



**RABINDRA BHARATI UNIVERSITY**  
**Centre for Distance and Online Education**

Rabindra Bhawan, EE- 9 & 10, Sector – II, Salt Lake City, Kolkata - 700091  
Phone : (033) 2358 4014/4016/4018, E-Mail : [director.cdoe@rbu.ac.in](mailto:director.cdoe@rbu.ac.in), Website : [www.rbudde.in](http://www.rbudde.in)

**Syllabus and Course Structure of**  
**M.A.(Education) Programme (CBCS mode)**

**Session 2021-22 onwards**

The structure of M.A.(EDUCATION) Programme in the CBCS mode is as follows:

- First Semester: 5 Core Courses (CCs) of total 25 credits
- Second Semester: 5 Core Courses (CCs) of total 25 credits
- Third Semester: 3 Core Courses (CCs) and 2 Compulsory Elective Courses (CECs) of total 25 credits
- Fourth Semester: 1 Core Course (CC), 2 Compulsory Elective Courses (CECs) and 2 Optional Elective Courses (OECs) of total 25 credits

**In every semester, for each course, 40 marks are allotted for Term-End Examination and 10 marks for Internal Assessment.**



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### M.A.(EDUCATION) SEMESTER – I

Course	Type of course	Credit	Content	Marks		
				Term end examination	Internal assessment	Total
EDN CC: 1.1	Theory	5	Philosophical Foundations of Education I	40	10	50
EDN CC: 1.2	Theory	5	Philosophical Foundations of Education II	40	10	50
EDN CC: 1.3	Theory	5	Psychological Foundations of Education I	40	10	50
EDN CC: 1.4	Theory	5	Psychological Foundations of Education II	40	10	50
EDN CC: 1.5	Theory	5	Sociological Foundations of Education I	40	10	50
<b>Total</b>		<b>25</b>		<b>200</b>	<b>50</b>	<b>250</b>

### M.A. (EDUCATION) SEMESTER – II

Course	Type of course	Credit	Content	Marks		
				Term end examination	Internal assessment	Total
EDN CC 2.1	Theory	5	Sociological Foundations of Education II	40	10	50
EDN CC 2.2	Theory	5	Methodology of Educational Research I	40	10	50
EDN CC 2.3	Theory	5	Methodology of Educational Research II	40	10	50
EDN CC 2.4	Theory	5	Comparative Education I	40	10	50
EDN CC 2.5	Theory	5	Comparative Education II	40	10	50
<b>Total</b>		<b>25</b>		<b>200</b>	<b>50</b>	<b>250</b>

### M.A. (EDUCATION) SEMESTER – III

Course	Type of course	Credit	Content	Marks		
				Term end examination	Internal assessment	Total
EDN CC 3.1	Theory	5	Curriculum Studies I	40	10	50
EDN CC 3.2	Theory	5	Curriculum Studies II	40	10	50
EDN CC 3.3	Theory	5	Teacher Education I	40	10	50
EDN CEC 3.1	Theory	5	Educational Technology I	40	10	50
EDN CEC 3.2	Theory	5	Educational Technology II	40	10	50
<b>Total</b>		<b>25</b>		<b>200</b>	<b>50</b>	<b>250</b>

### M.A. (EDUCATION) SEMESTER –IV

Course	Type of course	Credit	Content	Marks		
				Term end examination	Internal assessment	Total
EDN CC 4.1	Theory	5	Teacher Education II	40	10	50
EDN CEC 4.1	Theory	5	Educational Technology III	40	10	50
EDN CEC 4.2	Theory	5	Educational Technology IV	40	10	50
EDN OEC 4.1	Theory	5	Guidance and Counselling	40	10	50
EDN OEC 4.2	Theory	5	Distance Education	40	10	50
<b>Total</b>		<b>25</b>		<b>200</b>	<b>50</b>	<b>250</b>

**Total credit=100, Total Marks=1000**



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### **SYLLABUS OF M.A.(EDUCATION) PROGRAMME (CBCS mode) IN BRIEF**

