs and Eckseinø. • Historical Approach Nicholas Hans. • Cross Disciplinary Approaches used in Comparative Education <p>UNIT IV: Influences and Impact of Various Factors on Development of the Education System</p> <ul style="list-style-type: none"> • A Comparative Perspective: • Philosophical & Religious • Socio-cultural & Economical

	<ul style="list-style-type: none"> • Geographical & Political • Lingual & Technological <p>Module 2: (30 marks)</p> <p>Unit-V: Boundaries of Comparative education</p> <ul style="list-style-type: none"> • Equality of education • Normative boundaries • Poverty • Unemployment • Population • Explosion • Terrorism • Illiteracy <p>Unit VI: National Perspectives</p> <ul style="list-style-type: none"> • Primary Education: West Bengal and other States of India • Secondary Education: West Bengal and other States of India • Higher Education: West Bengal and other States of India • Teacher Education: West Bengal and other States of India • Adult Education: West Bengal and other States of India • Vocational Education: West Bengal and other States of India <p>Unit VII: Problems Prevailing in Developing (SAARC) Countries with Special Reference to India, Their Causes and Solution through Education</p> <ul style="list-style-type: none"> • Primary Education: SAARC Countries and India • Secondary Education: SAARC Countries and India • Higher Education: SAARC Countries and India • Teacher Education: SAARC Countries and India • Adult Education: SAARC Countries and India • Vocational Education: SAARC Countries and India <p>Unit VIII: Comparative Study of Educational Systems among Different Countries and India</p> <ul style="list-style-type: none"> • Primary Education: USA, UK, Finland, Japan, and India • Secondary Education: USA, Russia, and India • Higher Education: UK, France, and India • Teacher Education: USA, Germany, Japan, Finland and India • Adult Education: Australia, Brazil, and India
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Seminar
Practicum	Seminar on comparative analysis of education system of any two countries : USA, Canada, Australia, Finland, UK, European Countries, Japan, any SAARC Countries, any ASEAN Countries

<p>Readings</p>	<ul style="list-style-type: none"> • Andrey, A. & Howard N. (1978). Developing curriculum: A practical Guide. London: George Allen and Unwin. • Baradey, G.Z.F. (1964). Comparative methods in education. New Delhi: Oxford and IBH Publishing Co. • Cramer, I.F. & Brown, G.S. (1965). Contemporary education: A comparative study of National System. New York: Harcourt Brace & Company. • Dent, H.C. (1981). Educational system of England. London: George Allen and Unwon. • Denis, L. (1986). School curriculum planning. London: Hodder ad Stoughton. • Edward, A. K. (1960). The secondary schools curriculum. New York: Harper and Row Publishers. • Hans, N. (1961). Comparative education. London: Routledge and Kegan Paul • Harold A. & Elsic, J. A. (1957). The curriculum. New York: The MacMillan Company. • International encyclopedia of curriculum. (1991) London: Pergamon Oxford. • Sodhi T.S. (1988). A text book of comparative education New Delhi: Association of Indian Universities, IGNOU. • Kandel, I.L. (1963). Studies in comparative education. New York: George Harrup. • Parmaji, S, (1984). Distance education, New Delhi: Sterling Publishers Pvt. Ltd., • Reddy, R. G. (1988). Studies in Distance Education Association of Indian Universities, Delhi New: IGNOU. • William, M. A. (1966). Planning curriculum for schools. New York: Holt, Rinehart and Winston. • A textbook of Comparative Education: Philosophy, patterns and problems of national systems: (UK, USA, USSR, INDIA), T.S Sodhi, ISBN-13: 978-0706922257. • Aggarwal and Biswas: Comparative Education Arya Book Depot, Delhi. • Altbach, P.G.Trends in Comparative Education. In: Comparative Education• Review, 35(3) • Bereday, George Z. F. Comparative method in education. New York. Holt, 1964• Reinhart & Winston, 1964. • Brain Holmes; Comparative Education: Some considerations of method- Unwin• Education Book, Boston. • Chaube and Chaube., Comparative Education 4. Comparative Education• Research óApproaches and Methods edt Mark Bray et.al. • Comparative Education with Special Reference to Elementary Education, C.• Naseema & V K Jibin. Shipra Publications, 2013, ISBN: 8175416904, 9788175416901.
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	<ul style="list-style-type: none"> • Comparative Education: A Comparative Study of Educational Systems, • Yogendra K. Sharm, Kanishka Publishers, 2004, 9788173916120 5 • Comparative Education: Exploring Issues in International Context by Patricia K. • Kubow and Paul R. Fossum (11 January 2006). • Comparative Education: The Construction of a Field (CERC Studies in • Comparative Education) by Maria Manzon (7 July 2011). • Comparative Education: The Dialectic of the Global and the Local by Robert F. • Arnove and Carlos Alberto Torres (13 September 2007). • Comparative Education: A Study of Educational Factors and Traditions, • Nicholas Hans, Routledge, 2011 - Education, Volume 4. Geoffery Wilford : Choice and Wquity in Education- Cassells, London. • Govinda, R. India Education Report- NIEPA, 2002. • • Hans, Nicholas: Comparative Education Routeledge and Kagan Paul, London, • 1990. • Human Development Report in South Asia 2000- the Gender Question OUP, • 2002. • International and Comparative Education (Ice Magazine): Issue 1: Volume 1 by • Stephen Griffin (27 January 2011) • International Handbook of Comparative Education (Springer International • Handbooks of Education) by Robert Cowen and Andreas M. Kazamias (26 August 2009). • International Handbook of Comparative Education, Robert Cowen; Andreas M. • Kazamias, ISBN: 9781402064036.
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	<p>Full Marks: 60 Time: 3 Hours</p> <p>Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p>

