



NETAJI SUBHAS OPEN UNIVERSITY

Accredited by NAAC with Grade 'A'

SCHOOL OF EDUCATION

CF-162, Sector-I, Salt Lake, Kolkata-64

Phone Number: 03340047570/1, Email: schooledu@wbnsou.ac.in

Under Graduate Degree Programme Honours in Education (HED)

CBCS SYLLBUS OF HED

Programme Objectives:

The mission of introducing Education Hons (HED-B. A in Education) in the School of Education is to provide a high-quality education for an ethnically diverse student body, equipping them to pursue lifelong learning and lead fulfilling, productive lives in an ever-changing society. After completing each course, the learners will open up their minds for the promotion of different domains related to the subject. The Course objectives are laid down categorically prior to each course in the detail CBCS syllabus in the later section.

Expected Programme Outcomes:

The HED-B.A. in Education program will be helpful to the candidates who are aspiring for:

1. Higher study in Education or in the concerned areas, viz., MA (Education), M. Phil. Ph.D. etc.;
2. Professional studies in the Teacher Education or in the relevant areas, viz., Elementary Teacher Education (D.El.Ed.), Primary Teacher Education, Pre-Primary Teacher Education or Secondary Teacher Education (B.Ed.) etc.;
3. Appearing TET, CTET and allied competitive examinations to obtain jobs in Teaching at various levels (after fulfilling the minimum eligibility), viz., Primary. Elementary or Secondary, both at the State and National levels;
4. Job Promotion towards Sub-Inspector of Schools or Education Services at Government level (after fulfilling the minimum eligibility);
5. Meeting the growing demands of human resources in Educational Planning and Management at Government, Semi-Government and Private sectors;
6. Grasping wider and more comprehensive understanding of Education as a field of knowledge and serving varied needs of learners as parents, guardians, teachers, social activists, NGO workers, policy framers, administrators or decision makers in the field of educational practices.
7. This programme may be helpful for the learners who are interested in working at the non-Govt. organizations (NGO).



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Examination System per Semester

Term-End Examination June (Odd Semester)

Semester I	Semester III	Semester V
CC1 CC2 AECC1(Beng/ Eng) GEC1	CC5 CC6 CC7 SEC1 GEC3	CC11 CC12 DSEC1 DSEC2
Total credit: 20	Total credit: 26	Total credit: 24

Term-End Examination December (Even Semester)

Semester II	Semester IV	Semester VI
CC3 CC4 AECC2 (ENVS) GEC2	CC8 CC9 CC10 SEC2 GEC4	CC13 CC14 DSEC3 DSEC4
Total credit: 20	Total credit: 26	Total credit: 24

COURSE-WISE CURRICULUM STRUCTURE

SEM	CODE	Course Name	Theor y/ Prac.	Credi t	Stud y Hour s	TE Full Mark s	Assig. Full Mark s	Total Marks	Pass Marks 30%	SLM Availa ble In	
1 st Year	I	CC-ED-01	Introduction to Educational Studies	Theory	6	180	50	20	70	21	ENG
		CC-ED-02	Philosophical Foundation of Education	Theory	6	180	50	20	70	21	ENG
		AE-BG-11	* Bengali	Theory	2	60	50	20	70	21	BEN
		AE-EG-12	* English								ENG
		GE-01:	# Refer Table below	Theory	6	180	50	20	70	21	
	II	CC-ED-03	Sociological Foundation of Education	Theory	6	180	50	20	70	21	ENG



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		CC-ED-04	Psychological Foundation of Education	Theory	6	180	50	20	70	21	ENG
		AE-ES-21	Environmental Studies	Theory	2	60	50	20	70	21	BEN
		GE-02: # Refer Table below		Theory	6	180	50	20	70	21	
2 nd Year	III	CC-ED-05	Policy Perspective and Development of Indian Education (Pre-Independent)	Theory	6	180	50	20	70	21	ENG
		CC-ED-06	Pedagogical Studies	Theory	6	180	50	20	70	21	ENG
		CC-ED-07	Curriculum Studies	Theory	6	180	50	20	70	21	ENG
		SE-ED-11	ICT in Education	Theory	2	60	50	10	60	18	ENG
		GE-03: # Refer Table below		Theory	6	180	50	20	70	21	
	IV	CC-ED-08	Evaluation in Education	Theory	6	180	50	20	70	21	ENG
		CC-ED-09	Educational Technology	Theory	6	180	50	20	70	21	ENG
		CC-ED-10	Guidance and Counseling in Education	Theory	6	180	50	20	70	21	ENG
		SE-ED-21	Reading & Reflecting on Text	Theory	2	60	50	10	60	18	ENG
		GE-04: # Refer Table below		Theory	6	180	50	20	70	21	
3 rd Year	V	CC-ED-11	Policy Perspective and Development of Indian Education (Post-Independent)	Theory	6	180	50	20	70	21	ENG
		CC-ED-12	Value Education	Theory	6	180	50	20	70	21	ENG
		DS-ED-11	Comparative Education	Theory	6	180	50	20	70	21	ENG
	VI	DS-ED-21	Special and Inclusive Education	Theory	6	180	50	20	70	21	ENG
		CC-ED-13	Educational Management and Planning	Theory	6	180	50	20	70	21	ENG
		CC-ED-14	Basic Research Methodology & Statistics in Education	Theory	6	180	50	20	70	21	ENG
		DS-ED-31	Child Development and Pedagogy	Theory	6	180	50	20	70	21	ENG



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	DS-ED-41	¥ Education and Community Development	Theory	6	180	50	20	70	21	ENG
	DS-ED-42	¥ Open and Distance Education								ENG
TOTAL				140				1800		

GE COMBINATION LIST:

Subject	SEM-I: GE-01	SLM Available In	SEM-II: GE-02	SLM Available In	SEM-III: GE-03	SLM Available In	SEM-IV: GE-04	SLM Available In
History	GE-HI-11: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): (EARLIEST TO 1203/1204)	ENG	GE-HI-21: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): (1203/1204-1757)	ENG	GE-HI-31: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): (1757-1947)	ENG	GE-HI-41: Making of Contemporary India	ENG
							GE-HI-42: MAKING OF CONTEMPORARY WORLD	ENG
Sociology	GE-SO-11: Indian Society	ENG	GE-SO-21: Population and Society	ENG	GE-SO-31: Gender and Violence	ENG	GE-SO-41: Sociology of Social Movements	ENG
							GE-SO-42: Rethinking Development	ENG
Political Science	GE-PS-11: Nationalism in India	ENG	GE-PS-21: Feminism: Theory and Practice	ENG	GE-PS-31: Gandhi and the Contemporary World	ENG	GE-PS-41: Understanding Ambedkar	ENG
							GE-PS-42: United Nations and Global Conflicts	ENG

- * Learner have to choose any one from **AE-BG-11: Bengali** or **AE-EG-12: English** as Ability Enhancement Compulsory Course 1
- # Learner have to choose any one subject from GE combination list, accordingly group papers of GE-1, 2, 3 & 4 will be fixed for Semester-I, II, III & IV. If there is 2 option available for GE paper 4 in Semester IV, candidate have to choose any one option.
- ¥ Learner have to choose any one for Discipline Specific paper 4 learner have to choose one paper from **DS-ED-41: Education and Community Development** or **DS-ED-42: Open and Distance Education**.



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DETAIL CBCS SYLLABUS OF HED

Course Details (Compulsory Courses)

Course Code	Course Title
CC-ED-01	Introduction to Educational Studies

Objectives	After the completion of the course, the learners are expected to: <ol style="list-style-type: none">1. understand Educational Studies as the academic discipline;2. explain the relationship between Education and human life;3. discuss the Educational Studies as an academic discipline;4. understand aims of education in respect to its factors and types;5. explain Education as the process and product in the context of its agencies and child-centrism;6. analyze the aims and objectives of modern Education in the light of Report of the International Education Commission for 21st Century.
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Module	Unit	Topic
I Education as a subject of study	1 Educational Studies	1.1 Educational Studies: Concept, Nature and Scope; 1.2 Aspects of Educational Studies; 1.3 Education and Society;
	2 Education and Human Resource Development	2.4 Education as Human Rights; 2.5 Education for Human Resource Development; 2.6 Education for Sustainable Development;
	3 Education as Academic Discipline	3.7 Educational Studies in the Domain of Social Sciences; 3.8 Education as the Discipline of Study: Liberal Vs. Applied; 3.9 Foundations of Education.
II Goals of Education	4 Aims & Objectives of Education	4.10 Aims of Education: Individualistic and Socialistic; 4.11 Factors of Education: Child/ Learner, Teacher, Curriculum and Educational Environment; 4.12 Types of Education: Informal, Formal, Non-formal and Virtual;
	5 Education as a Process	5.13 Education as the Process and the Product; 5.14 Agencies of Education: Family, Society, Organization and Mass-media; 5.15 Characteristics and Significance of Child-Centric



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		Education;
	6 Education for Knowledge Development	6.16 Education for Knowledge Development; 6.17 Education and Culture; 6.18 Report of the International Education Commission for 21 st Century: Major Suggestions regarding Four Pillars of Education.

Suggested Reading:

- *Self-learning Course Material on Introduction to Educational Studies (CC-ED -01)*. Netaji Subhas Open University, Kolkata, India.
- Aggarwal, J.C. (2008), *Theory and Principles of Education*, Vikash Publishing House, New Delhi.
- Ghanta, R and Das, B.N (2006); *Foundations of Education*, Neelkamal Publishers Pvt.Ltd.,New Delhi.
- *Halder, G.& Sharma, P. - ShikshaTatta O ShikshaNiti, Banerjee Publishers,Kolkata*
- Purkait, B.R (2000); *Principles and Practices of Education*, New Central Book Agency, Kolkata.
- *Roy, S. (2007); SikshaTatwa O SikshaDarshan, Soma Book Agency, Calcutta.*
- Durkheim, E. (1956), *Education and Sociology*, Chicago: Free Press.
- Froebel, F. (1900). *The Education of Man*, Fairfield, New Jersey: Kelley.
- Hirst, P.H., (1974). *Knowledge and the Curriculum*, London: London: Routledge and Kegan Paul.
- Hirst P.H. and Peters, R.S., (1970). *The Logic of Education*, London: Routledge and Kegan Paul.
- Moore, T.W. (1974). *Educational Theory: An Introduction*, London: Routledge & Kegan Paul. Moore, T.W. (1982). *Philosophy of Education: An Introduction*, Routledge and Kegan Paul.