#### **SEMESTER I**

##### **EDN CC : 1.1 Philosophical Foundations of Education I**

- Unit I: Philosophy for Educational Practice
- Unit II: Introduction to Philosophy of Education
- Unit III: Western Schools of Philosophy of Education

##### **EDN CC : 1.2 Philosophical Foundations of Education II**

- Unit I: Indian Schools of Philosophies of Education
- Unit II: Social Philosophy of Education
- Unit III: Education for the Modern World

##### **EDN CC : 1.3 Psychological Foundations of Education I**

- Unit I: Educational Psychology as Applied Field
- Unit II: Process of Growth and Development
- Unit III: Intelligence and Creativity

##### **EDN CC : 1.4 Psychological Foundations of Education II**

- Unit I: Motivation and Learning
- Unit II: Personality, Mental Health and Adjustment
- Unit III: Psychology and Education of Exceptional Children

##### **EDN CC : 1.5 Sociological Foundations of Education I**

- Unit I: Concept and Approaches
- Unit II: Education and Socialisation
- Unit III: Social Groups and their Educational Implications

#### **SEMESTER II**

##### **EDN CC : 2.1 Sociological Foundations of Education II**

- Unit I: Education as Social System
- Unit II: Education and Social Change
- Unit III: Education and Social Issues

##### **EDN CC : 2.2 Methodology of Educational Research I**

- Unit I: Educational Research
- Unit II: Methods and Types of Research
- Unit III: Research Tools and Sample

##### **EDN CC : 2.3 Methodology of Educational Research II**

- Unit I: Educational Data
- Unit II: Correlation and Prediction



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- Unit III: Inferential Statistics

### **EDN CC : 2.4 Comparative Education I**

- Unit I: Concept of Comparative Education
- Unit II: Methods of Comparative Education
- Unit III: Factors and Forces Influencing Theory and Practice of Education

### **EDN CC : 2.5 Comparative Education II**

- Unit I : Study of Higher Education System (Primary Education, Secondary Education, Higher Education, Teacher Education and Distance Education) in Developed Countries-U.K., U.S.A. and Australia with reference to the following:

Aims and objectives of Education

Structure and curriculum of Education

Administration of Education

- Unit II : Study of Education System (Primary Education, Secondary Education, Higher Education, Teacher Education and Distance Education) in Developing Asiatic Countries- Japan, China, Pakistan and India with reference to the following:

Aims and objectives of Education

Structure and curriculum of Education

Administration of Education

- Unit III : Education for Peace and Global Consciousness

### **SEMESTER III**

### **EDN CC : 3.1 Curriculum Studies I**

- Unit I : Curriculum as a Field of Study
- Unit II : Curriculum Development
- Unit III : Curriculum Implementation

### **EDN CC : 3.2 Curriculum Studies II**

- Unit I : Curriculum Evaluation
- Unit II : Curriculum Change and Innovation
- Unit III : Curriculum Research

### **EDN CC : 3.3 Teacher Education I**

- Unit I : Basic Concept of Teacher Education
- Unit II : Objectives of Teacher Education
- Unit III : Technology in Teacher Education

### **EDN CEC : 3.1 Educational Technology I**

- Unit I : Concept and Approaches of Educational Technology
- Unit II : Communication Process and Instructional System



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- Unit III : Designing Instructional System

### **EDN CEC : 3.2 Educational Technology II**

- Unit I : Modalities of Teaching
- Unit II : Models of Teaching
- Unit III : Instructional Design

### **SEMESTER IV**

### **EDN CC: 4.1 Teacher Education II**

- Unit I : Curriculum Transaction in Teacher Education
- Unit II : New Trends in Evaluation in Teacher Education
- Unit III : Innovations and Research in Teacher Education

### **EDN CEC: 4.1 Educational Technology III**

- Unit I : Self-Instructional Strategies
- Unit II : Models of Programmed Instruction
- Unit III : Modern Evaluation Techniques

### **EDN CEC: 4.2 Educational Technology IV**

- Unit I : Modification of Teaching Behaviour
- Unit II : Technology for Classroom Instruction
- Unit III : Recent Trends in Educational Technology

### **EDN OEC: 4.1 Guidance and Counselling**

- Unit I : Introduction to Guidance and Counselling
- Unit II : Mental Health, Adjustment and Personality Disorder
- Unit III : Types of Counselling

