



# NETAJI SUBHAS OPEN UNIVERSITY

*Accredited by NAAC with Grade 'A'*

## SCHOOL OF EDUCATION

1<sup>st</sup> Floor, K2, Bidhannagar Fire Station, Salt Lake, Sector-V, Kolkata-700091

Email: schooledu@wbnsou.ac.in

### **UG PROGRAMME IN EDUCATION (NED) AS PER NEP-2020**

#### **DETAILED SYLLABUS (w.e.f July 2025 academic session)**

#### **Programme Objectives:**

The mission of introducing Four Year Under Graduate B.A. in Education (FYUG-NED) 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 their minds for the promotion of different domains related to the subject. The detailed syllabus follows National Curriculum and Credit Framework, a guideline for implementing the new 4-year undergraduate programs under India's National Education Policy (NEP) 2020, focusing on flexible learning, multidisciplinary studies, and credit accumulation. The Course objectives and course outcomes are laid down categorically to each course in details.

#### **Expected Programme Outcomes:**

The NED-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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### BA IN EDUCATION (HONS.) (NED) COURSE CURRICULUM

SEM		CODE	Course	Group	Theory/ Prac.	Credit	Study Hours	TE FM	TE Pass %	Assig. FM	TM
1 <sup>st</sup> Year	I	5CC-ED-01	Philosophical Foundation of Education	DSC-1	Theory	4	120	80	30	20	100
		DSE-1: # Details may be provided here after finalisation of the same									
		MDC-1: # Details may be provided here after finalisation of the same									
		5AE-BG-01	Bengali	AEC-1	Theory	4	120	80	30	20	100
		5VA-ES-01	Environmental Sciences	VAC-1	Theory	4	120	80	30	20	100
	SEC-1: # Details may be provided here after finalisation of the same										
	II	5CC-ED-02	Psychological Foundation of Education	DSC-2	Theory	4	120	80	30	20	100
		DSE-2: # Details may be provided here after finalisation of the same									
		MDC-2: # Details may be provided here after finalisation of the same									
		5AE-EG-02	English	AEC-2	Theory	4	120	80	30	20	100
		VAC-2: # Refer Table below			VAC-2	Theory	4	120	80	30	20
SEC-2: # Details may be provided here after finalisation of the same											
Level 5	NU-C5-ED	Exit 1: UG Certificate in Education (on completion of 1 <sup>st</sup> Year Learners may exit from the programme with UG Certificate in Education)								48 Credit	
2 <sup>nd</sup> Year	III	6CC-ED-03	Sociological Foundation of Education	DSC-3	Theory	4	120	80	30	20	100
		6CC-ED-04	Thoughts of Great Educators	DSC-4	Theory	4	120	80	30	20	100
		DSE-3: # Details may be provided here after finalisation of the same									
		MDC-3: # Details may be provided here after finalisation of the same									
		6AE-CF-03	Computer Fundamentals	AEC-3	Theory	4	120	80	30	20	100
	SEC-3: # Details may be provided here after finalisation of the same										
	IV	6CC-ED-05	Education in Pre-Independent India	DSC-5	Theory	4	120	80	30	20	100
		6CC-ED-06	Pedagogical Studies	DSC-6	Theory	4	120	80	30	20	100
		6CC-ED-07	Curriculum Studies	DSC-7	Theory	4	120	80	30	20	100
		DSE-4: # Details may be provided here after finalisation of the same									
6AE-RT-04	Reading & Reflecting on Texts	AEC-4	Theory	4	120	80	30	20	100		
Level 6	NU-D6-ED	Exit 2: UG Diploma in Education (on completion of 2 <sup>nd</sup> Year Learners may exit from the programme with UG Diploma in Education)								92 Credit	
3 <sup>rd</sup> Year	V	7CC-ED-08	Education in Post-Independent India	DSC-8	Theory	4	120	80	30	20	100
		7CC-ED-09	Assessment in Education	DSC-9	Theory	4	120	80	30	20	100
		7CC-ED-10	Educational Technology	DSC-10	Theory	4	120	80	30	20	100
		7CC-ED-11	Contemporary India and Education	DSC-11	Theory	4	120	80	30	20	100
		DSE-5: # Details may be provided here after finalisation of the same									
	VI	7CC-ED-12	Guidance and Counselling in Education	DSC-12	Theory	4	120	80	30	20	100
		7CC-ED-13	Comparative Education	DSC-13	Theory	4	120	80	30	20	100
		7CC-ED-14	Special and Inclusive Education	DSC-14	Theory	4	120	80	30	20	100
		7CC-ED-15	Statistics in Education	DSC-15	Theory	4	120	80	30	20	100
		DSE-6: # Details may be provided here after finalisation of the same									
		7SI-ED-01	Internship/Research Internship	SI-01		4					



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Level 7	NU-P7-ED	Exit 3: UG Degree Programme in Education (on completion of 3 <sup>rd</sup> Year Learners may exit from the programme with UG Degree in Education)								136 Credit	
4 <sup>th</sup> Year	VII	8CC-ED-16	Educational Planning	DSC-16	Theory	4	120	80	30	20	100
		8CC-ED-17	Educational Management	DSC-17	Theory	4	120	80	30	20	100
		8CC-ED-18	Open and Distance Education	DSC-18	Theory	4	120	80	30	20	100
		8CC-ED-19	Value Education	DSC-19	Theory	4	120	80	30	20	100
	DSE-7: # Details may be provided here after finalisation of the same										
	VIII	8CC-ED-20	Research Methodology in Education	DSC-20	Theory	4	120	80	30	20	100
		8CC-ED-21	Gender Studies in Education	DSC-21	Theory	4	120	80	30	20	100
		8CC-ED-22	Population Education	DSC-22	Theory	4	120	80	30	20	100
		8CC-ED-23	Education and Community Development	DSC-23	Theory	4	120	80	30	20	100
	DSE-8: # Details may be provided here after finalisation of the same										
Level 8	NU-H8-ED	Exit 4: UG Degree Hons in Education (on completion of 4 <sup>th</sup> Year Learners may exit from the programme with UG Degree Hons in Education)								176 Credit	

## DETAILED SYLLABUS

### Major

### Discipline Specific Core (DSC)

### 5CC-ED-01

### Philosophical Foundation of Education

#### Objectives:

After the completion of the course, the learners are expected to:

1. Understand the concept of philosophy as a foundation of education and basic propositions of philosophy
2. Be acquainted with the Indian philosophy and its characteristics
3. Gain an understanding about basics of western philosophy
4. Explain inculcation of values through educational process
5. Reflect the role of education for extension activities and community development

#### **Block-1: Philosophy and Education**

Unit-1: Philosophy: Concept, Nature and Scope

Unit-2: Philosophy as the foundation of Educational Studies: Concept, Nature and Scope

Unit-3: Basic Propositions of Philosophy: Epistemology, Metaphysics and Axiology



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### **Block-2: Indian Philosophy**

Unit-4: Basic characteristics of Indian Philosophy: Theism and Atheism

Unit-5: Epistemological characteristics of Samkhya, Yoga and Naya Schools of Philosophy

Unit-6: Epistemological characteristics of Jainism, Buddhism and Islamic thoughts

### **Block-3: Western Philosophy**

Unit-7: Basic characteristics of Western Philosophy: Classical and Modern

Unit-8: Epistemological Characteristics of Idealism, Naturalism and Pragmatism

Unit-9: Epistemological Characteristics of Humanism

### **Block-4: Values & Education**

Unit-10: Concept of Values and Value Education; Education for Incultation of Values;

Unit-11: Values as enshrined in Indian Constitution;

Unit-12: Major provisions of Education in the Indian Constitution related to Values

### **Block-5: Extension Education for Community Development**

Unit-13: Extension Education - Concept, Nature and Scope

Unit-14: Education for National Integration

Unit-15: Education for International Understanding

### **Course Outcomes:**

1. Conceptualization of philosophy as a foundation of education and knowledge on basic propositions of philosophy
2. Acquaintance of Indian philosophy and its characteristics
3. Understand the basics of western philosophy
4. Incultation of values through educational process
5. Reflective understanding on the role of education for extension activities and community development

### **Suggested Readings:**



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- *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*

### 5CC-ED-02

## Psychological Foundation of Education

### Objectives:

After completion of the course, the Learners are expected to -

1. Understand the concept of Psychology and its relation with Education.
2. Learn growth and developmental stages of a child and its impact on Education.
3. Know about cognitive, Psycho-social and Moral Developmental theories of Development.
4. Be acquainted with Psychology of Mental Behaviours of Attitude, Individual differences, Temperament and their influences on Education.
5. Realize about Mental Health and Hygiene in relation to adjustment and maladjusted behaviours of School Children.