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Course Code	Course Title
CC-ED -02	Philosophical Foundation of Education

Objectives	After the completion of the course, the learners are expected to: <ol style="list-style-type: none">1. understand the concept of Philosophy and its relation with Education;2. be acquainted with the Indian Schools of Philosophy in terms of nature of Knowledge;3. be acquainted with the Western Schools of Philosophy in terms of nature of Knowledge;4. discuss the basic spirit of Values and Social Philosophy enshrined in the Indian Constitution;5. be acquainted with the educational thoughts of some important Indian, Western and some Radical thinkers;6. develop an understanding about the educational philosophy.
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Module	Unit	Topic
I Philosophical Foundation of Education	1 Philosophy and Education	1.1 Philosophy: Concept, Nature and Scope; 1.2 Philosophy as the foundation of Educational Studies: Concept, Nature and Scope; 1.3 Basic Propositions of Philosophy: Epistemology, Metaphysics and Axiology;
	2 Indian Philosophy	2.4 Basic characteristics of Indian Philosophy: Theism and Atheism; 2.5 Epistemological characteristics of Samkhya, Yoga and Naya Schools of Philosophy; 2.6 Epistemological characteristics of Jainism, Buddhism and Islamic thoughts;
	3 Western Philosophy	3.7 Basic characteristics of Western Philosophy: Classical and Modern; 3.8 Epistemological Characteristics of Idealism, Naturalism and Pragmatism; 3.9 Epistemological Characteristics of Humanism.
II Educational Philosophy	4 Values & Education	4.10 Education for inculcation of Values; 4.11 Values and Social Philosophy enshrined in Indian Constitution; 4.12 Major provisions of Education in the Indian Constitution;
	5 Thoughts of Great Educators	5.13 Contribution of Indian Educational Thinkers: Rabindranath Tagore; Swami Vivekananda; 5.14 Contribution of Western Educational Thinkers: Rousseau and John Dewey; 5.15 Contributions of Ivan Illich and Paulo Friere as Radical Thinkers in Education;



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	6 Education for National & International Understanding	6.16 Education for National Integration; 6.17 Education for International Understanding; 6.18 Education for promotion of Peace and Harmony.
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Suggested Reading:

- *Self-learning Course Material on Philosophical Foundation of Education* CC-ED - 02). Netaji Subhas Open University, Kolkata, India.
- Bandyopadhyay, A (2005); *SikshaDarshan O SikshaNeeti*, B.B.KunduGrandson, Kolkata.
- Brubacher, J.S. (1969); *Modern Philosophies of Education*, McGraw Hill, New Delhi.
- Dewey, J. (1961); *Philosophy of Education*, Little Field- Adams & Co., New Jersey.
- Ghosh, S (2010); *SiksharDarshanikBhitti*, Banerjee Publishers, Kolkata.
- Mondal, M. (2008); *Sikshadarshan O Sikshabijnan*, Calcutta University.
- Pal, A.K. (2013); *SikshaDarshanarRuprekha*, Classic Books; Calcutta
- Pathak, R.K. (2009); *Philosophical and Sociological Foundation of Education*, Kanishka Publishers Distributors, New Delhi.
- Purkait, B. R. (1995); *Great Educators and their Philosophies*, New Central Book Agency, Kolkata.
- Roy, S. (2007); *SikshaTatwa O SikshaDarshan*, Soma Book Agency, Calcutta.
- Uddin, A. and Das, S. (2008), *SikshaDarsan*, UpamaPrakason, Dhaka

Course Code	Course Title
CC-ED -03	Sociological Foundation of Education

Objectives	After the completion of the course, the learners are expected to: <ol style="list-style-type: none">1. be acquainted with the concept of Sociology and its relation with Education;2. understand the Sociological knowledge as the foundation of Education;3. be acquainted with the Social Groups and Socialization process;4. be acquainted with the educational thoughts of some important Indian and Western Social thinkers;
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	<p>5. be acquainted with the aspects of Social Change and role of Education;</p> <p>6. understand some social ethos to address through Educational Sociology;</p>
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Block	Unit	Topic
I Educational Sociology	1 Education & Sociology	1.1 Sociology: Concept, Nature and Scope; 1.2 Education and Society; 1.3 Sociology of Education;
	2 Sociology as the Foundation of Education	2.4 Sociology as the foundation of Educational Studies; 2.5 Approaches of Sociology: Structural-Functionalism; 2.6 Sociological Assumptions: Cohesion, Social Inequality, Interdependence, Equilibrium and Role of Education;
	3 Education for Socialization	3.7 Social Group: Concept and Characteristics and Role of Education; 3.8 Types of Social groups: Primary, Secondary and Tertiary; 3.9 Socialization Process: Roles of Family and School.
II Social Thoughts & Indian Social Ethos	4 Social Thoughts	4.10 G. S. Guhurye and Radhakamal Mukherjee as the Indian Social Thinkers; 4.11 Durkheim and Cooley as the Western Social Thinkers; 4.12 Theoretical Paradigms of Sociology: Symbolic Interactionist Perspective, Functionalist Perspective and Conflict Perspective;
	5 Social Change	5.13 Social change: Concept, Scope and role of Education 5.14 Social change in India: Sanskritization, Westernization and Globalization; 5.15 Social Communication: Formal and Informal;
	6 Indian Social Ethos	6.16 India as a Pluralistic Society; 6.17 Social Diversity and Inclusion; 6.18 Education and Contemporary Social Issues: Population Explosion, Unemployment, Poverty and Illiteracy.

Suggested Reading:

- *Self-learning Course Material on Sociological Foundation of Education* (CC-ED - 03). Netaji Subhas Open University, Kolkata, India.
- Aggarwal, J.C. (2008), *Education for Values, Environment and Human Rights*, Shipra Publication, New Delhi.
- Ali, A.F.I, (2006), *Samajtatta*, Novel Publishing House, Dhaka.



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- Banerjee, A - Fundamentals of Educational Sociology, B.B Kundu Grandsons, Kolkata.
- *Bhattacharya, D – Siksha O Samajtatwa, Pearson, New Delhi.*
- Bhattacharya, D. C – Sociology; Vijaya Publishing House Kolkata.
- Chakraborty, J.C. - Educational Sociology, Publishers Distributors, New Delhi.
- Chattoraj, S. (2011), SikshamukhiSamajVigyan, *Central Library*, Kolkata.
- Ganguly, R and Mainuddin, S.A.H, (2008), Contemporary Indian Society, *PHI Learning Pvt,Ltd*, New Delhi.
- Madan, G.R, (1997), Indian Social Problem, Vol-1, *AlliedPublishersLtd.*
- *Mahapatra, A.K – BharaterSamajikSamashya; Suhrid Publication, Kolkata*
- Sharma, S.N – Philosophical and Sociological Foundations of Education; Kanishka
- Sharma, Y.K – Sociological Philosophy of Education; Kanishka Publishers
- Talesra H- Sociological Foundations of Education, Kanishka Publishers Distributors,
- Tarafdar, M – SikshaShrayeeSamajBigjan; K Chakraborty Publication, Kolkata

Course Code	Course Title
CC-ED - 04	Psychological Foundation of Education

Objectives	<p>After the completion of the course, the learners are expected to:</p> <ol style="list-style-type: none"> 1. understand the concept of Psychology and its relation with Education; 2. realize the psychological knowledge as the foundation of Education; 3. be acquainted with the developmental stages, its theories and applications in Education; 4. understand about the Psychology of learning and its impact on Education; 5. be acquainted with the aspects of human abilities and its impact on Education; 6. understand different aspects of Psychology of learning and its relation with Education.
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Module	Unit	Topic
I Psychological	1 Educational Psychology	1.1 Psychology: Concept, Nature and Scope; 1.2 Psychology as the Foundation of Education; 1.3 Educational Psychology: Concept, Nature and Significance;
	2	2.4 Growth and Development of a Child



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Foundation of Education	Growth & Development	2.5 Perspectives of Educational Psychology: Biological, Behavioral and Cognitive; 2.6 Developmental Stages and its Impact on Education;
	3 Theories of Development	3.7 Piaget's Cognitive Development Theory; 3.8 Erikson's Psycho-Social Development Theory; 3.9 Kohlberg's Moral Development Theory.
II Educational Psychology	4 Psychology of Personality	4.10 Psychology of Personality: Concept, Characteristics, Types and Significance in Human Life; 4.11 Basic Theories of Personality Development: Allport and Eysenck; 4.12 Personality Measurement (Types only) and its Impact on Education;
	5 Psychology of Human Abilities	5.13 Psychology of Human Abilities: Concept, Characteristics and Basic Types; 5.14 Intelligence: Concept, Basic Theories (Spearman, Thorndike and Guilford) and Types and uses of intelligence test; 5.15 Creativity: Concept, Characteristics, Significance in Education;
	6 Psychology of Learning	6.16 Psychology of Learning: Concept, Characteristics and Factors of Learning: Attention, Thinking, Memorization, Emotion and Motivation (Basics only) 6.17 Behavioristic Theories of Learning and its Educational implications: Connectionism, Classical and Operant Conditioning; 6.18 Cognitive Theories of Learning (Insightful and Information Processing) and its Educational Implications.

Suggested Reading:

- *Self-learning Course Material on Psychological Foundation of Education* (CC-ED - 04). Netaji Subhas Open University, Kolkata, India.
- Adhikari, S.R. – *SikshayMonobidya*, Classique Books, Kolkata.
- Aggarawal. J.C.- *Essentials of Educational Psychology*, Vikash Publishing house Pvt. Ltd.
- Chauhan. S.S. - *Advanced Educational psychology*: Vikash Publishing House Pvt. Ltd.
- Dandapani, S. – *A text Book of Advanced Psychology*, Anmol Publications. New Delhi.



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- Diane. E., Papalia and Sally Wendkos Olds - Human Development: McGraw-Hill.
- Elizabeth, B., Hurlock,- Child Development, McGraw-Hill Book Company.
- Fernandes, M.M. – The Advanced Educational Psychology: Psychology of theLearner: Himalaya Publishing House, Mumbai.
- Kundu, C.H. and Tutoo, D.N. - Educational Psychology, Sterling Publication.
- Mangal S.K. – Advanced Educational Psychology; Prentice Hall of India Pvt. Ltd. New Delhi.
- PramodbandhuSengupta&Prasanta Sharma -ShikshaManobigyan; BanerjeePublishers, Kolkata.
- Siddik, A.B. (2006), Manovigyan, SahityaKosh, Dhaka.
- Sushil Ray -ShikshaManovidya.Soma Book Agency; Kolkata.

<i>Course Code</i>	<i>Course Title</i>
CC-ED - 05	Policy Perspective and development of Indian Education (Pre-Independent)

Objectives	After the completion of the course, the learners are expected to: <ol style="list-style-type: none">1. understand the policy perspectives of evolution of Indian Education;2. be acquainted with educational policy development in early nineteenth century India;3. be acquainted with important Initiatives, Acts, Reports, Charter, Minutes and Policy adaptations for the development of Indian education during British period;4. understand the development of Indian education in the context of National Education Movement;5. be acquainted with the contributions of national leaders for the development of Indian education during the British period;
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Module	Unit	Topic
I	1 Indigenous System of Education	1.1 The Indigenous Education System during early 19 th Century; 1.2 British Government Policy on spreading Education in India; 1.3 Sreerampore Trio: Missionary Activities and their contributions in spreading Education in the region;
	2	2.4 Charter Act (1813): Perspective, Policy, Orientalist-



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Educational Policy Development in 19 th Century	Educational Policy in early 19 th Century	Occidentalism Controversy and Bentinck's Resolution; 2.5 Macaulay Minute: Background and Contribution; 2.6 Adam's Report: Backdrop and Significance;
	3 Educational Policy in Late 19 th Century	3.7 Wood's Education Dispatch (1854); 3.8 Curzon Policy: Perspective, Policies on Primary, Secondary and Higher Education (1904); 3.9 Hunter Commission (1882-83): Background and Policy Issues;
II National Education Movement & Modern Indian Education	4 National Education Movement	4.10 National Education Movement: Cause and Effect; 4.11 Impact of Gokhale's Bill on Primary Education (1906); 4.12 Calcutta University Commission (1917-19): Perspective and Policy Issues;
	5 Bengal Renaissance	5.13 Bengal Renaissance: Perspective and National Education Movement; 5.14 Hartog Committee Report (1929); 5.15 Sargent Report (1944);
	6 Modern Indian Education	6.16 Contributions of Rammohan Roy, Vidyasagar and Derozio; 6.17 Nai Talim and Wardha Scheme on Mahatma Gandhiji's Concept of Basic Education; 6.18 Tagore's Thoughts on Humanistic Education and Experiments with Santiniketan-Sriniketan;

Suggested Reading:

- *Self-learning Course Material on Policy Perspective and Development of Indian Education (Pre-Independent)* (CC-ED -05). Netaji Subhas Open University, Kolkata, India.
- Aggarwal, J.C. (2013); *Recent Development and Trends in Education*, Shipra Publications, New Delhi.
- Banerjee, J.P. (2010); *BharatiyaSiksharItihas*, Central Library, Kolkata.
- Bhakta, B.B. (1996), *BharatiyaSiksharRuprekha, A AA KaKhaPrakasani*, Rita Book Agency, Kolkata
- Chaube, S. (2010); *History and Problems of Indian Education*, Agrawal Publication, Agra.
- Chauhan, C.P.S. (2010); *Modern Indian Education: Policies, Progress, and Problems*, Kanishka Publishers, New Delhi.