### **EDN OEC: 4.2 Distance Education**

- Unit I : Introduction to Distance Education
- Unit II : Design of Self Learning Material (SLM) and Assessment in Distance Education
- Unit III : Learner Support Services (LSS)



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### DETAILED SYLLABUS OF M.A.(EDUCATION) PROGRAMME (CBCS mode)

#### SEMESTER – I

<b>CORE COURSE 1.1</b> <b>PHILOSOPHICAL FOUNDATIONS OF EDUCATION I</b>	
<b>UNIT: 1 Philosophy for Educational Practice:</b>	<ul style="list-style-type: none"><li>• Philosophy-Its meaning and definitions</li><li>• Metaphysics and major concerns related to metaphysics</li><li>• Epistemology and major epistemological problem of the 21st century, Dimensions of knowing: Truth, vicarious and direct knowing, subjective and objective knowledge, and a priori and a posteriori knowledge</li><li>• Axiology and major axiological problem of the 21st century</li><li>• Ethics: conceived vs. operative values, Good and the good, ends and means, morality and religion</li><li>• Aesthetics: the aesthetic experience, art for art's sake, art for our sake</li></ul>
<b>UNIT: 2 Introduction to Philosophy of Education:</b>	<ul style="list-style-type: none"><li>• Relationship between education and philosophy</li><li>• Meaning, nature and scope of philosophy of education</li><li>• Functions of philosophy of education</li><li>• Education in relation to philosophy of life</li></ul>
<b>UNIT: 3 Western Schools of Philosophy of Education:</b>	<ul style="list-style-type: none"><li>• Metaphysics, Epistemology and Axiology of Idealism, Realism, Pragmatism, Marxism and Existentialism as philosophies of education</li><li>• Implications of Idealism, Realism, Pragmatism, Marxism and Existentialism for the goals of education, curriculum, and instruction</li><li>• Modern concepts of philosophy: analysis- logical analysis, logical empiricism and positive relativism</li></ul>
<b>CORE COURSE 1.2</b> <b>PHILOSOPHICAL FOUNDATIONS OF EDUCATION II</b>	
<b>UNIT: 1 Indian Schools of Philosophies of Education</b>	<ul style="list-style-type: none"><li>• Atheistic Schools: Buddhism, Jainism and Islamic Traditions with special reference to knowledge, reality and values and their educational implications</li><li>• Theistic Schools: Nyaya, Sankhya and Vedanta with special reference to knowledge, reality and values and their educational implications</li></ul>
<b>UNIT: 2 Social Philosophy of Education</b>	<ul style="list-style-type: none"><li>• National values as enshrined in the Indian constitution: Democracy &amp; Education Freedom &amp; Authority in Education, Equality vs Equity in Education</li><li>• Education without walls: Illich's De-schooling society, Friere's Conscientisation, Wedemeyer's Independent Study</li></ul>
<b>UNIT: 3 Education for the Modern World</b>	<ul style="list-style-type: none"><li>• Learning : The Treasure Within (The International Commission on Education for the Twenty-first Century, 1996): Areas of focus, major recommendations and impact</li><li>• 'Report to the Nation 2006' (The National Knowledge Commission, 2006): Areas of focus, major recommendations and impact</li></ul>