### Block-1: Education and Psychology

Unit-1: Psychology: Concept, Nature and Scope

Unit-2: Psychology as the foundation of Education

Unit-3: Educational Psychology: Concept, Nature and Significance



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### **Block-2: Growth and Development**

Unit-4: Growth and Development of a child - Concept, Nature, Principles, Dimensions of development

Unit-5: Perspective of Educational Psychology: Biological, Behavioural and Cognitive

Unit-6: Developmental stages and its impact on Education

### **Block-3: Theories of Development**

Unit-7: Piaget's Cognitive Developmental Theory

Unit-8: Erikson's Psycho-social Developmental Theory

Unit-9: Kohlberg's Moral Developmental Theory

### **Block - 4: Mental Processes of Learning**

Unit-10: Memory: Definition, types, components and theories of memorization; Forgetting- Concept and Causes of Forgetting

Unit-11: Attention and Interest: Concept, determinants of attention and classroom applications

Unit-12: Motivation: Concept and types; Theories and Factors affecting motivation

### **Block-5: Mental Health**

Unit-13: Mental Health and Mental Hygiene - Concept and Characteristics

Unit-14: Adjustment: Concept, Symptoms, Techniques and Needs of Adjustment, Role of Family and School for Adjustment; Relation between Adjustment and Mental Health

Unit-15: Maladjustment: Concept, Types, Identifying and causes of Maladjustment; Maladjusted behaviour in School children and Role of Teachers and Guardians

### **Course Outcomes:**

1. Conceptualization of Psychology and its relation with Education.
2. Acquisition of knowledge on growth and developmental stages of a child and its impact on Education.
3. Expository understanding of cognitive, Psycho-social and Moral Developmental theories of Development.



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4. Acquaintance with Psychology of Mental Behaviours, Attitude, Individual differences, Temperament and their influences on Education.
5. Apprised about Mental Health and Hygiene in relation to adjustment and maladjusted behaviours of School Children and role of teachers and guardians to address them.

### **Suggested Readings:**

- Agarwala, Dr. Sunita : Psychological Foundation of Education and Statistics, Bookland, 2008.
- Agarwal, J.C.: Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.
- Chaube, S. P. : Educational Psychology, Lakshmi Narain Agarwal Educational Publishers, Agra-3.
- Chauhan, s.s. : Advanced Educational Psychology, Vikas Publishing House, 1993.
- Mangal, S.K. : Psychological Foundations of Education, Prakash Brothers, Ludhiana-70.
- Johnson, A. (Editos, 2019): Child Growth and Development, ECE. 101, California Community College, Santa Clarita Community college District & Distance Learning office of Canyons, OER Publication by College of Canyons.
- Roy, S. (1995): Educational Psychology, Soma Book Agency, 42/1, Beniatola Lane, Kolkata-9.
- Safaya, R.N., Shukla, C.S. & Bhatia, B.D.: Modern Educational Psychology, Dhanpat Rai Publishing Company (P) Ltd., New Delhi.

**6CC-ED-03**

### **Sociological Foundation of Education**

#### **Objectives:**

After the completion of the course, the learners are expected to:

1. be acquainted with the concept of Sociology and its relation with Education;
2. understand the Sociological knowledge as the foundation of Education;



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3. be acquainted with the Social Groups and Socialization process;
4. be acquainted with the aspects of Social Change and Role of Education;
5. understand some social ethos to address through Educational Sociology;

### **Block-1: Education & Sociology**

Unit-1: Sociology: Concept, Nature and Scope

Unit-2: Sociology of Education: Concept, Nature and Scope

Unit-3: Education and Society: Society - meaning and its institutions; Society and Education Linkages

### **Block-2: Perspectives of Sociology of Education**

Unit-4: Sociology as the foundation of Educational Studies

Unit-5: Sociological Assumptions: Cohesion, Social Inequality, Interdependence, Equilibrium and Role of Education

Unit-6: Multicultural Education: Meaning, Characteristics, goals & dimension

### **Block-3: Education for Socialization**

Unit-7: Socialization Process: Concept and its significance

Unit-8: Social Group: Concept and Characteristics and Role of Education

Unit-9: Types and roles of Social groups: Primary, Secondary and Tertiary

### **Block-4: Social Change**

Unit-10: Social change: Concept, scope and role of Education

Unit-11: Social change in India: Sanskritization, Westernization, Modernization and Globalization

Unit-12: Social Communication: Formal and Informal





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### **Block-5: Indian Social Ethos**

Unit-13: India as a Pluralistic Society

Unit-14: Social Diversity and Inclusion

Unit-15: Education and Contemporary Social Issues: Population Explosion, Unemployment, Poverty and Illiteracy

### **Course Outcomes:**

1. Conceptualization of Sociology and its relation with Education;
2. Comprehension of the Sociological knowledge as the foundation of Education;
3. Acquaintance with the Social Groups and Socialization process;
4. Familiar with the aspects of Social Change and Role of Education;
5. Deep understanding of social ethos to address through Educational Sociology;

### **Suggested Readings:**

- 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*.
- 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), Sikshamukhi Samaj Vigyan, *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, *Allied Publishers Ltd*.
- Mahapatra, A.K – Bharater Samajik Samashya; *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,



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- Tarafdar, M – SikshaShrayeeSamajBigjan; K Chakraborty Publication, Kolkata

### 6CC-ED-04

#### Thoughts of Great Educators

#### **Objectives:**

After the completion of the course, the learners are expected to:

1. Gain an in-depth understanding of the life and teachings of Indian thinkers like Iswarchandra Vidyasagar, Rabindranath Tagore and Swami Vivekananda.
2. Explore the contributions of Indian thinkers like Mahatma Gandhi, Aurobindo and Sarvepalli Radhakrishnan. on their philosophy and Education.
3. Study the ideas and theories of western thinkers like Heinrich Pestalozzi, Jean-Jacques Rousseau and Friedrich August Froebel regarding Education.
4. Analyze the educational approach and methods developed by John Dewey, Maria Montessori and William Heard Kilpatrick.
5. Study the ideas and theories of Paulo Freire, Ivan Illich and APJ Abdul Kalam regarding Education.