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- Ghosh, R. (2012); AdhunikBharaterSiksharVikash, Soma Book Agency, Kolkata.
- Gupta, A.(2013); Education in the 21st Century, Shipra Publications, New Delhi.
- Halder, G.D. & Sharma, P. (2010); AdhunikBharatiyaSiksharVikash, Banerjee Publishers, Kolkata.
- Purkait, B.R. (1992), Milestone in Ancient & Medieval Indian Education, *New Central Book Agency*, Kol-9.
- Purkait, B.R. (1992), Milestone in Modern Indian Education, *NewCentralBookAgency*, Aggarwal, J.C. (2010); Educational Reforms in India, Shipra Publications, New Delhi.
- Halder, K &Nath, G. (2014); BharatiyaSiksharSamprotikBishoy, K. Chakraborty Publications, Kolkata.
- Mukhopadhaya, D., Sarkar, B., Halder, T., & Pal, A.K. (2014); BharaterSiksharChalamanGhatanaboli, Aheli Publishers, Kolkata.
- Pal, D. (2014); BharatiyaSikshaySamprotikGhatanaboli, Rita Publishers, KolkataKolkata.

Course Code	Course Title
CC-ED -06	Pedagogical Studies

Objectives	After the completion of the course, the learners are expected to: <ol style="list-style-type: none">1. understand Pedagogical Studies as the academic discipline;2. comprehend Pedagogy as the art and science of teaching;3. be acquainted with the pedagogy of teaching-learning process;4. know the neural basis of sensation, perception and cognition;5. understand teaching as science;6. be acquainted with the effective teaching process.
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Module	Unit	Topic
I Pedagogy &	1 Pedagog y	1.1 Pedagogy: Concept, Nature and Scope; 1.2 Bases of Pedagogy: Philosophical, Sociological and Psychological; 1.3 Pedagogy Vs. Andragogy;
	2 Pedagog	2.4 Pedagogy as the Art and Science of Teaching; 2.5 Pedagogy as the Art of Teaching;



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Teaching	y & Teaching	2.6 Pedagogy as the Science of Teaching;
	3 Teaching	3.7 Teaching: Concept, Principles and Functions; 3.8 Teaching as a Process: Pre-active, Interactive, and Post-active; 3.9 Pedagogy of Teaching-Learning: 3 R's, Verbal Conditioning and Psychomotor Skills;
	<i>Total</i>	
II Pedagogical Practices	4 Cognition	4.10 Neural basis of Sensation: Neuron – Structure and Electrical Potentials, Synoptic Transmission, Structure and Functions of Human Brain, Neuro-Endocrinal System; 4.11 Perception: Factors influencing perception; 4.12 Cognition and Fundamentals of Teaching;
	5 Pedagogy in Practice	5.13 Pedagogy and its Applications: Developing Concepts and Principles, Problem Solving ability and Knowledge Construction ability; 5.14 Observation of classroom behaviour: Flander's Interaction Analysis System; 5.15 Teaching and Instruction, Instructional Design;
	6 Teacher & Teaching	6.16 Levels of teaching- Memory, Understanding, and Reflective; 6.17 Teaching Methods – Lecture, demonstration, problem solving and programme instruction (Linear and Branching); 6.18 Function of a teacher as: Planner, Facilitator, Counsellor and Action Researcher.

Suggested Reading:

- *Self-learning Course Material on Pedagogical Studies* (CC-ED - 06). Netaji Subhas Open University, Kolkata, India.
- Chakraborty, P.K. (2012), *SikshaManovigyan O SikhonPrakria, WestBengalStateBookCouncil.*
- Chauhan, S.S. (1979). *Innovations in Teaching-Learning Process*, Vikash Publishing House Private Ltd., New Delhi.
- De Cecco, J.P. & Crawford, W (1977). *The Psychology of Learning and Instruction: Educational Psychology*; Prentice-Hall of India, New Delhi.
- Orlich, D.C., et.al. (1990). *Teaching Strategies*. D. C. Heath & Co., Lexington, Massachusetts.
- Walker, M. (2010). *Educational Philosophy and Theory*, Wiley-Blackwell



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<i>Course Code</i>	<i>Course Title</i>	<i>Credit (SLM+PCP)</i>	<i>Marks (W+A)</i>
CC-ED - 07	Curriculum Studies	6	50 + 20

Objectives	<p>After completion of the course, the learners are expected to:</p> <ol style="list-style-type: none"> 1. develop an understanding about concept, nature and determinants of curriculum 2. acquainted with the bases, approaches of curriculum and process of curriculum development 3. understand curriculum transaction & evaluation as a continuum, basic consideration and stages for planning of curriculum development 4. comprehend dimensions, theories and models of curriculum development 5. gain an understanding of curriculum evaluation: concept, sources and methods of curriculum evaluation. 6. know the changing trends of curriculum in the 21st century
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Module	Unit	Topic
I Curricular Issues	Unit 1 Introduction to Curriculum	1.1: Curriculum: Meaning, nature & scope, 1.2: Determinants of curriculum 2.3: Curricular & Co-curricular activities
	2 Curriculum as a Process	2.4: Bases of curriculum: philosophical, sociological & psychological 2.5: Major approaches to curriculum: subject-centered, broad- field approach, humanistic approach 2.6: Process of curriculum development: assessment of educational needs, formulation of objectives, selection & organization of content, selection & organization of learning experiences & evaluation.
	3 Major Approaches to Curriculum	3.7: Curriculum Transaction & Curriculum evaluation: A continuum 3.8: Basic consideration in curriculum planning 3.9: Stages for planning of curriculum development (systems approach)
II. Development & Transaction	4 Curriculum Development	4.10: Dimensions of curriculum development 4.11: Theories of curriculum development: Concept & types (Descriptive, Prescriptive, Critical, Personal) 4.12: Models of curriculum development: Taba, Tylor, Kilpatrick
	5 Curriculum Evaluation	5.13: Curriculum evaluation: concept, objectives, micro & macro level 5.14: Sources of curriculum evaluation (in brief)



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of Curriculum		5.15: Methods of curriculum evaluation (in brief)
	6 Recent Trends in Curriculum	6.16: Approaches to curriculum change (Administrative, grass root, demonstration) 6.17: Curriculum in the 21 st century: NCF 2000 & 2005 6.18: Recent trends of Curriculum: Choice-Based Credit System

Suggested Reading:

- *Self-learning Course Material on Curriculum Studies* (ED - CC-7). Netaji Subhas Open University, Kolkata, India.
- Aggarwal, J.C. (2010); Curriculum Development, Shipra Publications, New Delhi.
- Bhalla, N. (2010); Curriculum Development, Author Pess, Delhi.
- Bhattacharya, D. (2015); PathyakramCharcha O Mulyan, Alpana Enterprises, Kolkata.
- Chakrabarty, P.K. (2014); PathyakramNeeti O Nirman, Classique Books, Kolkata
- Chakraborty, S. (2014); Curriculum Development, Shova, Kolkata.
- Ehsan, M.A. (2010); SikshakramUnnayan :Neeti O Paddhati, Lipica Books, Dhaka.
- Samad, A.(2011); Curriculum Studies, Pravati Library, Dhaka.
- Srivastava, H.S. (2006); Curriculum & Method of Teaching, Shipra Publishers, New Delhi.
- Talla, M (2012), Curriculum Development: Perspective, Principles and Issues, Pearson, Dorling Kindersley Pvt.Ltd.
- Yadav, Y.P. (2006); Fundamentals of Curriculum Design, Sri SaiPrintographers, New Delhi.

Course Code	Course Title
CC-ED -08	Evaluation in Education

Objectives	After the completion of the course, the learners are expected to: 1. develop an understanding of the concepts of Measurement, Assessment and Evaluation in the field of education;
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	<ol style="list-style-type: none"> 2. be acquainted with different forms of tools and techniques of evaluation; 3. understand characteristics of a good test, problems of the teacher made test and construction of achievement test; 4. understand different forms of evaluation, their objectives and scopes; 5. be acquainted with different types of testing, its purposes and significance; 6. know about the current trends in evaluation.
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Module	Unit	Topic
I Evaluation	1 Assessment, Measurement & Evaluation	1.1 Evaluation: Concepts and significance of Measurement, Assessment and Evaluation; 1.2 Measurement Vs. Assessment in Education: Purpose and Scope; 1.3 Interrelationship among Assessment, Measurement and Evaluation in Education;
	2 Tools & Techniques of Educational Evaluation	2.4 Tools and Techniques in Educational Assessment; 2.5 Teacher made Tests in Educational Evaluation: Essay Type, Short-Answer Type and Objective Type; 2.6 Techniques of Educational Evaluation: Viva-Voce, Interview, Group Discussion and Observation;
	3 Achievement Test Construction	3.7 Characteristics of a Good Test: Objectivity, Validity, Reliability, Usability and Norms; 3.8 Problems of Evaluation through Teacher made Tests; 3.9 General Principles of Achievement Test Construction.
II Testing & Evaluation	4 Types of Evaluation	4.10 Formative and Summative Evaluation: Characteristics and Significance; 4.11 Continuous and Comprehensive Evaluation: Characteristics and Significance; 4.12 Peer (Participatory) Evaluation in Education: Concept and Significance;
	5 Types of Testing	5.13 Open Book Testing: Concept and Characteristics; 5.14 Norm-Referenced Testing: Concept and Characteristics; 5.15 Criterion-Referenced Testing: Concept and Characteristics;
	6 Modern Trends in Evaluation	6.16 Current Trends in Evaluation: Shifting from Traditional Absolute Scoring System to Normal Scoring System; 6.17 Online Assessment and Percentile Ranking; 6.18 Grading, Credit based Cumulative Grade Point, Averaging and Transcriptions.