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CORE COURSE 1.3	
PSYCHOLOGICAL FOUNDATIONS OF EDUCATION I	
<b>UNIT: 1 Educational Psychology as Applied Field</b>	<ul style="list-style-type: none"><li>• Educational Psychology as applied field</li><li>• Scope and Nature of Educational Psychology</li><li>• Contribution of the following schools of Psychology towards Education : Behaviourism, Gestalt, Hormic, Psychoanalytical</li></ul>
<b>UNIT: 2 Process of Growth and Development</b>	<ul style="list-style-type: none"><li>• Physical, intellectual, social, emotional and moral development</li><li>• Concept of logical reasoning, problem solving, language development</li><li>• Individual differences: determinants, role of heredity and environment, educational implications</li></ul>
<b>UNIT: 3 Intelligence and Creativity</b>	<ul style="list-style-type: none"><li>• Theories of intelligence: Guilford's Structure of Intellect; Sternberg's, Gardner's theory of Intelligence, Daniel Goleman's Theory of Emotional Intelligence</li><li>• Concept, nature and fostering of creativity, relationship between creativity and intelligence</li><li>• Measurement of intelligence and creativity</li></ul>
CORE COURSE 1.4	
PSYCHOLOGICAL FOUNDATIONS OF EDUCATION II	
<b>UNIT:1 Motivation and Learning</b>	<ul style="list-style-type: none"><li>• Meaning and factors affecting motivation, Atkinson's Theory of Achievement Motivation, Maslow's Self-actualization Theory, Role of motivation in learning</li><li>• Meaning and Nature of Learning, Hull's Reinforcement Theory, Gagne's Hierarchical Theory of Learning, Lewin's Field Theory, Tolman's Sign Gestalt Theory, Brunner's Theory of Teaching, Transfer of learning and its theories</li></ul>
<b>UNIT: 2 Personality, Mental Health and Adjustment</b>	<ul style="list-style-type: none"><li>• Theories of personality: Allport, Cattell, Erickson, Freud, Jung and Carl Roger's theory of personality, Measurement of personality</li><li>• Mental health: Concept and characteristics, Role of home, school and society in promoting mental health</li><li>• Adjustment: Adjustment mechanisms and implications for education , Causes of maladjustment and their remedies</li></ul>
<b>UNIT : 3 Psychology and Education of Exceptional Children</b>	<ul style="list-style-type: none"><li>• Challenged children: Intellectual impairments, sensory impairments (visual &amp; auditory), locomotor and neurological impairments- Characteristics, causes and educational programmes</li><li>• Gifted children: Characteristics, their need and educational programmes</li><li>• Learning disabled children: Characteristics, types, causes and educational programmes</li></ul>
CORE COURSE 1.5	
SOCIOLOGICAL FOUNDATIONS OF EDUCATION I	
<b>UNIT:1 Concept and Approaches</b>	<ul style="list-style-type: none"><li>• Relationship between Sociology and Education</li><li>• Meaning, scope and uses of Sociology of Education</li><li>• Sociological approaches to education and their limitations</li></ul>
<b>UNIT: 2 Education and Socialisation</b>	<ul style="list-style-type: none"><li>• Culture -Concept, culture and personality</li><li>• Agencies of socialisation -family, peer group, community, institutions of formal education, and mass media</li><li>• Concept of self, Development of self and theories of self-esteem (Cooley, Mead, Erickson and Rogers)</li></ul>



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### **UNIT: 3 Social Groups and their Educational Implications**

- Social groups –Nature and types (primary, secondary and tertiary, formal and informal; in-groups and out-groups); their educational relevance
- Group dynamics- cohesion and conflict; conflict resolution
- Interpersonal relationships in classrooms: classroom climate; organizational climate- type, dimensions and educational effects

## **SEMESTER – II**

### **CORE COURSE 2.1**

#### **SOCIOLOGICAL FOUNDATIONS OF EDUCATION II**

##### **UNIT: 1 Education as Social System**

- Education as a factor of social stratification and social mobility
- Equality for social justice and peace
- Concept of community, school-community relationships and their educational importance

##### **UNIT: 2 Education and Social Change**

- Social Change: Factors and Theories of social change (Marx and Sorokin)
- Process of social change:
  - (a) Structural Processes: Industrialisation, Urbanisation, Modernisation
  - (b) Cultural Processes: Sanskritisation and Westernisation
- Role of education in modernisation and social change
- Constraints of social change in India (caste, ethnicity, class, language and religion)

##### **UNIT : 3 Education and Social Issues**

- Inequality of educational opportunity and their impact on social growth and development role of education for bringing equity
- Socially and economically disadvantaged sections (scheduled caste, scheduled tribes, women and rural population) of the society- needs, problems and educational interventions
- Education in relation to democracy, freedom, politics, nationalism and international understanding