#### **Block-1: Indian Thinkers-I**

Unit-1: Iswarchandra Vidyasagar

Unit-2: Rabindranath Tagore

Unit-3: Swami Vivekananda

#### **Block-2 Indian Thinkers-II**

Unit-4: Mahatma Gandhi

Unit-5: Sri Aurobindo

Unit-6: Sarvepalli Radhakrishnan

#### **Block-3 Western Thinkers-I**

Unit-7: Heinrich Pestalozzi

Unit-8: Jean Jacques Rousseau

Unit-9: F.W. August Froebel



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### **Block- 4 Western Thinkers-II**

Unit-10: John Dewey

Unit-11: Madam Maria Montessori

Unit-12: William Heard Kilpatrick

### **Block-5 Radical Thinkers**

Unit-13: Paulo Freire

Unit-14: Ivan Illich

Unit-15: A.P.J Abdul Kalam

### **Course Outcomes:**

1. Deep understanding of the life and teachings of Indian thinkers like Iswarchandra Vidyasagar, Rabindranath Tagore and Swami Vivekananda.
2. Knowledge and appreciation on the contributions of Indian thinkers like Mahatma Gandhi, Aurobindo and Sarvepalli Radhakrishnan-their philosophy and Education.
3. Ideation and reflection on the educational theories of western thinkers like Heinrich Pestalozzi, Jean-Jacques Rousseau and Friedrich August Froebel regarding Education.
4. Critical analysis of the educational approach and methods developed by John Dewey, Maria Montessori and William Heard Kilpatrick.
5. Knowledge and appreciation of Paulo Freire, Ivan Illich and APJ Abdul Kalam regarding their philosophy towards Education.

### **Suggested Readings:**

- Mukherjee, K.K, Some Great Educators of the world, Das Gupta & Co.pvt. Ltd, Calcuta
- Purkait, B.K., Great Educators, New Central Book Agency, London
- Guha, Bibhuranjan, Shikshay Pathikrit (Bengali), Sobha Publisher, Kolkata.
- Prof.B.C Rai, Theory of Education, Prakasan Kendra, Lakhnow.



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- Vidya Ratna Taneja, Educational Thought and practice, Sterling Publishers Pvt.Ltd.

### 6CC-ED-05

#### Education in Pre-Independent India

##### **Objectives:**

After the completion of the course, the learners are expected to:

1. Understand the Indigenous System of Education
2. Be acquainted with important Initiatives, Acts, Reports, Charter, Minutes and Policy adaptations for the development of Indian education in the 19<sup>th</sup> century
3. Understand the development of Indian education in the context of National Education Movement.
4. Be acquainted with the various commissions and committee reports promulgated in the contributions of Rammohan Roy and Derozio for the development of Indian education during the Pre-independent period.
5. Be conversant with the perspectives of education in the committees and their significant reports during the Pre-independent India.

##### **Block-1: Indigenous System of Education**

Unit-1: The Indigenous Education System during early 19<sup>th</sup> Century

Unit-2: British Government Policy on spreading Education in India

Unit-3: Sreerampore Trio: Missionary Activities and their contributions in spreading Education in the region

##### **Block-2: Educational Policy in 19<sup>th</sup> Century**

Unit-4: Charter Act (1813): Perspective, Policy, Orientalist-Occidental Controversy and Bentinck's Resolution

Unit-5: Macaulay's Minute, Wood's Dispatch (1854)

Unit-6: Adam's Report (1835): Backdrop and Significance, Hunter Commission (1882-83)

##### **Block-3: National Education Movement**

Unit-7: Curzon Policy-Perspectives



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Unit-8: National Education Movement: Cause and Effect

Unit-9: Impact of Gokhale's Bill on Primary Education

### **Block-4: Commission and Committee Reports**

Unit-10: Education Act (1913)

Unit-11: Calcutta University Commission (1917-19): Perspective and Policy Issues

Unit-12: Hartog Committee Report (1929)

### **Block-5: Contribution and Reports**

Unit-13: Role of Rammohan Roy and Derozio in Bengal Renaissance

Unit-14: Wood-Abbot Report (1937)

Unit-15: Sargent Report (1944)

### **Course Outcomes:**

1. Conversant with the Indigenous System of Education
2. Acquaintance with the important Initiatives, Acts, Reports, Charter, Minutes and Policy adaptations for the development of Indian education in the 19<sup>th</sup> century
3. Reason out the developments and concerns of Indian education in the context of National Education Movement.
4. Deep understanding of the various commissions and committee reports promulgated with the contributions of Rammohan Roy and Derozio for the development of Indian education during the Pre-independent period.
5. Apprise and conversant with the perspectives of education in the committees and their significant reports during the Pre-independent India.

### **Suggested Reading:**

- Aggarwal, J.C. (2013); Recent Development and Trends in Education, Shipra Publications, New Delhi.
- Banerjee, J.P. (2010); Bharatiya Sikshar Itihas, Central Library, Kolkata.
- Bhakta, B.B. (1996), Bharatiya Sikshar Ruprekha, A AA KaKha Prakasani, Rita Book Agency, Kolkata



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- 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.
- 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 Sikshay Samprotik Ghatanaboli, Rita Publishers, Kolkata Kolkata.

**6CC-ED-06**

### **Pedagogical Studies**

#### **Objectives:**

After the completion of the course, the learners will be able to -

1. Explain Pedagogical studies as academic discipline, and comprehend concepts, Nature, Scope and Bases of Pedagogy.
2. Understand concepts, principles, functions of Teaching as process and Justify the relevance of 3R issues in Teaching, verbal conditioning & influence of Psycho-motor skills in Teaching.



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3. Know the Neural Basis of Sensation, identify and explain the factors influencing perception and relationship between cognition and Teaching.
4. Comprehend application of Pedagogy in Learning Teaching, evolve pedagogical strategy to ensure knowledge construction and explain Flanders' Interaction Analysis System.
5. Understand levels of teaching, Different teaching Methods and functions of a teacher as a planner, Facilitator and counsellor.

### **Block-1: Pedagogy**

Unit-1: Pedagogy: Concept, Nature and Scope

Unit-2: Bases of Pedagogy: Philosophical, Psychological and Sociological bases of Pedagogy

Unit-3: Pedagogy v/s Andragogy

### **Block-2: Teaching**

Unit-4: Teaching: Concept, Principles and Functions of Teaching

Unit-5: Phases of Teaching: Pre-active, Inter-active and Post-active

Unit-6: Pedagogy of Teaching-Learning: 3 R's Concept, Verbal conditioning in Teaching-learning and inculcation of Psycho-motor skills through teaching

### **Block-3: Cognition**

Unit-7: Sensation: Neurone structure, Electrical Potential, Synaptic transmission, Structure and Function of Human Brain, Neuroendocrine system

Unit-8: Perception: Concept and Factors affecting Perception

Unit-9: Cognition and Fundamental of Teaching: Concept of Cognition, Cognition and Teaching

### **Block-4: Pedagogy in Practice**

Unit-10: Pedagogy and its application: Developing concepts and Principles, Inculcation of Problem-solving ability and Knowledge construction ability

Unit-11: Observation of classroom Behaviour: Flanders' Interaction Analysis System



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Unit-12: Teaching and Instructional Design.

### **Block-5: Teacher and Teaching**

Unit-13: Levels of Teaching: Memory, Understanding and Reflective

Unit-14: Teaching Methods: Lecture, Demonstration, Heuristic, Project Method, Problem-solving and Programme Instruction

Unit-15: Functions of a Teacher as Planner, Facilitator, Counselor and Action Researcher

### **Course Outcomes:**

1. Elucidation of Pedagogical studies as academic discipline, and comprehend concepts, Nature, Scope and Bases of Pedagogy.
2. Conceptualization of meaning, principles, functions of Teaching as process and Justify the relevance of 3R issues in Teaching, verbal conditioning & influence of Psycho-motor skills in Teaching.
3. Knowledge of the Neural Basis of Sensation, identify and explain the factors influencing perception and relationship between cognition and Teaching.
4. Application of Pedagogy in Learning Teaching, evolving pedagogical strategy to ensure knowledge construction and explain Flanders' Interaction Analysis System.
5. Deeper understanding of various levels of teaching, Different teaching Methods and functions of a teacher as a planner, Facilitator and counsellor.