Suggested Reading:



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- *Self-learning Course Material on Evaluation in Education* (CC-ED -08). Netaji Subhas Open University, Kolkata, India.
- Ahmed, A.A.A. (2012); *Sikshay Gabeshana Paddhati*, Pravati Library, Dhaka.
- Best & Khan (2010); *Research in Education*, Pearson, Prentice Hall, Delhi.
- Chakrabarty, A. (2014); *SikshayParimap O Mulyan*, Classique Books, Kolkata.
- Chattopadhyay, K.D. (2009); *Samajik Gabeshana O Prakriya*, Arambag Book House, Kolkata.
- Dhali, S. (2009), *SikshayParimap O Mullayan*, *Pravati Library*, Dhaka.
- Jamaluddin, M and Chowdhury, M.S, (1998), *SikshaMullayan O Nirdesana*, *Banglaacademy*, Dhaka.
- Kaul, L. (2012); *Methodology of Educational Research*, Vikash Publishing House Pvt Ltd. New Delhi.
- Mangal&Mangal, (2013); *Research Methodology in Behavioural Sciences*, PHI Learning Pvt Ltd. New Delhi.
- Pal, D. (2015); *Research Methodology And Statistical Technique*, Rita Book Agency, Kolkata.
- Bhat, S, &Chakrabarty, S.C. (2013); *Research Methodology And Statistics in Education*, Aaheli Publishers, Kolkata.
- Das, N.G. (2011), *Statistical Methods (Vol.II)*, *Tata McGraw Hill Education Private Limited*, New Delhi.
- Garrett, H.E. (1981), *Statistics in Psychology & Education*, *VakilsFefferandSimonsLtd*,

Course Code	Course Title
CC-ED -09	Educational Technology

	After the completion of the course, the learners are expected to: <ol style="list-style-type: none">1. understand the concept of educational technology, its basic components and significance;2. be acquainted with the systems approach, its components and problems of implementation;
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Objectives	<ol style="list-style-type: none"> 3. develop an understanding about educational process and communication technology, basic model and factors affecting classroom communication; 4. be acquainted with different forms of hardware technology, ICT and E-learning; 5. make an understanding about models of teaching and computer assisted learning; 6. understand about the technology adoption and blended learning in education.
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Module	Unit	Topic
I Educational Technology & Communication	1 Technology & Education	1.1 Concept and Scopes of Technology and Educational Technology; 1.2 Technology of Education Vs. Technology in Education; 1.3 Basic Components of Educational Technology (Hardware and Software): Concepts and Significance;
	2 Systems Approach in Education	2.4 Systems Approach in Education: Concept and Scope; 2.5 Components of Systems Approach in Education and their interrelationship; 2.6 Problems of implementing Systems Approach in Education
	3 Classroom Communications	3.7 Educational Process and Communication Technology: Concept and Scope; 3.8 Basic Model of Communication Technology for Classroom Interactions; 3.9 Factors Affecting Classroom Communication.
II Technology Adoption in Education	4 Hardware Technology in Education	4.10 Use of Hardware Technology in Education: Audio, Visual, Audio-visual and Computer; 4.11 Overhead Projector, Multi-media and Smart Classroom; 4.12 Information and Communication Technology and E-Learning;
	5 Models of Teaching	5.13 Models of Teaching: Concept, Nature, Families and Scope; 5.14 Information Processing Model (AOM and CAM); 5.15 Computer Assisted Teaching-Learning: SWAYAM, MOOCS and Swayam Prabha;
	6 Technology Adoptions & Blended Learning	6.16 Technology Adoptions in Formal Education; 6.17 Technology Adoptions in Non-Formal Education; 6.18 Blended Learning: Concept and Scope.



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Suggested Reading:

- *Self-learning Course Material on Educational Technology (CC-ED -09)*. Netaji Subhas Open University, Kolkata, India.
- Aggarwal, J.C. (2002), *Essentials Of Educational Technology*, Vikash Publishing House Pvt.Ltd. New Delhi-110032.
- Chattaraj, S.P, (2005); *SikshaPrajuktividyā*, Cental Library, Kolkata.
- Mangal&Mangal, (2009); *Essential of Educational Technology*, PHI Learning Pvt. Ltd, New Delhi.
- Rao, U. (2005); *Educational Technology*, Himalaya Publishing House, Mumbai.
- Sen, M.K. (2010); *SikshaPrajuktiBijnan*, Soma Book Agency, Kolkata.
- Sharma, Y.K. (2010); *Fundamental Aspect of Educational Technology*, Kanishka Publishers, Nw Delhi.

<i>Course Code</i>	<i>Course Title</i>
CC-ED -10	Guidance and Counseling in Education

Objectives	After the completion of the course, the learners are expected to: <ol style="list-style-type: none">1. understand about the concepts of self, guidance and counseling;2. make an understanding about different aspects of development and crisis in life;3. develop an understanding about working self and development of highest potential;4. be acquainted with Pre-requisites of guidance in terms of tools and techniques of data collection;5. understand about guidance process, organization and difference with counseling;6. gain an understanding about teacher as a counselor, steps of counseling and professional counseling.
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Module	Unit	Topic
	1 Mental Health	1.1 The Self: Psycho-Social View; 1.2 Guidance: Concept, Types and Scope;



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I Stress, Mental Health & Education	and Education	2.3 Counselling: Concept, Types and Scope;
	2 Adjustment & Maladjustment	2.4 Development, Maturity, Crisis of Life and Role of Education; 2.5 Interpersonal Relationships: Basis, Friendship, Love, Communication, Relationship and social perception; 2.6 Gender, Gender Identity and Gender Role Development:
	3 Stress Coping Strategies	3.7 Working Self: Adjustment with Family, School, Peers and Community; 3.8 Development of Life-Skills, Ethics and Values; 3.9 Achieving Highest Potential of the Individual.
II Mental Health & Role of Teacher	4 Mental Health Assessment	4.10 Pre-Requisites for Guidance Programme; 4.11 Tools of Data Collection: Use of Psychological Tests (Intelligence, Aptitude, Interest); 4.12 Techniques of Data Collection: Observation, Interview, Rating Scale, Record Card, Anecdotal Record and Sociometry;
	5 Guidance & Counselling	5.13 Counseling Process: Directive, Non-Directive and Eclectic; 5.14 Organizing Guidance and Counseling Programmes; 5.15 Difference between Guidance and Counseling;
	6 Mental Health & Education	6.16 Teacher as a Counselor; 6.17 Steps of Counseling Process; 6.18 Professionalism in Guidance and Counselling.

Suggested Reading:

- *Self-learning Course Material on Guidance and Counselling in Education* (CC-ED - 10). Netaji Subhas Open University, Kolkata, India.
- Dutta, G & Nag, S. (2014); *Sangatibidhane Nirdeshana O Paramarshadan*, Rita Publications, Kolkata.
- Ghosh, S.K. (2013); *SikshaySangati Apasangati O Nirdeshana*, Classique Books, Kolkata.
- Kochhar, S.K. (2000), *Guidance and Counselling in College & Universities*, Sterling Publishers Pvt. Ltd. New Delhi.
- Pal, A.K. (2014); *Guidance & Counseling*, Abhijeet Publications, New Delhi.
- Pal, D. (2010); *Nirdeshana O Paramarsha*, Central Library, Kolkata.
- Roychowdhury, A. (2001), *Manuser Mon*, West Bengal State Book Council.



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- Rao, N.(2000) Guidance & Counselling. Tata McGraw Hill, New Delhi.

Course Code	Course Title		
CC-ED - 11	Policy Perspective and Development of Indian Education (Post-Independent)		
Learning Objectives	After the completion of the course, the learners are expected to: <ol style="list-style-type: none"> acquaint with the significant points of selected educational documents and reports of this period; develop an understanding of significant trends in contemporary education; develop awareness of various organisations and their role in implementation of policies and programmes; focus attention on certain major national and social issues, and role of education in relation to them. 		

Module	Unit	Topic
I Educational Policy Perspectives in Independent India	1 Indian Education Commissions	1.1 Radhakrishnan Commission (1948-49): The Perspective and Policy related to Higher Education and Rural University; 1.2 Mudaliar Commission (1952-53): The Perspective and Policy related to Secondary Education 2.3 Kothari Commission (1964-66): The Perspective and Policy related to Primary and Upper Primary Education, and significance;
	2 National Policies on Education	2.4 National Policy on Education (1968): Perspective, Salient Features and Significance; 2.5 National Policy on Education (1986): Perspective, Salient Features and Significance; 2.6 Programme of Action (POA,1991): Perspective, Salient Features and Significance;
	3 National Apex Bodies in Education	3.7 The UGC Act (1956): The Perspective and Objectives; 3.8 The PWD Act (1995): The Perspective and Objectives; 3.9 Vision and Mission of Some Apex Bodies in Education: CABE, NCERT, SCERT, DIET, NCTE and NAAC.
	<i>Total</i>	
II National	4 Education for All in India	4.10 <i>Sarva Siksha Abhiyan</i> : Perspective, Objectives and Impacts; 4.11 Report of the National Knowledge Commission (2005): Perspective and Major Policy Recommendations; 4.12 Right to Free and Compulsory Education Act (2009): Perspective, Constitutional Amendment and Major Issues;
	5 Life-long Learning &	5.13 National Literacy Mission and Life-Long Learning: Objectives and Significance; 5.14 Language Policy in Indian Education: Objectives and



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Issues in Education	Human Resource Development	Significance; 5.15 Human Resource Development: Scopes and Challenges;
	6 Educational Policies	6.16 Curriculum Framework (2005): Perspective and Major Policy Recommendations; 6.17 Curriculum Framework for Teacher Education (2009): Perspective and Major Policy Recommendations; 6.18 National Policy on Education (2016): The Perspective and Major Policy Recommendations.

Suggested Reading:

- *Self-learning Course Material on Policy Perspective and Development of Indian Education (Post-Independent)* (CC-ED-11). Netaji Subhas Open University, Kolkata, India.
- Chauhan, C.P.S. (2010); *Modern Indian Education: Policies, Progress, and Problems*, Kanishka Publishers, New Delhi.
- Ghosh, R. (2012); *Adhunik Bharater Sikshar Vikash*, Soma Book Agency, Kolkata.
- Gupta, A. (2013); *Education in the 21st Century*, Shipra Publications, New Delhi.
- Halder, G.D. & Sharma, P. (2010); *Adhunik Bharatiya Sikshar Vikash*, Banerjee Publishers, Kolkata.
- Purkait, B.R. (1992), *Milestone in Ancient & Medieval Indian Education*, *New Central Book Agency*, Kol-9.
- Purkait, B.R. (1992), *Milestone in Modern Indian Education*, *New Central Book Agency*, Aggarwal, J.C. (2010); *Educational Reforms in India*, Shipra Publications, New Delhi.
- Ahuja, R. (2010); *Social Problems in India*; Rawat Publication; Jaipur.
- Halder, K & Nath, G. (2014); *Bharatiya Sikshar Samprotik* Bishoy, K. Chakraborty Publications, Kolkata.
- Mukhopadhyaya, D., Sarkar, B., Halder, T., & Pal, A.K. (2014); *Bharater Sikshar Chalaman Ghatanaboli*, Aheli Publishers, Kolkata.
- Pal, D. (2014); *Bharatiya Sikshar Samprotik* Ghatanaboli, Rita Publishers, Kolkata.



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<i>Course Code</i>	<i>Course Title</i>
CC-ED-12	Value Education

Objectives	After the completion of the course, the learners are expected to:	
	<ol style="list-style-type: none"> 1. understand the concept, nature and significance of value education in human life; 2. make an understanding about inculcation of values through different scholastic and co-scholastic areas of study; 3. be acquainted with the significance of teacher's role as the facilitator of values, and value based academic activities; 4. understand about the partnership, participation and collaboration for value development; 5. develop an understanding about values and ethics for national and global understanding; 6. be acquainted with the concept of human rights-based education system. 	
Module	Unit	Topic
I Values & Value Inculcation	1 Basics of Values	1.1 Values: Concept, Nature and Importance in life; 1.2 Value Education: Concept, Nature and Scope; 1.3 Environment to Value inculcation: Roles of the Family and Educational Institutions;
	2 Inculcatio n of Values	2.4 Value development through different subjects of study; 2.5 Value development through co-scholastic activities; 2.6 Inculcating Values through continuous and comprehensive activities;
	3 Value Education	3.7 Teacher as the facilitator of Values; 3.8 Whole School Approach to Value Education; 3.9 Approaches to Value Development: Mentorship, Value based Learning, Evaluation and Innovation.
	4 Values in Schools	4.10 Values and the Institutional Environment; 4.11 Collaborative/ Cooperative Classrooms; 4.12 Home-School-Community Partnership;



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II Values for National Integrity	5 Values for Nation	5.13 Value Education Towards National and Global Development; 5.14 National Values - Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom & Fraternity, National Integration and International Understanding; 5.15 Values and Ethics: Personal Values, Family Values, Social Values, Cultural Values, Professional Values and overall Ethics, Duties & Responsibilities;
	6 Rights and Constituti on	6.16 Human Rights: Concept, Broad Classification and Scope; 6.17 Constitutional Provisions of Rights to: Life, Liberty, Fraternity, Dignity, Equality, Cultural and Educational; 6.18 Institutions for Implementing Human Rights: Educational Institutions, Human Rights Commissions and Judiciary.