### **CORE COURSE 2.2**

#### **METHODOLOGY OF EDUCATIONAL RESEARCH I**

##### **UNIT: 1 Educational Research**

- Methods of acquiring knowledge: Tradition, experience, authority, reasoning (deductive and inductive), and scientific inquiry
- Educational Research :Meaning , scope and need
- Research Problem: Identification and formulation
- Hypothesis: Characteristics, types and formulation

##### **UNIT: 2 Methods and Types of Research**

- Historical Research: Need and significance, sources and collection of data, establishing validity and interpretation of data
- Descriptive Research: Need and importance, steps and interpretation, types-survey studies, case study, correlation studies
- Experimental Research: Nature & procedure, validity-internal & external, role of control, ex post facto research, designs-single group and parallel group
- Types of Educational Research: fundamental, applied, and action

##### **UNIT: 3 Research Tools and Sample**

- Research Tools: Characteristics of a good research tool, Techniques and tools of data collection - Documentary sources, Observation, Questionnaires and schedules, Interview, Rating scales and Tests
- Sampling : Population and Sample, Methods-(i) Probability Sampling - Random, Systematic, Stratified and Cluster (ii) Non-Probability Sampling- Purposive, Quota and Incidental, Sampling error
- The research report: Writing and Evaluation





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<b>CORE COURSE 2.3</b> <b>METHODOLOGY OF EDUCATIONAL RESEARCH II</b>
<b>Unit : 1 Educational Data</b> <ul style="list-style-type: none"><li>Types of data: Qualitative and Quantitative-their sources, nature and characteristics</li><li>Qualitative Data: Analysis- content analysis, analyses of interview-based and observation-based data</li><li>Quantitative Data: Scales of measurement-nominal, ordinal, interval and ratio</li></ul>
<b>Unit : 2 Correlation and Prediction</b> <ul style="list-style-type: none"><li>Coefficient of Correlation: Rank Difference Method and Pearson's Product Moment, Method for grouped and ungrouped data</li><li>Partial &amp; Multiple Correlation, Regression and Prediction from simple Regression Equation</li><li>Further Methods of Correlation: Biserial, Point-Biserial, Tetrachoric and Phi-coefficient of correlation</li></ul>
<b>Unit : 3 Inferential Statistics</b> <ul style="list-style-type: none"><li>Significance of Mean: Concept of parameter and statistics, sampling distribution of Mean, Standard Error of Mean, confidence intervals and levels of confidence for the true mean</li><li>Parametric Statistics: Significance of the difference between means (t test) involving only two groups- (a) Means of two independent large samples, (b) Means of two small independent samples, (c) Two correlated means</li><li>Concept of one-tailed and two tailed tests, Concept of Type I and Type II errors</li><li>Significance of the difference between means (F test) involving more than two groups -One way ANOVA</li><li>Non-Parametric Statistics: Chi-square test and Median test</li></ul>
<b>CORE COURSE – 2.4</b> <b>COMPARATIVE EDUCATION I</b>
<b>Unit : 1 Concept of Comparative Education</b> <ul style="list-style-type: none"><li>Meaning and scope of Comparative Education</li><li>History and Development of comparative Education</li><li>Importance of the study of Educational Systems in a comparative perspective</li></ul>
<b>Unit : 2 Methods of Comparative Education</b> <ul style="list-style-type: none"><li>Area Studies (Descriptive and Interpretation)</li><li>Comparative Study (Description of Educational System, Juxtaposition, Comparison)</li><li>Distinction between Comparative education and International Education</li></ul>
<b>Unit : 3 Factors and Forces Influencing theory and Practice of Education</b> <ul style="list-style-type: none"><li>Racial, Religious and Linguistic Historical, Sociological and Cultural Scientific, Economical and Political</li></ul>
<b>CORE COURSE 2.5</b> <b>COMPARATIVE EDUCATION II</b>
<b>UNIT: 1 Study of Education System (Primary Education, Secondary Education, Higher Education, Teacher Education and Distance Education) in Developed Countries- U.K., U.S.A. and Australia with reference to the following:</b> <ul style="list-style-type: none"><li>Aims and objectives of Education</li><li>Structure and curriculum of Education</li><li>Administration of Education</li></ul>
<b>UNIT: 2 Study of Education System (Primary Education, Secondary Education, Higher Education, Teacher Education and Distance Education) in Developing Asiatic Countries- Japan, China, Pakistan and India with reference to the following:</b> <ul style="list-style-type: none"><li>Aims and objectives of Education</li><li>Structure and curriculum of Education</li><li>Administration of Education.</li></ul>