### **Suggested Reading:**

- Farquhar, S. & White, E. J. (2014), Philosophy and Pedagogy of early childhood, Educational Philosophy and Theory, 46:8, 821-832.
- Fler, M. (2010). The re-theorisation of collective pedagogy and emergent curriculum, cultural studies of Science Education, 5(3) 563-576.
- Knowles, M.S. (1984). Andragogy in Action.
- Bloom, B.S., Engelhardt, M., Furst, E., Hill, W. & Krathworth, D. (1968). Taxonomy of Educational Objectives. The classification of Educational Goals, Hand Book - 1. Cognitive domain.





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- Flanders, N.A. (1970). Analysing Teaching Behaviour. Addison-Wesley.
- Mathews, G. & Dixon, T.R. (1968). Differential reinforcement in verbal conditioning function of preference for the experimenter's voice. Journal of Experimental Psychology, 76 (1P1), 84.
- Seifert, K. (2009). Narrative as a Basis for Teaching Educational Psychology. Teaching Educational Psychology, 3 (3), n3.
- Barsalou, L.W. (2008): Grounded Cognition. Ann. Rev. Psychol., 59, 617-645.
- Cazan, A. M. & Indreica, S. E. (2014). Need for cognition and approaches to learning among university students, Procedia - Social and Behavioural Sciences, 127, 134-138.
- Amatari, V.O. (2015). The instructional Process: a review of Flander's interaction analyses in a class room setting. Ind. J. Sec. Edn., 3(3), 43-49.
- Collins, A., Prown, J.S., Holum, A. (1991). Cognitive apprenticeship: Making thinking visible. American Educator, 15(3), 6-11.
- Chauhan, S.S. (1989). Innovations in Teaching Learning Process. Vikas Publishing House Pvt. Ltd., New Delhi.

**6CC-ED-07**

### **Curriculum Studies**

#### **Objectives:**

After the completion of the course, the learners are expected to:

1. Understand the meaning, Nature, scope, Functions, Determinants of Curriculum; Curricular and Co-curricular Activities.
2. Explain the Bases of Curriculum and Approaches to Curriculum; and the process of Curriculum Development.
3. Know about curriculum Transaction Evaluation Basic Considerations and Curriculum of Curriculum Planning; Stages of Curriculum Development & System Approach in Curriculum Development.
4. Describe the Dimensions of Curriculum design; Theories of Curriculum Development & Models of Curriculum Development.



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5. Analyse curriculum Evaluation with respect to concept, Objectives, Steps, Levels, Sources and Methods of Curriculum Development; Tools for effective curriculum Evaluation.

### **Block - 1: Introduction to curriculum**

Unit-1: Curriculum - Meaning, Nature, scope, Functions, Types, Difference and relation between Curriculum and Syllabus

Unit-2: Determinants of curriculum: Factors Influencing Curriculum

Unit-3: Curricular and Co-curricular Activities (CCA) - Meaning, Concept, Objectives and types of Co-curricular Activities, and significance of Co-curricular Activities and its Organisation

### **Block-2: Curriculum as a Process**

Unit-4: Bases of Curriculum - Philosophical, Psychological, Sociological bases of Curriculum

Unit-5: Major Approaches to curriculum

Unit-6: Process of Curriculum development

### **Block-3: Curriculum Planning**

Unit-7: Curriculum Transaction and Curriculum Evaluation: A continuum

Unit-8: Basic considerations in curriculum Planning

Unit-9: Stages for Planning of Curriculum Development (System Approach Curriculum Development)

### **Block-4: Curriculum Development**

Unit-10: Dimensions of Curriculum Development - Components, Sources of curriculum design, dimensions of curriculum.

Unit-11: Theories of Curriculum Development - Prescriptive, Descriptive, Critical, Personal curricular Theories

Unit-12: Models of Curriculum Development - Tyler, Taba and Kilpatrick Model

### **Block-5: Curriculum Evaluation**



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Unit-13: Curriculum Evaluation: Concept, Objectives, steps, Micro & Macro level evaluation, Importance

Unit-14: Sources of Curriculum Evaluation

Unit-15: Methods of Curriculum Evaluation: Evaluation at the time of curriculum development, curriculum implementation, Tools for effective curriculum Evaluation

### Course Outcomes:

1. Recognize and comprehend the meaning, Nature, scope, Functions, Determinants of Curriculum; Curricular and Co-curricular Activities.
2. Knowledge and understanding of the Bases of Curriculum and Approaches to Curriculum; and the process of Curriculum Development.
3. Apprise about curriculum Transaction Evaluation Basic Considerations and Curriculum of Curriculum Planning; Stages of Curriculum Development & System Approach in Curriculum Development.
4. Analysis of the Dimensions of Curriculum design; Theories of Curriculum Development & Models of Curriculum Development.
5. Assess the curriculum Evaluation with respect to concept, Objectives, Steps, Levels, Sources and Methods of Curriculum Development; Tools for effective curriculum Evaluation.

### Suggested Reading:

- Aggarwal, J.C. (2010); Curriculum Development, Shipra Publications, New Delhi.
- Bhalla, N. (2010); Curriculum Development, Author Pess, Delhi.
- Bhattacharya, D. (2015); Pathyakram Charcha O Mulyan, Alpana Enterprises, Kolkata.
- Chakrabarty, P.K. (2014); PathyakramNeeti O Nirman, Classique Books, Kolkata
- Chakraborty, S. (2014); Curriculum Development, Shova, Kolkata.
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- 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 Sai Printographers, New Delhi.

**7CC-ED-08**

### **Education in Post-Independent Indian**

#### **Objectives:**

After the completion of the course, the learners are expected to:

1. acquaint with the significant points of selected educational documents and reports of this period;
2. develop an understanding of significant trends in contemporary education;
3. develop awareness of various organizations and their role in implementation of policies and programmes;
4. focus attention on certain major national and social issues, and role of education in relation to them.
5. Elucidate perspectives of Life-long Learning & Human Resource Development

#### **Block-1: Indian Education Commissions**

Unit: 1 Radhakrishnan Commission (1948-49): The Perspective and Policy related to Higher Education and Rural University;

Unit: 2 Mudaliar Commission (1952-53): The Perspective and Policy related to Secondary Education



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Unit: 3 Kothari Commission (1964-66): The Perspective and Policy related to Primary and Upper Primary Education, and significance

### **Block: 2 National Policies on Education**

Unit: 4 National Policy on Education (1968): Perspective, Salient Features and Significance

Unit: 5 National Policy on Education (1986): Perspective, Salient Features and Significance

Unit: 6 Programme of Action (POA, 1991): Perspective, Salient Features and Significance

### **Block-3: National Apex Bodies in Education**

Unit: 7 The UGC Act (1956): The Perspective and Objectives;

Unit: 8 The RPWD Act (2016): The Perspective and Objectives;

Unit: 9 Vision and Mission of Some Apex Bodies in Education: CAGE, NCERT, SCERT, DIET, NCTE and NAAC.

### **Block-4: Education for All in India**

Unit: 10 *Sarva Shiksha Abhiyan*: Perspective, Objectives and Impacts;

Unit: 11 Report of the National Knowledge Commission (2005): Perspective and Major Policy Recommendations;

Unit: 12 Right to Free and Compulsory Education Act (2009): Perspective, Constitutional Amendment and Major Issues

### **Block-5: Life-long Learning & Human Resource Development**

Unit: 13 National Literacy Mission and Life-Long Learning: Objectives and Significance

Unit: 14 Language Policy in Indian Education: Objectives and Significance;

Unit: 15 Human Resource Development: Scopes and Challenges

### **Course Outcomes:**

1. Acquaintance with the significant points of selected educational documents and reports of this period;
2. Understanding of significant trends in contemporary education;



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3. Awareness of various organizations and their role in implementation of policies and programmes;
4. Critical reflection on major national and social issues, and role of education in relation to them.
5. Evaluating perspectives of Life-long Learning & Human Resource Development

### **Suggested Reading:**

- 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 Sikshay Samprotik Ghatanaboli, Rita Publishers, KolkataKolkata.