Suggested Reading:

- *Self-learning Course Material on Value Education* (CC-ED -12). Netaji Subhas Open University, Kolkata, India.
- Aggarwal, J.C. (2010). *Education for Values, Environment and Human Rights*. New Delhi: Shipra Publications
- Chadha, S. C. (2008). *Education value & value education*. Meerut: R.Lall Books Depot
- Chakraborty, Mohit (2003); *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers. Gupta, N.L. (2000). *Human Values in Education*. New Delhi: Concept Publishing Company.
- Mahakud, L. & Behera, S.K. (2013) (Edit.) *Value Education: Dimensions and Approaches*, S.B. Enterprise, Kolkata.
- Passi, B. K., & Singh, P. (1999). *Value education*. Agra: Agra Psychological Corporation.



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- Ruhela, S.P. (ed.) (1986). *Human Values and Education*. New Delhi: Sterling Publishers Pvt. Ltd.
- Singh, Y. K. (2009). *Value education*. New Delhi: APH Publishing Corporation.
- Sharma, Y.K. and Katoch, K.S. (2007) *Education for Values, Environment and Human Rights*, New Delhi: Deep & Deep Publications Pvt. Ltd.
- Sharma, R. A. (2008). *Human value of education*. Meerut: R.Lall Books Depot.

Course Code	Course Title
CC-ED -13	Educational Management and Planning

Objectives	After the completion of the course, the learners are expected to: <ol style="list-style-type: none">1. make an understanding about the Educational Organizations and their services;2. understand about the management system of educational organization and its significance;3. be acquainted with management, administration and managerial behaviours;4. know about the concepts of supervision and inspection;5. make an understanding about different aspects of educational planning;6. understand about Educational Management for Leadership.
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Module	Unit	Topic
I Educational Planning	1 Educational Organization	1.1 Educational Organization: Concept, Purpose and Scope; 1.2 School Plant: Concept, Purpose and Principles; 1.3 Services provided by the School Plant as an Organization;
	2 Basics of Educational Planning	2.4. Educational Planning: Concept, Nature, Purpose and Significance; 2.5. Types of Educational Planning: Institutional, Strategic, Grassroots and Rolling Plan; 2.6 Stages of Yearly Academic Planning and Planning for Curriculum Transactions;
	3 Principles of Educational Planning	3.7 National Educational Priorities for Planning; 3.8 Principles of Educational Planning; 3.9 Steps of the Planning Process and National Policies and Partner Institutions.



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II Educational Management	4 Organizational Management	4.10 Organizational Management: Concept, Purpose, Principles, Types and Scope; 4.11 Supervision and Inspection: Concepts, Purposes, Functions and Differences; 4.12 Effect of Supervision and Inspection on Educational Management;
	5 Educational Administration	5.13 Educational Administration: Concept and Purpose, Relationship between Educational Management and Administration 5.14 Factors affecting Managerial Behaviors of Teachers: Personal, Social, Cultural, Political and Institutional; 5.15 Teacher as a Leader of the Institution;
	6 Leadership & Education	6.16 Institutional Leadership and Management; 6.17 Educational Leadership: Role of Headmaster, Teacher and Managing Committee; 6.18 Styles of leadership: Autocratic, Democratic and Laissez Faire.

Suggested Reading:

- *Self-learning Course Material on Educational Management and Planning*(CC-ED - 13). Netaji Subhas Open University, Kolkata, India.
- Aggarwal, J.C. (2007); *Educational Administration And Management : Principles & Practices*, DOABA House, New Delhi.
- Chakraborty Dilip, (2004), *Sikshagata Babosthapanana O Parikalpana*, K. Chakraborty Publications, Kolkata.
- Chakraborty, P.K., Sengupta, M. & Nag, S. (2007); *Educational Management*, Rita Publications, Kolkata.
- Chattopadhyay, Saroj, (2007), *Vidyalaya Sangathan O Siksha Prasango*, New Central Book Agency, Kolkata.
- Das, B.C., Sengupta, D., & Roy, P.R. (2005); *Sikshay Babosthapanana*, West Bengal State Book Council, Kolkata.
- Dash, B.N. (2013); *School Organisation Administration And Management*, Neelkamal Publications, New Delhi.



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- Mohanty, J. (2012); Educational Administration, Management, And School Organisation, Deep & Deep Publication Pvt Ltd, New Delhi.
- Pal, D. (2014); SikshaBabostapana, Rita publications, Kolkata.
- Rahaman, M. (2009), Education of Administration, *PravatiLibray*, Dhaka.
- Roy Sushil, (2009), Sikshan O SikshaPrasanga, *SomaBookAgency*, Kolkata.

Course Code	Course Title	
CC-ED -14	Basic Research Methodology and Statistics in Education	
Objectives	After the completion of the course, the learners are expected to: <ol style="list-style-type: none"> 1. be acquainted with the scientific methods of Research in Educational Studies; 2. develop an understanding about sources of knowledge and research problem; 3. be acquainted with research objectives, variables and Hypotheses; 4. make an understanding about Concept, Nature & Scope of Statistics in Education; 5. understand about the tabulation, distribution & graphical representation of data; 6. be acquainted with the measures of central tendency of data distribution; 	
Module	Unit	Topic
I Identification of Research Problem	1 Research in Education	1.1.1 Research in Educational Studies: Concept, Nature, Characteristics, Ethics and Significance; 1.1.2 Scientific Inquiry: New Theory Development or Refinement of Existing Theory; 1.1.3 Major Types of Educational Research: Fundamental, Applied and Action Research;
	2 Review of Related Studies	1.2.4 Types and Sources of Information and Review of Related Literature, Critical Review of available sources; 1.2.5 Finding out the knowledge gap and setting of Research Worthy Question; 1.2.6 Formulation of the Research Problem;
	3 Research Objectives & Hypotheses	1.3.7 Identification of Research Objectives, Research Constructs and Decision regarding Nature of Data – Quantitative and Qualitative; 1.3.8 Quantitative Research Design: Descriptive, Ex-post-Facto and Experimental; 1.3.9 Selection of Variables and Development of Research Hypotheses – Different Types, Qualitative Research: Factors and its Impacts.



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SCHOOL OF EDUCATION

CF-162, Sector-I, Salt Lake, Kolkata-64

Phone Number: 03340047570/1, Email: schooledu@wbnsou.ac.in

II Research Findings	4 Tools & Techniques	2.4.10 Statistics: Concept, Characteristics and its Significance; 2.4.11 Educational Data: Nature, Characteristics and Scopes; 2.4.12 Statistics for Determining Association, Impact, Effect among the Research Variables;	
	5 Qualitative Data Analysis	2.5.13 Organization of Educational Data: Scores, Series and Frequency Distribution; 2.5.14 Graphical Representation of Data: Frequency Polygon, Histogram; 2.5.15 Cumulative Percentage Curve (Ogive);	
	6 Research Report Writing	2.6.16 Data Distribution: Measures of Central Tendency and its Significance in Education; 2.6.17 Determining Mean of Grouped Data and its respective Uses; 2.6.18 Determining Median and Mode of Grouped Data and respective Uses.	

Suggested Reading:

- *Self-learning Course Material on Basic Research Methodology and Statistics in Education (ED-CC-14)*. Netaji Subhas Open University, Kolkata, India.
- Ahmed, A.A.A. (2012); Sikshay Gabeshana Paddhati, Pravati Library, Dhaka.
- Best & Khan (2010); Research in Education, Pearson, Prentice Hall, Delhi.
- Chakrabarty, A. (2014); SikshayParimap O Mulyan, Classique Books, Kolkata.
- Chattopadhyay, K.D. (2009); Samajik Gabeshana O Prakriya, Arambag Book House, Kolkata.
- Dhali, S. (2009), SikshayParimap O Mullayan, *Pravati Library*, Dhaka.
- Jamaluddin, M and Chowdhury, M.S, (1998), SikshaMullayan O Nirdesana, *Banglaacademy, Dhaka*.
- Kaul, L. (2012); Methodology of Educational Research, Vikash Publishing House Pvt Ltd. New Delhi.
- Mangal&Mangal, (2013); Research Methodology in Behavioural Sciences, PHI Learning Pvt Ltd. New Delhi.
- Pal, D. (2015); Research Methodology And Statistical Technique, Rita Book Agency, Kolkata.



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- Bhat, S, &Chakrabarty, S.C. (2013); Research Methodology And Statistics in Education, Aaheli Publishers, Kolkata.
- Das, N.G. (2011), Statistical Methods (Vol.II), Tata McGraw Hill Education Private Limited, New Delhi.
- Garrett, H.E. (1981), Statistics in Psychology & Education, VakilsFefferandSimonsLtd,

Discipline Specific Elective Courses (Optional: Any Four)

Course Code	Course Title
DS-ED-11	Comparative Education

Objectives	<p>After the completion of the course, the learners are expected to:</p> <ol style="list-style-type: none"> 1. understand the Comparative Education as an emerging discipline, and its factors; 2. make an understanding about Approaches, methods and problems related to Comparative Education; 3. be acquainted with the significance of Comparative Education discipline in relation to world peace and sustainable development; 4. understand about the contemporary trends in world education; 5. develop a comparative understanding about school education system in India with that of Asian countries; 6. develop a comparative understanding about higher, technical-vocational and distance education in India with that of Western countries.
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Module	Unit	Topic
I Comparative Education as an Emerging Academic Discipline	1 Factors of Comparative Education	1.1 Comparative Education: Concept, Nature and Scope; 1.2 Comparative Education as an emerging Academic Discipline; 2.3 Factors of Comparative Education: Geographical, Socio-Cultural, Historical, Philosophical, Economic, Linguistic, and Scientific;
	2 Approaches, Methods & Problems of Comparative	2.4 Approaches to Comparative Education: Cross-Broader, Cross-Disciplinary, Factor-Based and Problem-Based; 2.5 Methods of Comparative Education: Juxtaposition, Area Studies, Intra-Inter Educational Analyses; 2.6 Problems of studying in the Domain of Comparative



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	Education	Education;
	3 Significance of Comparative Education	3.7 Significance of Comparative Education as a discipline of study; 3.8 Comparative Education for establishing World Peace; 3.9 Comparative Education for Sustainable Development.
II Indian Education in Comparison to Global Context	4 Education in the Global Context	4.10 Contemporary Trends in World Education; 4.11 Programmes of UN Bodies: Education for All, Life Skill Education; 4.12 World Education in the context of Liberalization, Privatization and Globalization;
	5. Comparative Study of Basic Education in different Asian Countries	5.13 Comparative Study of Pre-Primary Education in India with Japan; 5.14 Comparative Study of Basic Education in India with Srilanka; 5.15 Comparative Study of Secondary Education in India with China;
	6. Comparative Study of Higher Education in advanced countries	6.16 Comparative Study of Higher Education in India with USA; 6.17 Comparative Study of Technical and Vocational Education in India with Germany; 6.18 Comparative Study of Open and Distance Education in India with UK.

Suggested Reading:

- *Self-learning Course Material on Comparative Education* (DS-ED-11). Netaji Subhas Open University, Kolkata, India.
- S. P. Chaube & A. Chaube – Comparative Education
- R. N. Sharma- Comparative Education
- Y. K. Sharma- Comparative Education
- Nicholas Hanse - On Comparative Education
- Debi Mukhopadhyaya – Tulongamulak Shiksha
- Md. Abdus Samad - Tulongamulak Shiksha
- Shyama Prosad Chattaraj – Shiksha deshe bideshe.