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### **UNIT: 3 Education for Peace and Global Consciousness**

- Educational for Global consciousness and development
- Education for Environmental Protection
- Role of UN and SAARC
- Education Programmes of UNESCO

## **SEMESTER – III**

### **CORE COURSE 3.1 CURRICULUM STUDIES I**

#### **UNIT: 1 Curriculum as a field of study**

- Definition, elements, purposes and types of curriculum
- Curriculum theory and practice: Curriculum as a body of knowledge to be transmitted, curriculum as a product, curriculum as a process and curriculum as a praxis
- Foundations of Curriculum: Philosophical, Psychological, Socio-cultural, and Science and technology

#### **UNIT: 2 Curriculum Development**

- Curriculum Development Approaches: Administrative Model, Grass-root Model, Demonstration Model and Systems Analysis
- Curriculum Development Models: Tyler's Model, Taba's Model, Oliva's Model, Beauchamp's Model, Wheeler's Model, Kerr's Model, Nicholls Model and Dynamic Model of Skilbeck
- Curriculum Content: Selection, sequence, continuity, structure & integration of content

#### **UNIT: 3 Curriculum Implementation**

- Meaning of curriculum implementation
- Factors of curriculum implementation: The teacher, the learners, resource materials and facilities, interest groups, the school environment, culture and ideology, instructional supervision and assessment

### **CORE COURSE 3.2 CURRICULUM STUDIES II**

#### **UNIT: 1 Curriculum Evaluation**

- Approaches of curriculum evaluation: Bureaucratic Evaluation, Autocratic Evaluation, Democratic Evaluation, Norm-Referenced Evaluation, Criterion-Referenced Evaluation
- Functions of Curriculum Evaluation
- Forms of Evaluation: Formative and Summative evaluations

#### **UNIT : 2 Curriculum Change and Innovation**

- Meaning and sources of curriculum change and innovation, Types and forms of changes
- Models for Curriculum Change and Innovation: Research, development and diffusion model, Problem-Solving model, Social interaction model
- The Innovation Process: Steps, planning and conditions for successful implementation of innovations

#### **UNIT : 3 Curriculum Research**

- Issues and trends in curriculum development, curriculum research in India
- Suggestions and recommendations in curriculum development as per the following commissions: Education Commission (1966), International commission on Education for the Twenty-first century (1996), and The National Knowledge Commission (2006)



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### CORE COURSE 3.3 TEACHER EDUCATION I

#### **UNIT : 1 Basic Concept of Teacher Education**

- Concept and Development of Teacher education
- Teacher training versus Teacher Education
- Development of Teacher Education in India
- Pre-independence & Post- independence Period
- Recommendation of Kothari Commission & National policy of Education( 1986) on Teacher Education
- Management of Teacher Education
- Role of NCTE , NCERT , NUEPA , SCERT and DIET
- Role of Universities, Govt. and private institution

#### **UNIT :2 Objectives of Teacher Education**

- General and specific objectives at different stages
- Pre-primary, Primary, Secondary, Higher Education
- Teaching as a profession
- Characteristics of Teaching profession
- Professional organizations at various levels
- Professional development - Faculty improvement programmes

#### **UNIT : 3 Technology in Teacher Education**

- Techniques of teacher training - Core teaching, skills, Microteaching , Simulation
- Instructional designs - Lecture, demonstration, project, tutorial, seminar, conference, workshop, team-teaching
- Use of ICT in teacher education

### COMPULSORY ELECTIVE COURSE 3.1 EDUCATIONAL TECHNOLOGY I

#### **UNIT : 1 Concept and Approaches of Educational Technology**

- Meaning, Nature, Scope and Significance of Educational Technology
- Types of Educational Technology: Psycho-technology, Planning Technology and Management
- Technology in Education and Technology of Education
- Difference among Educational Technology, Instruction Technology and Information
- Hardware and Software approaches of Educational Technology
- Multi-Media Approaches in Educational Technology-Meaning