**7CC-ED– 09**

### **Assessment 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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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 be acquainted with different types of testing, its purposes and significance;
- 5 know about the current trends in evaluation

### **Block -1 (Assessment, Measurement & Evaluation)**

Unit-1: Evaluation: Concepts and significance of Measurement, Assessment and Evaluation;

Unit-2: Measurement Vs. Assessment in Education: Purpose and Scope;

Unit-3: Interrelationship among Assessment, Measurement and Evaluation in Education

### **Block -2 (Tools & Techniques of Educational Evaluation)**

Unit-4: Tools and Techniques in Educational Assessment;

Unit-5: Teacher made Tests in Educational Evaluation: Essay Type, Short-Answer Type and Objective Type;

Unit-6: Techniques of Educational Evaluation: Viva-Voce, Interview, Group Discussion and Observation

### **Block- 3 (Achievement Test Construction)**

Unit-7: Characteristics of a Good Test: Objectivity, Validity, Reliability, Usability and Norms;

Unit- 8: Problems of Evaluation through Teacher made Tests;

Unit- 9: General Principles of Achievement Test Construction

### **Block-4 (Types of Evaluation)**

Unit -10: Formative and Summative Evaluation: Characteristics and Significance;

Unit-11: Continuous and Comprehensive Evaluation: Characteristics and Significance;

Unit-12: Peer (Participatory) Evaluation in Education: Concept and Significance;

### **Block-5 (Modern Trends in Evaluation)**



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Unit-13: Current Trends in Evaluation: Shifting from Traditional Absolute Scoring System to Normal Scoring System;

Unit-14: Online Assessment and Percentile Ranking;

Unit-15: Grading, Credit based Cumulative Grade Point, Averaging and Transcriptions

### Course Outcomes:

4. Conceptualization of the key terms- Measurement, assessment and evaluation in the field of education.
5. Acquaintance with different forms of tools and techniques of evaluation
6. Deep understanding of characteristics of a good test, problems of the teacher made test and construction of achievement test;
- 6 Knowledge of different types of testing, its purposes and significance;
- 7 Apprise and assess the current trends in evaluation

### Suggested Reading

- Ahmed, A.A.A. (2012); Sikshay Gabeshana Paddhati, Pravati Library, Dhaka.
- Best & Khan (2010); Research in Education, Pearson, Prentice Hall, Delhi.
- Chakrabarty, A. (2014); Sikshay Parimap O Mulyan, Classique Books, Kolkata.
- Chattopadhyay, K.D. (2009); Samajik Gabeshana O Prakriya, Arambag Book House, Kolkata.
- Dhali, S. (2009), Sikshay Parimap O Mullayan, Pravati Library, Dhaka.
- Jamaluddin, M and Chowdhury, M.S, (1998), Siksha Mullayan O Nirdehana, 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.





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- Das, N.G. (2011), Statistical Methods (Vol.II), Tata McGraw Hill Education Private Limited, New Delhi.
- Garret H.E. (1981), Statistics in Psychology & Education, Vakils Feffer and Simons Ltd,

### 7CC-ED-10

### Educational Technology

#### **Objectives:**

After the completion of the course, the learners are expected to:

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;
3. develop an understanding about educational process and communication technology, basic model and factors affecting classroom communication;
4. make an understanding about models of teaching and computer assisted learning;
5. be acquainted with different forms of teaching aids;

#### **Block 1: Introduction to Educational Technology**

Unit: 1 Concept and Scopes of Technology and Educational Technology;

Unit: 2 Technology of Education vs. Technology in Education;

Unit: 3 Basic Components of Educational Technology (Hardware and Software): Concepts and Significance;

#### **Block-2: Systems Approach**

Unit: 4 Systems Approach in Education: Concept and Scope;

Unit: 5 Components of Systems Approach in Education and their interrelationship;

Unit: 6 Problems of implementing Systems Approach in Education

#### **Block-3: Communication and Education**



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Unit: 7 Educational Process and Communication Technology: Concept and Scope;

Unit: 8 Basic Model of Communication Technology for Classroom Interactions;

Unit: 9 Factors Affecting Classroom Communication.

### **Block-4: Models of Teaching**

Unit: 10 Models of Teaching: Concept, Nature, Families and Scope;

Unit: 11 Basic Model of Teaching (Glaser)

Unit: 12 Information Processing Model (AOM and CAM)

### **Block-5: Teaching Aids**

Unit: 13 Concept, scope and functions

Unit: 14 Types of teaching aids

Unit: 15 Significance and limitations

### **Course Outcomes:**

1. Understanding concepts of educational technology, its basic components and significance;
2. Acquaintance with the systems approach, its components and problems of implementation;
3. Apprising educational process and communication technology, basic model and factors affecting classroom communication;
4. Clear understanding about models of teaching and computer assisted learning;
5. Consociate with different forms of teaching aids;

### **Suggested Readings:**

- Aggarwal, J.C. (2002), Essentials of Educational Technology, *Vikash Publishing House Pvt. Ltd.* New Delhi-110032.
- Chattaraj, S.P, (2005); Siksha Prajuktividy, Cental Library, Kolkata.



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- Rao, U. (2005); Educational Technology, Himalaya Publishing House, Mumbai.
- Sen, M.K. (2010); Siksha Prajukti Bijnan, Soma Book Agency, Kolkata.
- Sharma, Y.K. (2010); Fundamental Aspect of Educational Technology, Kanishka Publishers, New Delhi.

**7CC-ED-11**

### **Contemporary India and Education**

#### **Objectives**

After the completion of the course, the learners are expected to:

1. describe the concept of elementary education, universalization of elementary education, constitutional provisions of elementary education, RTE Act 2009, role of DPEP, SSA, SSM.
2. explain the concept of universalization of secondary education, define RMSA and describe its issues and concerns, elaborate the Government of India (GOI) initiatives towards Universalization of Secondary Education, discuss the problems and suggest the way out of secondary education in India
3. know the system of higher education in India, different ministries related to higher education in India, discuss the objectives and role of RUSA, point out the issues and challenges and suggestions to higher education in India
4. realize the meaning of peace education, understand the objectives and necessity of peace education, know the concept of sustainable development, discuss the concept of equity and equality.
5. understand the status and causes of unemployment in India, understand the role of education in relation to unemployment, define poverty and causes of in Indian society, describe the causes of population explosion; and understand the role of education in controlling population growth.