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Course Code	Course Title
DS-ED-21	Special and Inclusive Education

Objectives	<p>After completion of the course, the learners are expected to:</p> <ol style="list-style-type: none"> 1. know the background of Special education and its various issues; 2. familiar with the International & National commissions on Special Education, its status in India, laws & legislations pertaining to it; 3. gain an understanding of diversity and disability in the society and instructional models to cope with it; 4. be acquainted with Inclusive Education, its perception and functionality; 5. comprehend the pragmatic areas of inclusive education (teaching-learning-assessment and co-curricular areas); 6. extend an understanding of Inclusive Education and the stakeholders, their relationship and the role of Indian Government in its promotion.
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Module	Unit	Topic
I Special Education	1 Perspectives of Special Education	1.1 Historical perspective of Special education 1.2 Special Education: concept of exceptionality, disability & diversity 1.3: Perception of society towards Individual with disabilities
	2 Status of Special Education	2.4: International & National commissions & committees on Special Education. 2.5 Status of Special education in India (Outline only) 2.6 Special Education: Laws & Legislations
	3 Instructional Models for CWSN	3.7 Diverse children & their needs 3.8 Children with disability & their special needs 3.9 Instructional models: Developmental, Functional & Inclusion
II Inclusive Education	4 Inclusive Education Planning	4.10 Inclusive Education: Concept, misconception & need 4.11 Accessing the general education environment (ecological assessment, person-centered planning & embedded instruction) 4.12 Planning & collaborating for inclusive instruction
	5 Multi-level Support System	5.13 multi-tiered system of support (MTSS): UDL, Differentiated Instruction, Accommodation, Adaptation, Modification-concepts only 5.14: Educational assessment of children with additional needs 5.15: Adapted physical education & recreation, music & health



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	6 Role of Govts & NGOs	6.16 Social relationships & supports (Instructional practices, facilitating social membership & relationship) 6.17 Leadership for Inclusive Education (Teacher-Parent, Family partnerships, Capacity building) 6.18 Role of Indian Govt. in implementation of Inclusive Education.

Suggested Reading:

- *Self-learning Course Material on Special and Inclusive Education (DS-ED-21)*. Netaji Subhas Open University, Kolkata, India.
- Aggarwal, R. & Rao, B.V.L.N. (2008); Education for Disabled Children, Shipra Publications, New Delhi.
- Debnath, D. & Debnath, A.K. (2010); Byatikram Dharmi Shishu O Tar Siksha, Rita Publications, Kolkata.
- Jaman, S.S, and Nanda, B.(2010), Exceptional Children, *Mowla Brothers*, Dhaka.
- Mangal & Mangal, (2015); Special Education, PHI Learning Pvt Ltd. New Delhi.
- Mithu, A. & Michael, B. (2005); Inclusive Education: From Rhetoric to Reality, Viva Books Pvt Ltd. New Delhi.
- Nanda, B.P. (2013); Bishes Chahida Sampanna Shishu, Classique Books, Kolkata.
- Nanda, B.P. (2014); Sikshay Ekibhaban, Classique Books, Kolkata.
- Panda, K.C. (2000), Education of Exceptional Children, *Vikash Publishing House Pvt. Ltd.*

Course Code	Course Title		
DS-ED-31	Child Development and Pedagogy		
Objectives	After the completion of the course, the learners are expected to: <ol style="list-style-type: none"> 1. develop an understanding about child development and its significance in life; 2. understand about psycho-social-cultural aspects of child development; 3. make an understanding about roles of intelligence, marginalization and gender issues on child development; 4. be acquainted with the thinking process and learning in the social context; 5. have an understanding about Teaching, its factors and teaching-learning materials; 6. be acquainted with evaluation, scoring and grading. 		



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Module	Unit	Topic
I Child Development	1 The Child	1.1 Child Development: Concept, Nature and its Significance 1.2 Principles of Child Development 1.3 Socialisation Processes: Child and Social World;
	2 Child Centered Progressive Education	2.4 Constructs and Critical Perspectives of Development: Piaget, Kohlberg and Vigotsky 2.5 Child Centered and Progressive Education 2.6 Individual Difference among learners: Diversity of Language, Caste, Gender, Community and Religion;
	3 Types of Children	3.7 Intelligence: Multi-Dimensional Constructs of Intelligence Addressing the Talented and Creative Learners in Schools 3.8 Addressing Socio-Culturally Marginalized and Specially Challenged Learners in the Classroom 3.9 Gender as a social construct; gender roles, gender-bias and educational practices;
II Pedagogy	4 Language, Learning & Critical Thinking	4.10 Language, Thought Process of Learners, Learning and Critical Thinking 4.11 Learning Process through Children's Strategies, Social Context and Social Activities 4.12 Alternative Conception of Learning: Child as a Problem Solver and a Scientific Investigator;
	5 Learning & Teaching	5.13 Teaching: Concept, Nature, Functions, Types and Significance 5.14 Factors Contributing to learning and Teaching: Personal (Cognition, Emotion and Motivation) and Environmental 5.15 Teaching-Learning Materials: Textbooks, Multi-Media, Multilingual Resources of the Classrooms and Remedial Teaching;
	6 Measurement & Evaluation	6.16 Assessment, Measurement and Evaluation in Education 6.17 Evaluating Learner Achievement: Entry Level Continuous and Comprehensive and Outcome Based Evaluation 6.18 Preparing Results: Scoring, Grading, and other Components.

Suggested Reading:

- *Self-learning Course Material on Child Development and Pedagogy (DS-ED-31).* Netaji Subhas Open University, Kolkata, India.
- Bhatia, H. R. (1973). *Elements of Educational Psychology*, 5th edition, Orient Longman.



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- Bigge, M. L. (1982). Learning Theories for Teachers, (4th edition). New York, Harper and Row Publishers, P.P. 89-90.
- Chauhan S. S. (2004). Advanced educational psychology. New Delhi :Vikas Publishing House.
- Mangal, S. K. (2008). Advanced educational psychology. New Delhi : Prentice Hall of India.
- Snowman, J. and Biehler, R. (2002). Psychology applied to reaching. New York : Houghton Mifflin.
- Woolfolk A. R. (1995). Educational psychology. 6'h ed. Boston: Allyn & Bacon.
- Ghosh Sanat Kumar (2014). Sikshar Monostatwik Vitti. Classics Books.
- Skinner, E. C. (1984). Educational Psychology-4th Edition. New Delhi: Prentice Hall of India Pvt. Ltd

<i>Course Code</i>	<i>Course Title</i>			
DS-ED-41	Education and Community Development			
Objectives	After the completion of the course, the learners are expected to: <ol style="list-style-type: none">1. understand the concept of community development and the role of education;2. make an understanding about the visions and experiments of Tagore and Gandhi on village development through education;3. be acquainted with the view of Swami Vivekananda on emerging and role of youths;4. understand about the community development programmes in India and its impacts;5. develop an understanding about empowerment, human resource development and achievement in terms of national development;6. promote awareness for community development through mass education, non-formal education and open education.			
Module	Unit	Topic		



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I Indian Thoughts on Community Development	1 Education & Community	1.1 Community Development: Concept, Scope and Significance; 1.2 Community Development and Role of Education; 1.3 Community Development Approaches;	
	2 Thoughts on Village Reconstruction	2.4 Tagore's vision on 'Education for Fullness' (HB Mukherjee); 2.5 Sriniketan Experiment by Tagore on Village Reconstruction (<i>Palli Punarsangathan</i>); 2.6 Gandhiji's Vision on Education and Village Development (<i>GramSwaraj</i>);	
	3 Youth for Community Development	3.7 Swami Vivekananda's View on Emerging India and Role of Youth; 3.8 Young India: Concept and its Significance in Contemporary Indian Context; 3.9. Factors Influencing Youth Involvement for Community Development: Motivation and Efficacy.	
II Institution- Community Interaction for Development	4 Community Development Programmes	4.10 Community Development Programmes (CDPs) in India: Objectives and Salient Features; 4.11 Evolution of CDP Policy in Independent India; 4.12 Impact of CDP on socio-politico-economic aspects;	
	5 Community Development for National Development	5.13 Empowerment: Concept, Significance and role of Education; 5.14 Human Resource and National Development: The scope in India; 5.15 Achievement of Women, Minorities, SC, ST, OBC and Special Needs People in terms of Education and Empowerment;	
	6 Extension Education for Community Development	6.16 Institution-Community Interactions: Extension Education, NSS, NCC and other Outreach Programmes; 6.17 Saakhar Bharat Mission and Swachh Bharat Mission – Objectives, Target, Strategies and Management; 6.18 Promoting Awareness for Community Development through Mass Education, Non-formal Education and Open Education.	



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Suggested Reading:

- *Self-learning Course Material on Education and Community Development* (DS-ED-41)
- Barnett, T., 1988. *Sociology & Development*, Nutchinson, London.
- Bhaduri, Amit. 2005. *Development with dignity: A case for full employment*. New Delhi: National Book Trust.
- Chandhoke, Neera. 1995. *State & civil society: Explorations in Political theory*, Sage publications.
- Chaubey, P.K. 2001. *Population policy for India*. New Delhi: Kanishka Publishers.
- Dreze, Jean, and Amartya Sen. 2002. *India: Development and participation*. USA: Oxford University Press.
- Dreze, J. & Sen, Amartya. 2013. *An uncertain glory: Indian and its contradictions*.
- Hobhouse, L.T., 1966. *Social Development*, London: George Allen & Unwin.
- Jayaram, N. (Ed.) 2005. *On civil society: Issues & Perspectives*. New Delhi: Sage publications.
- K. Raja Reddy C.S. Reddy. 2012. *Self Help Groups in India: A Study on Quality and Sustainability*; ENABLE Publication.
- Maddick, Henry. (2018). *Panchayati Raj: A study of rural local governance in India*. Rawat Publications.
- Tarini Halder, Binayak Chandra and Sushanta Barman – *Shiksha o Unnayan*

Course Code	Course Title
DS-ED-42	Open and Distance Education

Objectives	After the completion of the course, the learners are expected to: <ol style="list-style-type: none">1. understand the concept, scope and perspectives of Distance Education;2. make an understanding about the philosophical perspectives of open and distance education and thoughts of some thinkers;3. be acquainted with the socio-political-academic issues of distance education;4. gain an understanding in student support services and print & non-print self-learning material development;5. understand the process of text development and maintenance of its
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	quality; 6. comprehend the scope of using multimedia, MOOCS and blended learning.
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Module	Unit	Topic
I Perspectives of Open & Distance Education	1 Perspectives of Distance Education	1.1.1 Open and Distance Education: Concept, Nature and Scope; 1.1.2 Historical Perspective of Open and Distance Education; 1.1.3 Sociological Perspective of Open and Distance Education;
	2 Philosophical Perspectives of Distance Education	1.2.4 Philosophical Perspective of Open and Distance Education; 1.2.5 Thoughts of Charles Wedemeyer and Otto Peters; 1.2.6 The New Learner in the New World
	3 Socio- Political Issues of Distance Education	1.3.7 Socio-Political Issues of Open and Distance Education; 1.3.8 Academic Issues of Open and Distance Education; 1.3.9 Macro and Micro Issues related to Open and Distance Education
II Support Services to Open & Distance Education	4 Support Services for Open & Distance Education	2.4.10 Student Support Services: Concept and Scope; 2.4.11 Printed Self-Learning Material and Study Skill of Learners; 2.4.12 Non-Print Instructional Materials and Role of Learners;
	5 Principles of Text Design for Open & Distance Education	2.5.13 Factors related to Course Design in Open and Distance Education: Theories of Learning and Communication; 2.5.14 Principles of Text Design: Modular Format – Objectives, Modules, Units and Content; 2.5.15 The Process of Producing Text: Text Development, Editing and Quality Maintenance;
	6 Blended Learning	2.6.16 Factors related to Non-Print Instructional Materials: Uses of Medium, Multi-Media and OER. 2.6.17 Designing Online Courses and MOOCS 2.6.18 Blended Learning: The Teaching-Learning Process for Future.