#### **UNIT : 2 Communication Process and Instructional System**

- Concept, nature, process, significance and types of communication
- Model of communication
- Barriers of Communication
- Components of communication process in instructional systems
- Components of Classroom communication (interactive, verbal and non-verbal)
- Factors affecting classroom communication

#### **UNIT : 3 Designing Instructional System**

- Concept and importance of designing instructional system
- Steps of Gagne's instructional system designing, Bloom's taxonomy of educational objectives and hierarchy of objective in the cognitive, affective and psychomotor domains, formulation of instructional objectives
- Task analysis
- Designing instructional strategies – Lecture, team teaching, discussion, panel discussion, seminars, conferences, tutorials and educational games



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Phone : (033) 2358 4014/4016/4018, E-Mail : [director.cdoe@rbu.ac.in](mailto:director.cdoe@rbu.ac.in), Website : [www.rbudde.in](http://www.rbudde.in)

#### **COMPULSORY ELECTIVE COURSE 3.2**

#### **EDUCATIONAL TECHNOLOGY II**

##### **UNIT : 1 Modalities of Teaching**

- Concepts of teaching and instruction and their differences, conditioning and training
- Teaching levels: memory, understanding and reflective
- Teaching stages: pre-active, interactive and post-active
- Teaching Strategies: Meaning, Nature, Functions and types

##### **UNIT : 2 Models of Teaching**

- Meaning, nature & functions
- Families of teaching models
- Different teaching models- Glaser, Tyler, Bloom's, Bruner, Piaget, Ausubel and Taba's models of teaching

##### **UNIT : 3 Instructional Design**

- Concept of Instructional Design
- Theories of Instructional Design :Self-Regulated Learning Theories, Social Interaction Theories, Stimulation Theories
- Meaning ,properties and Theory of Cybernetic Psychology
- Instruction as cybernetic system
- Application of Cybernetic in Education

#### **SEMESTER – IV**

#### **CORE COURSE 4.1**

#### **TEACHER EDUCATION II**

##### **UNIT : I Curriculum Transaction in Teacher Education**

- Analysis of Teacher Education Curriculum at different stages - Pre-primary, Elementary, Secondary and Higher Education
- Approaches to Teacher Education–consecutive and integrated
- Initial and continuing education of teachers and teacher educators.

##### **UNIT : 2 New Trends in Evaluation in Teacher Education**

- Academic performance indicators (API)
- Performance appraisal
- Choice based credit system
- Portfolio assessment

##### **UNIT : 3 Innovations and Research in Teacher Education**

- Innovative programmes for continuous professional development of school teachers
- Nature and scope of action research in teacher education
- New development in teacher education: study of futuristic, innovations, experiments and researches in teacher education

#### **COMPULSORY ELECTIVE COURSE 4.1**

#### **EDUCATIONAL TECHNOLOGY III**

##### **UNIT: 1 Self -Instructional Strategies**

- Concept of programmed Instruction/ learning , principles and psychological basis of programmes ( Linear, Branching, Mathetics )
- Teaching Instruction and programmed Instruction
- Psychological Basis of Programmed Instruction
- Effect of programme Learning/Instruction on Teaching
- Programme Learning approach in Normal Classroom Teaching
- Linear/branching/Mathetics mode origin and types- Linear/branching/Mathetics



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#### **UNIT : 2 Models of Programmed Instruction**

- Development of the programmed instruction model and its validation
- Teaching machines
- Computer Assisted instruction-CAI
- Learner controlled Instruction
- Language Laboratory and Teaching Machine

#### **UNIT: 3 Modern Evaluation Techniques**

- Philosophy and paradigm of Evaluation
- Two Contrasting Paradigms of Evaluation
- Different Types of Evaluation
- Norm-referenced and criterion referenced Evaluation
- Question or Item Bank, The Mechanics of Grading, Absolute Grading Standard, Semester system. Internal Assessment, Credit System. Open Book Examination.