#### **Block: 1 Universalization of Elementary Education**



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Unit 1: Universalization of Elementary Education

Unit 2: Constitutional Provisions of Elementary education

Unit 3: Roles of DPEP, SSA and SSM

### **Block: 2 Rashtriya Madhyamik Siksha Abhijan (RMSA)**

Unit 4: Universalization of Secondary Education: Aims, Objectives and Significance

Unit 5: Role of RMSA in Universalization of Secondary Education

Unit 6: Problems of Secondary Education in India and its Solution

### **Block: 3 Rashtriya Uchchatar Siksha Abhiyan (RUSA)**

Unit 7: Role of Higher Education in India

Unit 8: Report of the Knowledge Commission and RUSA

Unit 9: Problems of Higher Education in India and Suggestions

### **Block: 4 Education for Sustainable Development**

Unit 10: Peace Education: Meaning, aims, and Importance

Unit 11: Education for Sustainable Development

Unit 12: Equality and Equity in Education and Role of Education

### **Block: 5 Education and Social Issues**

Unit 13: Education and Unemployment

Unit 14: Poverty in relation to Education

Unit 15: Education and Population Explosion

### **Course Outcomes:**

1. Outline the concept of elementary education, identify the perspectives in the universalization of elementary education, constitutional provisions of elementary education, RTE Act 2009, role of DPEP, SSA, SSM.
2. Listing the concept of universalization of secondary education, define RMSA and describe its issues and concerns, elaborate the Government of India (GOI)



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initiatives towards Universalization of Secondary Education, discuss the problems and suggest the way out of secondary education in India

3. Knowledge and description of the system of higher education in India, different ministries related to higher education in India, discuss the objectives and role of RUSA, point out the issues and challenges and suggestions to higher education in India
4. Conceptualizing the meaning of peace education, understanding the objectives and necessity of peace education, know the concept of sustainable development, discuss the concept of equity and equality.
5. Reflections on the status and causes of unemployment in India, identifying the role of education in relation to unemployment, defining poverty and causes of it Indian society, enlisting the causes of population explosion; and indicating the role of education in controlling population growth.

### **Suggested Readings:**

- 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) Siksharitihas O S ampratik Ghatanaprabaha, Classique Books, Kolkata
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- Sharma, R.N. (2010) History of Education in India, Atlantic, New Delhi
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- Halder,K. & Nath,I (2014)Bharotyer shikshar Samprotik Bisoy.K.Chakraborti Publications, Kolkata.

### 7CC-ED-12

## Guidance and Counselling in Education

### Objectives

After the completion of the course, the learners are expected to:

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.

### **Block: 1 (Mental Health and Education)**

Unit: 1 The Self: Psycho-Social View;

Unit: 2 Guidance: Concept, Types and Scope

Unit: 3 Counselling: Concept, Types and Scope

### **Block: 2 (Stress Coping Strategies)**

Unit: 4 Working Self: Adjustment with Family, School, Peers and Community;

Unit: 5 Development of Life-Skills, Ethics and Values



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Unit: 6 Achieving Highest Potential of the Individual

### **Block: 3 (Mental Health Assessment)**

Unit: 7 Pre-Requisites for Guidance Programme

Unit: 8 Tools of Data Collection: Use of Psychological Tests (Intelligence, Aptitude, Interest);

Unit: 9 Techniques of Data Collection: Observation, Interview, Rating Scale, Record Card, Anecdotal Record Card, Sociometry

### **Block: 4 (Guidance & Counselling)**

Unit: 10 Counseling Process: Directive, Non-Directive and Eclectic;

Unit: 11 Organizing Guidance and Counseling Programmes;

Unit: 12 Difference between Guidance and Counseling

### **Block: 5 (Mental Health and Education)**

Unit: 13 Teacher as a Counselor;

Unit: 14 Steps of Counseling Process

Unit: 15 Professionalism in Guidance and Counselling.

### **Course Outcomes:**

1. Understanding of the concepts of self, guidance and counseling;
2. Estimating different aspects of development and crisis in life;
3. Explaining about working self and development of highest potential;
4. Acquaintance with Pre-requisites of guidance in terms of tools and techniques of data collection;
5. Deep understanding and explaining the guidance process, organization and distinguishing with counseling;



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6. Identifying and explaining teacher as a counselor, steps of counseling and professional counseling.

### **Suggested Reading:**

- Dutta, G & Nag, S. (2014); Sangatibidhane Nirdeshana O Paramarshadan, Rita Publications, Kolkata.
- Ghosh, S.K. (2013); Sikshay Sangati 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.
- Roy chowdhury, A. (2001), Manuser Mon, West Bengal State Book Council
- Rao N.(2000) Guidance & Counselling. Tata McGraw Hill,

### **7CC-ED-13**

### **Comparative Education**

#### **Objectives:**

After the completion of the course, the learners are expected to:

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. develop a comparative understanding about school education system in India with that of Asian countries;
5. develop a comparative understanding about higher, technical-vocational and distance education in India with that of Western countries.

### **Block: 1 Introduction to Comparative Education**





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Unit 1 Comparative Education: Concept, Nature and Scope;

Unit 2 Comparative Education as an emerging Academic Discipline;

Unit 3 Factors of Comparative Education: Geographical, Socio-Cultural, Historical, Philosophical, Economic, Linguistic, and Scientific;

### **Block: 2 Approaches & Methods of Comparative Education**

Unit 4 Approaches to Comparative Education: Cross-Broader, Cross-Disciplinary, Factor-Based and Problem-Based;

Unit 5 Methods of Comparative Education: Juxtaposition, Area Studies, Intra-Inter Educational Analyses;

Unit 6 Problems of studying in the Domain of Comparative Education;

### **Block: 3 Significance of Comparative Education**

Unit 7 Significance of Comparative Education as a discipline of study;

Unit 8 Comparative Education for establishing World Peace;

Unit 9 Comparative Education for Sustainable Development.

### **Block: 4 Comparative Study of Basic Education in different Asian Countries**

Unit 10 Comparative Study of Pre-Primary Education in India with Japan;

Unit 11 Comparative Study of Basic Education in India with Srilanka;

Unit 12 Comparative Study of Secondary Education in India with China;

### **Block: 5 Comparative Study of Higher Education in advanced countries**

Unit 13 Comparative Study of Higher Education in India with USA;

Unit 14 Comparative Study of Technical and Vocational Education in India with Germany;

Unit 15 Comparative Study of Open and Distance Education in India with UK

### **Course Outcomes:**

1. Apprising the concept of Comparative Education as an emerging discipline, and its factors;



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2. Explaining approaches, methods and problems related to Comparative Education;
3. Inferring the significance of Comparative Education discipline in relation to world peace and sustainable development;
4. Developing a comparative understanding about school education system in India with that of Asian countries;
5. Locating & indicating a comparative understanding about higher, technical-vocational and distance education in India with that of Western countries.

### Suggested Readings

- S. P. Chaube & A. Chaube – Comparative Education
- R. N. Sharma- Comparative Education
- Y. K. Sharma- Comparative Education
- Nikholas Hanse - On Comparative Education
- Debi Mukhopadhyaya – Tulonamulak Shiksha
- Md. Abdus Samad - Tulonamulak Shiksha
- Shyama Prosad Chattaraj – Shiksha deshe bideshe

**7CC-ED-14**

### Special and Inclusive Education

#### Objectives:

After completion of the course, the learners are expected to:

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. be acquainted with Inclusive Education, its perception and functionality;
4. comprehend the pragmatic areas of inclusive education (teaching-learning-assessment and co-curricular areas);
5. extend an understanding of Inclusive Education and the stakeholders, their relationship and the role of Indian Government in its promotion.



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### **Block: 1 (Perspectives of Special Education)**

Unit 1: Historical perspective of Special education

Unit 2: Special Education: concept of exceptionality, disability & diversity

Unit 3: Perception of society towards Individual with disabilities

### **Block: 2 (Status of Special Education)**

Unit 4: International & National commissions & committees on Special Education.

Unit 5: Status of Special education in India (Outline only)

Unit 6: Special Education: Laws & Legislations

### **Block: 3 (Inclusive Education Planning)**

Unit 7: Inclusive Education: Concept, misconception & need

Unit 8: Accessing the general education environment (ecological assessment, person-centered planning & embedded instruction)

Unit 9: Planning & collaborating for inclusive instruction

### **Block: 4 (Multi-level Support System)**

Unit 10: Multi-tiered system of support (MTSS): UDL, Differentiated Instruction, Accommodation, Adaptation, Modification-concepts only

Unit 11: Educational assessment of children with additional needs

Unit 12: Adapted physical education & recreation, music & health

### **Block: 5 Role of Govts & NGOs**

Unit 13: Social relationships & supports (Instructional practices, facilitating social membership & relationship)



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Unit 14: Leadership for Inclusive Education (Teacher-Parent, Family partnerships, Capacity building)

Unit 15: Role of Indian Govt. in implementation of Inclusive Education.