Suggested Reading:



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- *Self-learning Course Material on Open and Distance Education* (DS-ED-42). Netaji Subhas Open University, Kolkata, India.
- Aggarwal, J.C. & Gupta, S. (2000). *Secondary Education*. Delhi, India: Shipra Publications.
- Dikshit, H.P. (2002). *Access and Equity: Challenges for Open and Distance Learning*. New Delhi, India: Kogan Page India Pvt. Ltd.
- IGNOU (2006). *DEC-Guideline for regulating the establishment and operation of Open and Distance Learning (ODL) institution in India*. New Delhi, India: IGNOU.
- IGNOU. (1988). *Growth and Philosophy of Distance Education*. (Module 1, 2 & 3). New Delhi, India: IGNOU.
- Keegan, D. (1989). *Foundations of Distance Education*. London, UK: Routledge Falmer.
- Kundu, S. (2014). Open and Distance Learning Education Its Scope and Constraints in Indian Scenario, *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 19(4), 01-05.
- Manjulika, S. & Reddy, V.V. (2002). *Towards Virtualisation: Open and Distance Learning*. New Delhi, India: Kogan Page India Pvt. Ltd.
- Manjulika, S. (Ed. 2000). *The World of Open and Distance Learning*. New Delhi, India: Viva Books Private Ltd.
- Mohon, R. (2011). *Teacher Education*. New Delhi, India: PHI Learning Pvt. Ltd.
- Mukhopadhyaya, M., & Parhar, M. (2007). *Education in India: Dynamics of Development*. New Delhi, India: Shipra Publication.
- Pathak, R.P. (2007). *History Development and Contemporary Problems of Indian education*. New Delhi, India: Kanishka Publishers.
- Rathore, H. C. S. (1993). *Management of Distance Education in India*. New Delhi, India: Ashish Publishing House.
- Reddy, Venugopal and Manjulika S. (eds.) (2000). *The World of Open and Distance Learning*. New Delhi, India: Viva Books Pvt. Ltd.
- Rowntree, D. (2000). *Exploring open and Distance learning*. London, UK: Kogan Page Ltd.



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- Sharma, K.D. and Sharma, D.V. (1993). *Open Learning System in India with special reference to school education*. New Delhi, India: Allied Publishers Ltd.
- Spodick, E.F. (1995). *The Evolution of Distance Learning*. Hong Kong: Hong Kong University of Science and Technology.

Generic Elective Courses (Optional any Four)

[For the Under-graduate Degree Students other than Hons. in Educations]

Course Code	Course Title
GE - ED-11	Contemporary India and Education

Objectives	<p>After the completion of the course, the learners are expected to:</p> <ol style="list-style-type: none"> 1. explain constitutional provisions with special reference to RTE Act.; 2. make an understanding about the meaning, aims, objectives and significance of universalization of secondary education; 3. explain the concept, role and scope of higher education and RUSA. 4. be acquainted with modern issues in Indian education like, peace education, sustainable development, inclusive education, open and distance learning etc., 5. understand about unemployment, poverty and population in relation to education; 6. make an understanding about Dalit Education, Tribal Education and Government initiatives to address the contemporary social problems in Indian Perspective.
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Module	Unit	Topic
I Recent Trends of Education in India	1 Universalization of Elementary Education (UEE)	1.1 Universalization of Elementary Education: Aims, Objectives and Importance; 1.2 Constitutional Provisions with special reference to Right to Free and Compulsory Education Act. 2009; 1.3, Roles of DPEP, SSA and SSM;
	2 Rashtriya Madhyamik Shiksha Abhiyan (RMSA)	2.4 Universalization of Secondary Education: Aims, Objectives and Significance; 2.5 Role of RMSA in Universalization of Secondary Education; 2.6 Problems of Secondary Education in India and its Solution;
	3	3.7 Role of Higher Education in India;



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	Rashtriya Uchchatar Shiksha Abhiyan (RUSA)	3.8 Report of the Knowledge Commission and RUSA; 3.9 Problems of Higher Education in India.
II Contemporary Indian Education	4 Education for Sustainable Development	4.10 Peace Education: Meaning, aims, and Importance; 4.11 Education for Sustainable Development: Meaning, aims and Role of education; 4.12 Equality and Equity in Education and Role of Education;
	5 Education & Social Issues	5.13 Education and Unemployment; 5.14 Poverty in relation to Education; 5.15 Education and Population Explosion
	6 Education for the Marginalized	6.16 Status of Dalit Education in India; 6.17 Importance of Tribal Education in Indian Context; 6.18 Government Initiatives towards Implementing Educational Policies.

Suggested Reading:

- *Self-learning Course Material on Contemporary India and Education* (GE - ED-11). Netaji Subhas Open University, Kolkata, India.
- Banerjee, J.P. (2010) *History of Education in India*, Kolkata.
- Chaube, S.P. (2008) *History and Problems of Education*, Agarwal Publications, Agra
- Chaudhry, N.K. (2012) *Indian Constitution and Education*, SHIPRA Publications, New Delhi
- Chakraborty, A. & Islam, N. (2014) *Siksharlitihasa* O S
ampratik Ghatanaprabaha, Classique Books, Kolkata
- Ghosh, R. (2014) *Yuge Yuge Bharat Siksha*, Soma Book Agency, Kolkata
- Sharma, R.N. (2010) *History of Education in India*, Atlantic, New Delhi
- Thakur, D.K. & Haque S.H. (2010) *Adhunik Bharat Siksha* Dhara, Rita Book Agency, Kolkata



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- Mukhopadhyay,D, Sarkar, B and Halder,T(2014) Bharoter chalaman Ghatanabali,Aaheli Publishers,Kolkata.
- Halder,K. & Nath,I (2014)Bharotyer shikshar Samprotik Bisoy.K.Chakraborti Publications,Kolkata.
- Tarafdar,M (2012) Swadhin Bharater Siksha Bikasher Dhara,K.Chakroborty Publications,Kolkata

Course Code	Course Title
GE-ED-21	Inclusion and Education

Objectives	<p>After completion of the course, the learners are expected to:</p> <ol style="list-style-type: none"> 1. know the background of Special education and its various issues; 2. familiar with the International & National commissions on Special Education, its status in India, laws & legislations pertaining to it; 3. gain an understanding of diversity and disability in the society and instructional models to cope with it; 4. be acquainted with Inclusive Education, its perception and functionality; 5. comprehend the pragmatic areas of inclusive education (teaching-learning-assessment and co-curricular areas); 6. extend an understanding of Inclusive Education and the stakeholders, their relationship and the role of Indian Government in its promotion.
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Module	Unit	Topic
I Special Education	1 Perspectives of Special Education	1.1 Historical perspective of Special education 1.2 Special Education: concept of exceptionality, disability & diversity 1.3 Perception of society towards Individual with disabilities
	2 Status of Special Education	2.4 International & National commissions & committees on Special Education. 2.5 Status of Special education in India (Outline only) 2.6 Special Education: Laws & Legislations
	3 Instructional Models for CWSN	3.7 Diverse children & their needs 3.8 Children with disability & their special needs 3.9: Instructional models: Developmental, Functional & Inclusion



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II Inclusive Education	4 Inclusive Education Planning	4.10 Inclusive Education: Concept, misconception & need 4.11 Accessing the general education environment (ecological assessment, person-centered planning & embedded instruction) 4.12 : Planning & collaborating for inclusive instruction
	5 Multi-level Support System	5.13 Multi-tiered system of support (MTSS): UDL, Differentiated Instruction, Accommodation, Adaptation, Modification-concepts only 5.14 Educational assessment of children with additional needs 5.15: Adapted physical education & recreation, music & health
	6 Role of Govts & NGOs	6.16 Social relationships & supports (Instructional practices, facilitating social membership & relationship) 6.17 Leadership for Inclusive Education (Teacher-Parent, Family partnerships, Capacity building) 6.18 Role of Indian Govt. in implementation of Inclusive Education.

Suggested Reading:

- Aggarwal, R. & Rao, B.V.L.N. (2008); Education for Disabled Children, Shipra Publications, New Delhi.
- Debnath, D. & Debnath, A.K. (2010); ByatikramDharmiShishu O Tar Siksha, Rita Publications, Kolkata.
- Jaman, S.S, and Nanda, B.(2010), Exceptional Children, *Mowla Brothers*, Dhaka.
- Mangal & Mangal, (2015); Special Education, PHI Learning Pvt Ltd. New Delhi.
- Mithu, A. & Michael, B. (2005); Inclusive Education : From Rhetoric to Reality, Viva Books Pvt Ltd. New Delhi.
- Nanda, B.P. (2013); BishesChahidaSampannaShishu, Classique Books, Kolkata.
- Nanda, B.P. (2014); Sikshay Ekibhaban, Classique Books, Kolkata.
- Panda, K.C. (2000), Education of Exceptional Children, *VikashPublishingHousePvt.Ltd.*



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Course Code	Course Title		
GE-ED-31	Child Development and Approaches to Pedagogy		
Objectives	After the completion of the course, the learners are expected to: <ol style="list-style-type: none"> 7. develop an understanding about child development and its significance in life; 8. understand about psycho-social-cultural aspects of child development; 9. make an understanding about roles of intelligence, marginalization and gender issues on child development; 10. be acquainted with the thinking process and learning in the social context; 11. have an understanding about Teaching, its factors and teaching-learning materials; 12. be acquainted with evaluation, scoring and grading. 		

Module	Unit	Topic
I Child Development	1 The Child	1.1 Child Development: Concept, Nature and its Significance 1.2 Principles of Child Development 1.3 Socialisation Processes: Child and Social World;
	2 Child Centered Progressive Education	2.4 Constructs and Critical Perspectives of Development: Piaget, Kohlberg and Vygotsky 2.5 Child Centered and Progressive Education 2.6 Individual Difference among learners: Diversity of Language, Caste, Gender, Community and Religion;
	3 Types of Learners	3.7 Intelligence: Multi-Dimensional Constructs of Intelligence Addressing the Talented and Creative Learners in Schools 3.8 Addressing Socio-Culturally Marginalized and Specially Challenged Learners in the Classroom 3.9 Gender as a social construct; gender roles, gender-bias and educational practices;
II Pedagogy	4 Language, Learning & Critical Thinking	4.10 Language, Thought Process of Learners, Learning and Critical Thinking 4.11 Learning Process through Children's Strategies, Social Context and Social Activities 4.12 Alternative Conception of Learning: Child as a Problem Solver and a Scientific Investigator;
	5 Teaching & Learning	5.13 Teaching: Concept, Nature, Functions, Types and Significance 5.14 Factors Contributing to learning and Teaching: Personal (Cognition, Emotion and Motivation) and Environmental 5.15 Teaching-Learning Materials: Textbooks, Multi-Media, Multilingual Resources of the Classrooms and Remedial Teaching;



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	6 Measurement & Evaluation	6.16 Assessment, Measurement and Evaluation in Education 6.17 Evaluating Learner Achievement: Entry Level Continuous and Comprehensive and Outcome Based Evaluation 6.18 Preparing Results: Scoring, Grading, and other Components.