### **COMPULSORY ELECTIVE COURSE 4.2**

#### **EDUCATIONAL TECHNOLOGY IV**

#### **UNIT : 1 Modification of Teaching Behaviour**

- Meaning and characteristics of Teacher Behaviour and Teaching Behaviour
- Micro Teaching
- Stimulated Teaching
- Flander's Interaction Analysis

#### **UNIT : 2 Technology for Classroom Instruction**

- Components, Working and Uses of Over Head Projector ( OHP ), Movie Projector, Liquid Crystal Display (LCD) Projector, Digital Liquid Display (DLP) Projector
- Components, Working and Uses of Computers in Teaching-Learning Process
- Educational Applications of Audio-Video Recording Instruments and Closed Circuit Television ( CCTV )
- New Technologies – Interactive (Computer mediated) video and its use in Education , hypertext tale text, Video, digital, white board Decoder, Virtual Reality, Virtual University.

#### **UNIT : 3 Recent Trends in Educational Technology**

- Virtual Classroom - Concept, Elements, Advantages and Limitations
- Smart Classroom – Concept, Elements, Advantages and Limitations
- EDUSAT - Concept, Elements, Advantages and Limitations
- Online Learning Resources: e- Library, Websites, Apps, and Web 2.0 Technology
- Researches in Educational Technology
- Future priorities in Educational technology
- Educational Technology in For that Non- Informal Education. Distance Education, Open learning systems and Educational technology
- Emerging trends in Educational technology, Video tape, Radio-Vision. Teleconferencing, CCTV. CAI, INSAT-Problems of new technologies
- Resource centers for Educational Technology, CIET, UGC, IGNOU  
State ET cells, AVRS. EMRC, NIST etc.- their activity for the improvement of teaching learning



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#### **OPTIONAL ELECTIVE COURSE 4.1**

##### **GUIDANCE AND COUNSELLING**

##### **UNIT : 1 Introduction to Guidance and Counselling**

- Definition, Function, Nature and Scope, Difference between Guidance and Counselling
- Process of Counselling (Relating Stage, Understanding Stage and Changing Stage)
- Principles of Counselling, Characteristics of a Counsellor, Ethical Principles of Counselling

##### **UNIT : 2 Mental Health, Adjustment and Personality Disorder**

- Mental Health – Concept, Characteristics, Factors Affecting Mental Health
- Adjustment –Concept, Criteria of Good Adjustment, Causes of maladjustment, Prevention & Remedies of Maladjustment
- Personality Disorder - Meaning and Concept, Factors of Abnormal Behaviour, Types of Personality Disorder

##### **UNIT: 3 Types of Counselling**

- Educational Counselling – Meaning, Need and Scope, Methods
- Vocational Counselling – Meaning, Need and Scope, Methods
- Counselling Related to Child Protection, Child Right, Addiction,
- Anxiety and Depression -Meaning, Need and Scope, Methods

#### **OPTIONAL ELECTIVE COURSE 4.2**

##### **DISTANCE EDUCATION**

##### **UNIT : 1 Introduction to Distance Education**

- Meaning and Concept of Open and Distance Learning (ODL); Nature and Scope
- Difference between “Face to Face Learning” and Open and Distance Learning
- Information and Communication Technology in the Globalized World and Open and Distance Learning
- Distance Education in Indian
- Distance Education: International perspectives

##### **UNIT : 2 Design of Self Learning Material (SLM) and Assessment in Distance Education**

- Implications of Theories of Learning and Communication for Course design
- Unit Design: Key term used in Distance Education Text, Key features of the unit (Beginning, Body and Ending of the unit), Different kinds of Self Learning Text, Criteria for ordering material, Editing of SLM, Types of Self-assessment questions
- Assessment in Distance Education: Forms of assessment (Self-assessment, Tutor Marked assessment, Computer Marked assessment, Terminal assessment)

##### **UNIT : 3 Learner Support Services(LSS)**

- Definition, Types and Needs of Support Services
- Academic Counselling and Tutoring Services in ODL: Definition, Need and Categories, Qualities and Competencies of a Counsellor, Media of Counselling, Need for Face to Face Counselling
- Interaction through Assignments: Significance of Assignment, Tutor Comments, Types of Tutor’s Comments, Didactic Communication.