### Course Outcomes:

1. Apprise the background of Special education and its various issues;
2. Familiarizing with the International & National commissions on Special Education, its status in India, laws & legislations pertaining to it;
3. Acquaintance with perspectives Inclusive Education, its perception and functionality;
4. Inferring the pragmatic areas of inclusive education (teaching-learning-assessment and co-curricular areas);
5. Summarizing the understanding of Inclusive Education and the stakeholders, their relationship and the role of Indian Government in its promotion.

### Suggested Reading:

- NCERT. (2006). National Focus Group on education of children with special Needs. New Delhi: NCERT.
- World Bank Group. (2016). Toolkit for Master Trainers in Preparing Teachers for Inclusive Education for Children with Special Needs, Module: 1 (Vol. 1). world Bank Group. doi:2016
- Social Statistical Division, Govt. of India. (2016). Disabled Persons in India- A Statistical Profile 2016.
- CEEDAR Center. (2015). Inclusive Education Course Enhancement Module; Part 6: Peer Relationships and Supports in Inclusive Classrooms.
- CAST (2011). Universal Design for Learning Guidelines version 2.0. Wakefield, MA.
- Nagpal Rajni. (2018). Constitutional and government initiatives towards inclusive education in India.
- Sarkar Tanushree. (2020). Examining Disability Inclusion in India's New National Education Policy.

**7CC-ED-15**

### Statistics in Education

#### Objectives:

After the completion of the course, the learners are expected to:

1. gain an understanding about the Concept, Nature & Scope of Statistics in Education;



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2. understand about the Tabulation, Distribution & Graphical Representation of Data;
3. be acquainted with the Measures of Central Tendency of Data Distribution;
4. be able to describe the concept, calculation and uses of the Measures of Dispersion;
5. be able to discuss the concept, types, calculation and uses of Correlation in Education.

### **Block: 1 Statistics**

Unit 1: Introduction to Statistics: Concept, Characteristics and its Significance

Unit 2: Educational Data: Nature, Characteristics and Scopes

Unit 3: Concepts of descriptives & inferential, Parametric & Non-parametric

### **Block 2: (Organization & Graphical Representation of Data)**

Unit 4: Organization of Educational Data Scores, Series and Frequency Distribution

Unit 5: Graphical Representation of Data- Bar-diagram. Frequency Polygon, Histogram & Pie-chart

Unit 6: Cumulative Percentage Curve (Ogive)

### **Block 3: Measures of Central Tendency**

Unit 7: Concept of Measures of Central Tendency and its Significance

Unit 8: Determining Mean of Grouped Data and its respective uses

Unit 9: Determining Median and Mode of Grouped Data and respective Uses

### **Block 4: Measures of Dispersion**

Unit 10: Measures of Dispersion: Concept, Significance, Types and Uses

Unit 11: Quartile Deviation & Standard Deviation

Unit 12: Normal Probability Curve, Skewness and Kurtosis

### **Block 5: Measures of Relationship**

Unit 13: Coefficient of Correlation - Concept, Types and Uses

Unit 14: Co-efficient of Correlation by Rank Difference Method - Concept, Calculation and Uses

Unit 15: Co-efficient of Correlation by Product Moment - Concept, Calculation and Uses



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### Course Outcomes:

1. Clear idea of the Concept, Nature & Scope of Statistics in Education
2. Understanding of the Tabulation, Distribution & Graphical Representation of Data
3. be acquainted with the Measures of Central Tendency of Data Distribution
4. be able to describe the concept, calculation and uses of the Measures of Dispersion
5. be able to discuss the concept, types, calculation and uses of Correlation in Education

### Suggested Reading:

- Ahmed, A.A.A. (2012); Sikshay Gabeshana Paddhati, Pravati Library, Dhaka.
- Best & Khan (2010); Research in Education, Pearson, Prentice Hall, Delhi.
- Bhat, S.( ); Reseach Methodology and Statistics in Education.
- 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.
- Garrett,H.E. ( ) Statistics in Psychology and Education.
- Jamaluddin, M and Chowdhury, M.S, (1998), SikshaMullayan O Nirdesana, *Banglaacademy, Dhaka*.
- Mangal,S.K. (2013); Statistics in Psychology and Education., PHI Learning Pvt Ltd. New Delhi.
- Pal, D. (2015); Research Methodology and Statistical Technique, Rita Book Agency, Kolkata.

**8CC-ED-16**

### **Educational Planning**

#### **Objectives:**

After the completion of the course, the learners are expected to:



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1. make an understanding about the concepts, principles, characteristics and different aspects of educational planning;
2. acquire skills in the development and process of educational planning;
3. know the problems of educational planning, educational finance and budget;
4. know the details about the educational planning in India.
5. Apprise the educational budget related knowledge

### **Block 1: Basics of Educational Planning**

Unit 1: Educational Planning: Concept, Nature, Purpose and Significance

Unit 2: Types of Educational Planning: Institutional, Strategic, Grassroots and Rolling Plan

Unit 3: Stages of Yearly Academic Planning and Planning for Curriculum Transactions

### **Block 2: Principles of Educational Planning**

Unit 4: National Educational Priorities for Planning

Unit 5: Principles of Educational Planning

Unit 6: Steps of the Planning Process and National Policies and Partner Institutions.

### **Block 3: Approaches to Planning**

Unit 7: Intra-educational Extrapolation Model, Demographic Projection and School Mapping Model

Unit 8: Man Power Approach, Social Justice Approach

Unit 9: Rate of Return Approach, Institutional Planning

### **Block 4: Problems of Educational Planning**

Unit 10: Educational, Social, Economic and Political Problems of Educational Planning

Unit 11: Problems of Educational Finance- Internal and External

Unit 12: Sources of Income and Patterns of Educational



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Expenditure

### **Block 5: Educational Budget**

Unit 13: Cost of Education

Unit 14: Process and Kinds of Educational Budget;

Unit 15: Educational Planning in India.

### **Course Outcomes:**

1. Understanding of the concepts, principles, characteristics and different aspects of educational planning;
2. Skills required in the development and process of educational planning;
3. Identification of problems of educational planning, educational finance and budget
4. Knowledge of the details on the educational planning in India.
5. Understanding of the educational budget related knowledge

### **Suggested Readings:**

- Aggarwal, J.C. (2008): Development and Planning of Modern Education, Vikas Publishing House, New Delhi-110014.
- Nair T.K.D. (2004) School Planning and Management, Shipra Publishing, New Delhi, 110092.
- Varghese N.V. (1997) Modules of District Planning Education, NIEPA.

**8CC-ED-17**

### **Educational Management**

#### **Objectives:**

After the completion of the course, the learners are expected to:

1. explain the concept, nature and scope of Educational Management;





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Email: schooledu@wbnsou.ac.in

2. describe the objectives and functions of Educational organization
3. gain an understanding about the Organizational management and its various aspects
4. be acquainted with aspects and factors of educational administration
5. know about the leadership, its roles and significance in educational management.