Suggested Reading:

- Bhatia, H. R. (1973). Elements of Educational Psychology, 5th edition, Orient Longman.
- Bigge, M. L. (1982). Learning Theories for Teachers, (4th edition). New York, Harper and Row Publishers, P.P. 89-90.
- Chauhan S. S. (2004). Advanced educational psychology. New Delhi :Vikas Publishing House.
- Mangal, S. K. (2008). Advanced educational psychology. New Delhi : Prentice Hall of India.
- Snowman, J. and Biehler, R. (2002). Psychology applied to reaching. New York : Houghton Mifflin.
- Woolfolk A. R. (1995). Educational psychology. 6'h ed. Boston: Allyn & Bacon.
- Ghosh Sanat Kumar (2014). Sikshar Monostatwik Vitti. Classics Books.
- Skinner, E. C. (1984). Educational Psychology-4th Edition. New Delhi: Prentice Hall of India Pvt. Ltd



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Course Code	Course Title
GE - ED-41	Education and Gender Studies

Objectives	<p>After completion of the course, the learners are expected to:</p> <ol style="list-style-type: none"> 1. develop an understanding of gender studies, its concept, social construction and multidisciplinary nature. 2. be acquainted with the debates & issues of social construction of gender. 3. reflect upon gender studies through the lens of feminist & masculinity studies. 4. understand gender and development in the light of Women education & empowerment. 5. gain an understanding of women education vis a vis empowerment and other issues. 6. expand an understanding of several parameters of UNESCO on women education, literacy & health; HDI and new approaches of gender studies.
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Module	Unit	Topic
I Issues in Gender Studies	1 Gender as Multidisciplinary Approach	1.1.1: Introduction to Gender Studies: Sex – Gender – Biological Determinism – Patriarchy – Feminism – Gender Discrimination – Gender Division of labour – Gender Stereotyping – Gender Sensitivity– Gender Equity – Equality – Gender Mainstreaming - Empowerment (concepts only) Difference between Gender and Women Studies. 1.1.2 Social construction of Gender & Sex: Concept only 1.1.3 Gender studies: A multidisciplinary approach
	2 Gender & Governance	1.2.4 Social Construction of Gender: Autonomy VS Integration debate in Gender Studies, Masculinity and Feminism, Nature Vs Culture 1.2.5 Gender Based Violence 1.2.6 Gender & Governance
	3 Women Studies	1.3.7 Feminist & Women studies; Men's and Masculinity Studies (in brief) 1.3.8 Feminist Theories and Practices (Liberal Feminism Radical Feminism, Marxist/ Socialist Feminism, Psychoanalytical Feminism, Men's Feminism)-in brief 1.3.9 Feminism: Concept and scope, Feminist movement in India.
	4 Women	2.4.10 Gender & Development with special reference to Women Education: An overview, major constraints of women education



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II Education for Women Empowerment	Empowerment	2.4.11 Women Empowerment –An overview & Factors of empowerment: social-psychological-political-economical. 2.4.12 Women & Social reform in the modern India (in brief-few case studies to be studied here).
	5 Women Education	2.5.13 Women Education: Gender diversities & disparities in enrolment, curriculum content, dropouts, profession & gender. 2.5.14 Gendered Education: Family, culture, gender, roles, gender identities. 2.5.15 Contribution of Women's role in Education in India (A chronological list) & Vocational education & skill development for women
	6 Women Welfare	2.6.16 Women empowerment, literacy, health & population growth, HDI: UNESCO document (in brief). 2.6.17 Women & the welfare: Social, cultural & family 2.6.18 New approaches of gender studies in the 21 st century.

Suggested Reading:

- *Self-learning Course Material on Education & Gender Studies* (GE - ED-41). Netaji Subhas Open University, Kolkata, India.
- Basu, R. & Chakraborty, B. (2011). Prasanga: Manabividyā. Kolkata : Urbi Prakashan.
- Bandarage, A. (1997). Women Population and Global Crisis: A Political Economic Analysis. London : Zed Books.
- Nanda, B.P. (2014) Sikhya Ekibhaban, Classiq Books, Kolkata.
- Boserup, E. (1970). Women's Role in Economic Development. New York : St. Martins Press.
- Brock-Utne, B. (1985). Educating for peace: A Feminist Perspective, New York.
- Ruddick, S. (1989). Maternal Thinkine: Towards a Politics of Peace, London.
- Di Stefano, C. (1983). 'Masculinity as ideology in political theory: Hobbesian man considered', *Women's Studies International Forum*, Vol.



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- Elshstain, J.B. (1981). Public man, private woman: woman in social and political thought, princeton.
- Grant, R. & Newland, K. (Eds.). (1991). Gender and International Relations. London.
- Viswanathan, Nalini. (1991). Women, Gender and Development Reader, London: Zed Publication.

<i>Course Code</i>	<i>Course Title</i>
GE-ED-42	Open and Distance Learning

Objectives	<p>After the completion of the course, the learners are expected to:</p> <ol style="list-style-type: none"> 7. understand the concept, scope and perspectives of Distance Education; 8. make an understanding about the philosophical perspectives of open and distance education and thoughts of some thinkers; 9. be acquainted with the socio-political-academic issues of distance education; 10. gain an understanding in student support services and print & non-print self-learning material development; 11. understand the process of text development and maintenance of its quality; 12. comprehend the scope of using multimedia, MOOCS and blended learning.
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Module	Unit	Topic
I Perspectives of Open & Distance Education	1 Perspectives of Distance Education	1.1.1 Open and Distance Education: Concept, Nature and Scope; 1.1.2 Historical Perspective of Open and Distance Education; 1.1.3 Sociological Perspective of Open and Distance Education;
	2 Philosophical Perspectives of Distance Education	1.2.4 Philosophical Perspective of Open and Distance Education; 1.2.5 Thoughts of Charles Wedemeyer and Otto Peters; 1.2.6 The New Learner in the New World
	3 Socio-Political Issues of Distance	1.3.7 Socio-Political Issues of Open and Distance Education; 1.3.8 Academic Issues of Open and Distance Education; 1.3.9 Macro and Micro Issues related to Open and Distance Education



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	Education	
II Support Services to Open & Distance Education	4 Support Services for Open & Distance Education	2.4.10 Student Support Services: Concept and Scope; 2.4.11 Printed Self-Learning Material and Study Skill of Learners; 2.4.12 Non-Print Instructional Materials and Role of Learners;
	5 Principles of Text Design for Open & Distance Education	2.5.13 Factors related to Course Design in Open and Distance Education: Theories of Learning and Communication; 2.5.14 Principles of Text Design: Modular Format – Objectives, Modules, Units and Content; 2.5.15 The Process of Producing Text: Text Development, Editing and Quality Maintenance;
	6 Blended Learning	2.6.16 Factors related to Non-Print Instructional Materials: Uses of Medium, Multi-Media and OER. 2.6.17 Designing Online Courses and MOOCS 2.6.18 Blended Learning: The Teaching-Learning Process for Future.

Suggested Reading:

- Aggarwal, J.C. & Gupta,S.(2000).*Secondary Education*.Delhi,India: Shipra Publications.
- Dikshit,H.P.(2002). *Access and Equity: Challenges for Open and Distance Learning*. NewDelhi,India: Kogan Page India Pvt.Ltd.
- IGNOU (2006). *DEC-Guideline for regulating the establishment and operation of Open and Distance Learning (ODL) institution in India*. New Delhi, India: IGNOU.
- IGNOU. (1988). *Growth and Philosophy of Distance Education*. (Module 1, 2 &3). New Delhi, India: IGNOU.
- Keegan, D. (1989). *Foundations of Distance Education*. London, UK: Routledge Falmer.
- Kundu ,S.(2014). Open and Distance Learning Education Its Scope and Constraints in Indian Scenario, *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*,19(4), 01-05.



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- Manjulika,S.&Reddy,V.V. (2002). *Towards Virtualisation: Open and Distance Learning*. New Delhi, India: Kogan Page India Pvt. Ltd.
- Manjulika. S.(Ed.2000). *The World of Open and Distance Learning*. New Delhi,India:Viva Books Private Ltd.
- Mohon, R. (2011).*Teacher Education*. New Delhi,India: PHI Learning Pvt. Ltd.
- Mukhopadhaya,M.,&Parhar,M.(2007). *Education in India:Dynamics of Development*. New Delhi,India:Shipra Publication.
- Pathak,R.P.(2007). *History Development and Contemporary Problems of Indian education*. New Delhi, India: Kanishka Publishers.
- Rathore, H. C. S. (1993). *Management of Distance Education in India*. New Delhi, India: Ashish Publishing House.
- Reddy, Venugopal and Manjulika S. (eds.) (2000). *The World of Open and Distance Learning*.New Delhi, India:Viva Books Pvt. Ltd.
- Rowntree,D.(2000). *Exploring open and Distance learning*. London,UK: Kogan Page Ltd.
- Sharma, K.D. and Sharma, D.V. (1993).*Open Learning System in India with special reference to school education*. New Delhi, India:Allied Publishers Ltd.
- Spodick,E.F.(1995).*The Evolution of Distance Learning*. Hong Kong: Hong Kong University of Science and Technology.

Skill Enhancement Course (SEC) for HED-B. A in Education

SE-ED-11: ICT IN EDUCATION

Unit I: ICT

- Meaning, Nature and Scope
- Web 1.0 and Web2.0
- Free and Open-Source Software (FOSS)
- Open Educational Recourses (OER)

Unit II: Approaches, Stages and Competencies



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- Approaches in adoption and use of ICT in education: Emerging, Applying, Infusing, and Transforming.
- Stages of ICT usage: awareness, learning how, understanding how and when, and specializing in the use of ICT tools.
- Pedagogical Usages of ICT: supporting work performance, enhancing traditional teaching, facilitating learning and creating innovative learning environments
- Teacher Competencies: Integration of Content, Pedagogy and Technology

Unit III: ICT Tools of Computer Software

- Application Word Processing, Spread sheet, Presentation tools
- Web 2.0 Tools: Email, Blogs, Wikis, Social Networking, Social Book Marking, Podcasting, Vodacasting and Concept Map.

References &Suggested Readings:

- L. Koul, *Methodology of Educational Research*
- S. K. Mangal, *Statistics in Education and Psychology*
- K. Singh, *Test, Measurement and Research Methods in Behavioral Sciences*
- NCERT (2006), *National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology.*
- Singh, L. C. (Ed.), *Educational Technology for Teachers and Educators.*
- UNESCO (2002), *Information and Communication Technology in Education: A Curriculum for Schools and Programme of Teacher Development.*
- UNESCO (2008), *Capacity Building for ICT Integration in Education.*
- UNESCO (2008), *ICT Competency Standards for Teachers: Policy Framework.*

SE-ED-21: READING AND REFLECTING ON TEXTS

Unit I: Reflections on Literacy

Unit II: Reflections on Reading Comprehension

Unit III: Skill Development in Responding to Text

Unit IV: Reflecting upon Writing as a Process and Product



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Unit V: Practicing Independent Writing

References and Suggested Readings

- Aranha, M. (1985). 'Sustained Silent Reading Goes East'. *The Reading Teacher*, 39, 214-217
 - Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). *Communicative Language Teaching in English*. Nityanutan Prakashan, Pune.
 - Summarizing and synthesizing: what's the difference? [open source]. Ohio State University. (Retrieved from <http://beyondpenguins.ehe.osu.edu/issue/climate-change-and-the-polar-regions/summarizing-and-synthesizing-whats-the-difference>)
 - Tovani, C., & Keene, E. O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers
 - Wiesendanger, K., Braun, G. & Perry, J. (2009). *Reading Horizons*. The Berkley Electronic Press. (Retrieved on 10th September, 2017 from http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1063&context=reading_horizons)
 - *Writing Guide: Media, communication and Culture*. Erasmus school of History, Culture and Communication. Academic year 2015-2016.
(Retrieved from https://www.eshcc.eur.nl/fileadmin/ASSETS/eshccAlgemene_cultuurwetenschappen/writing_guide_Culture_Media_and_Communication.pdf)
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