	<p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>
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Semester	III
Paper Number	
No. of credits	5 + 1
Paper Title	MAEDDS36: Pedagogy, Andragogy and Heutagogy
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	<ul style="list-style-type: none"> • To understand the concept of new-learning and the principles and patterns of pedagogy • To analyze the educational implications of Paulo Freire's Pedagogy of the Oppressed • Analyzing the concept and principles of Andragogy • Synthesizing and reinventing the andragogical syllabus • Understanding the concept and impact of heutagogy • Identifying the features of self-determined learning • Evaluating the role of technology in driving changes and innovation • Identifying the frameworks using heutagogical principles in creating life-long learners
Syllabus	<p>Module 1: (30 marks)</p> <p>Unit-I: New Learning: Principles of Education Curriculum and Pedagogy</p> <ul style="list-style-type: none"> • Patterns of Pedagogy • Education in a state of flux • Didactic, authentic and transformative learning <p>Unit II: Paulo Freire's Pedagogy of the Oppressed</p> <ul style="list-style-type: none"> • Banking Concept • Passive and Active Learning • Culture of Silence, Social-Praxis and theory of oppression • Sources of Liberation • Critical Awareness and Education as a practice of freedom • Education as domination • Education for humanization <p>Unit III: Concept and Principles of Andragogy</p> <ul style="list-style-type: none"> • Syllabus as frames and discussions • Syllabus as contact • Syllabus as a power instrument • Syllabus as communication/signaling device • Syllabus as collaboration <p>Unit IV: Reinventing the syllabus</p> <ul style="list-style-type: none"> • Practice with andragogical syllabus

	<ul style="list-style-type: none"> • Pedagogical vs Andragogical syllabus (Risks and Payoff) <p>Module 2: (30 marks)</p> <p>Unit-V: Principles of Heutagogy</p> <ul style="list-style-type: none"> • Concept of Heutagogy • Review of Literature on Heutagogy • Challenges facing institutions today <p>Unit VI: Self-determined learning</p> <ul style="list-style-type: none"> • Features of self-determined learning (Hase and Kenyon) • Educational implications of self-determined learning <p>Unit VII: Technology driving change and innovation</p> <ul style="list-style-type: none"> • Social media • Massive Open Online Courses • Personal Learning Environments (PLE) • Prior Learning Assessment (PLA) • Competency based curriculum and e-portfolios • Digital Badges • Flipped Classrooms <p>Unit VIII: Creating life-long learners</p> <ul style="list-style-type: none"> • Reconstructing frameworks for the changes ahead <ul style="list-style-type: none"> ○ Policymakers ○ Teachers ○ Learners
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Action Research, Book Review
Practicum	Action Research on Principles of Heutagogy used in the training programme for adult learners
	Or
	Critical book review of 'Pedagogy of the Oppressed' by Paulo Freire
Readings	<ul style="list-style-type: none"> • Dececco J. P. (1970). <i>The Psychology of Learning and Instructional Technology</i>. New Delhi, Prentice Hall of India. • Flanders N. (1971). <i>Analysing Teaching Behaviour</i>. London: Addison Wesley Pub. Co. • Freire, P. (1971). <i>Pedagogy of the Oppressed</i>. New York: Herden and Herden. • Illich, I. (1970). <i>Deschooling Society</i>. London: Marion Boyars. • Joyce B., & Weil M. (1992). <i>Models of Teaching (4th edition)</i>. New Delhi: Prentice Hall of India Pvt. Ltd. • Kumar, K. (1988). <i>What is worth teaching?</i> New Delhi: Orient Longman. • Novak, Joseph & Gorwin, B. (2010). <i>Learning how to Learn</i>. New York: Cambridge University Press • Schon, D. (1987). <i>Educating the Reflective Practitioner</i>. San Francisco: Jossey ó Bass.

Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	<p>Full Marks: 60 Time: 3 Hours</p> <p>Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>