### **Block 1: Educational Management**

Unit 1: Educational Management: Concept, Nature and Scope

Unit 2: Objectives of Educational Management

Unit 3: Functions of Educational Management

### **Block 2: Educational Organization**

Unit 4: Educational Organization: Concept, Purpose and Scope

Unit 5: School Plant: Concept, Purpose and Principles;

Unit 6: Services provided by the School Plant as an Organization

### **Block 3: Organizational Management**

Unit 7: Organizational Management: Concept. Purpose, Principles, Types and Scope

Unit 8: Inspection and Supervision: Concepts, Purposes, Functions and Differences

Unit 9: Effect of Inspection and Supervision on Educational Management;

### **Block 4: Educational Administration**

Unit 10: Educational Administration: Concept and Purpose, Relationship between Educational Management and Administration

Unit 11: Factors affecting Managerial Behaviors of Teachers: Personal, Social, Cultural, Political and Institutional

Unit 12: Teacher as a Leader of the Institution;

### **Block 5: Leadership & Education**

Unit 13: Institutional Leadership and Management

Unit 14: Educational Leadership: Role of Headmaster, Teacher and Managing Committee

Unit 15: Styles of leadership: Autocratic, Democratic and Laissez Faire



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Email: schooledu@wbnsou.ac.in

### Course Outcomes:

1. explaining the concept, nature and scope of Educational Management;
2. description of the objectives and functions of Educational organization
3. clear understanding of the organizational management and its various aspects
4. knowledge of the significant aspects and factors of educational administration
5. acquaintance on the functional aspects of leadership and its significance in the educational management.

### Suggested Readings:

- Aggarwal, J.C. (2007); Educational Administration And Management: Principles & Practices, DOABA House, New Delhi.
- Chakraborty Dilip, (2004), Sikshagata Babosthapanana O Parik alpna, *K.Chakraborty Publications*. kolkata.
- Chakraborty, P.K., Sengupta, M. & Nag, S. (2007); Educational Management, RitaPublications, Kolkata.
- Chattopadhyay, Saroj, (2007), VidyalayaSangothan O SikshaPrasango, *NewCentralBook Agency*, Kolkata.
- Das, B.C., Sengupta, D., & Roy, P.R. (2005); SikshayBabostapana, West Bengal StateBook Council, Kolkata.
- Dash,B.N.(2013); School Organisation Administration And Management, Neelkamal Publications, New Delhi.
- Mohanty, J.(2012); Educational Administration, Management, And SchoolOrganisation, 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.



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### Open and Distance Education

#### **Objectives:**

After the completion of the course, the learners are expected to:

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. understand the process of text development and maintenance of its quality;
5. comprehend the scope of using multimedia, MOOCS and blended learning.

#### **Block: 1 Perspectives of Distance Education**

Unit 1: Open and Distance Education: Concept, Nature and Scope

Unit 2: Historical Perspective of Open and Distance Education

Unit 3: Sociological Perspective of Open and Distance Education

#### **Block 2: Philosophical Perspectives of Distance Education**

Unit 4: Philosophical Perspective of Open and Distance Education

Unit 5: Thoughts of Charles Wedemeyer and Otto Peters

Unit 6: The New Learner in the New World

#### **Block 3: Socio-Political Issues of Distance Education**

Unit 7: Socio-Political Issues of Open and Distance Education

Unit 8: Academic Issues of Open and Distance Education

Unit 9: Macro and Micro Issues related to Open and Distance Education

#### **Block 4: Principles of Text Design for Open & Distance Education**

Unit 10: Factors related to Course Design in Open and Distance Education: Theories of Learning and Communication

Unit 11: Principles of Text Design: Modular Format – Objectives, Modules, Units and Content



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Unit: 12 The Process of Producing Text: Text Development, Editing and Quality  
Maintenance

### **Block 5: Blended Learning**

Unit 13: Factors related to Non-Print Instructional Materials: Uses of Medium, Multi-Media and OER

Unit 14: Designing Online Courses and MOOCS

Unit 15: Blended Learning: The Teaching-Learning Process for Future

### **Course Outcomes:**

1. Understanding on the concept, scope and perspectives of Distance Education;
2. Clear comprehension of the philosophical perspectives of open and distance education and thoughts of some thinkers;
3. Acquaintance with the socio-political-academic issues of distance education;
4. Explaining the process of text development and maintenance of its quality;
5. Description of the scope of using multimedia, MOOCS and blended learning.

### **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*. 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.



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Email: schooledu@wbnsou.ac.in

- 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.
- 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.

### 8CC-ED-19

#### Value Education

#### Objectives:

After the completion of the course, the learners are expected to:

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



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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

### **Block-1: Basics of Values**

Unit1: Values: Concept, Nature and Importance in life

Unit 2: Value Education: Concept, Nature and Scope

Unit 3: Environment to Value inculcation: Roles of the Family and Educational Institutions

### **Block-2: Inculcation of Values**

Unit 4: Value development through different subjects of study

Unit 5: Value development through co-scholastic activities

Unit 6: Inculcating Values through continuous and comprehensive activities

### **Block-3: Value Education**

Unit 7: Teacher as the facilitator of Values

Unit 8: Whole School Approach to Value Education

Unit 9: Approaches to Value Development: Mentorship, Value based Learning, Evaluation and Innovation

### **Block-4: Values in Schools**

Unit 10: Values and the Institutional Environment

Unit 11: Collaborative/ Cooperative Classrooms

Unit 12: Home-School-Community Partnership

### **Block-5: Values for Nation**

Unit 13: Value Education Towards National and Global Development

Unit 14: National Values - Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom & Fraternity, National Integration and International Understanding



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Unit 15: Values and Ethics: Personal Values, Family Values, Social Values, Cultural Values, Professional Values and overall Ethics, Duties & Responsibilities

### Course Outcomes:

1. Understanding of the concept, nature and significance of value education in human life
2. Delineating inculcation of values through different scholastic and co-scholastic areas of study
3. Explaining the significance of teacher's role as the facilitator of values, and value based academic activities
4. Apprising the aspects like, partnership, participation and collaboration for value development
5. Developing an understanding about values and ethics for national and global understanding

### Suggested Reading:

- 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.
- 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.



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- 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.

### 8CC-ED-20

#### Research Methodology in Education

##### **Objectives:**

After the completion of the course, the learners are expected to:

1. be acquainted with the Scientific Methods of Research in Educational Studies;
2. develop an understanding about the Sources of Knowledge and Research Problem;
3. be acquainted with Research Objectives and Research Design;
4. be able to describe the concept, nature and types of Variables and Hypotheses;
5. be able to discuss the concept, nature and types of Population and Sample;

##### **Block: 1 Research in Education**

Unit 1: Research in Educational Studies: Concept, Nature, Characteristics, Ethics and Significance

Unit 2: Scientific Inquiry: New Theory Development or Refinement of Existing Theory

Unit 3: Major Types of Educational Research: Fundamental, Applied and Action Research

##### **Block: 2 Review of Related Studies**

Unit 4: Types and Sources of Information and Review of Related Literature, Critical Review of available sources

Unit 5: Finding out the knowledge gap and setting of Research Worthy Question

Unit 6: Formulation of the Research Problem

##### **Block 3: Research Objectives & Research Design**

Unit 7: Identification of Research Objectives, Research Constructs and Decision regarding Nature of Data –Quantitative and Qualitative





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Unit 8: Quantitative Research Design: Descriptive, Ex-post- Facto and Experimental

Unit 9: Qualitative Research: Factors and its Impacts

### **Block: 4 (Research Variables & Hypotheses)**

Unit 10: Selection of Variables: Independent, Dependent, Intervening and Extraneous

Unit 11: Development of Research Hypotheses: Different Types

Unit 12: Hypothesis Testing: Concept, Types and Procedures

### **Block 5: (Sample & Sampling Techniques)**

Unit 13: Population and Sample: Concepts, Types, Natures, Significance and Relationship

Unit 14: Probability Sampling: Random, Stratified, Multi-Stage Stratified

Unit 15: Non-Probability Sampling: Purposive, Accidental, Quota, Convenience and Snowball

### **Course Outcomes:**

1. Knowledge of the Scientific Methods of Research in Educational Studies;
2. Developing an understanding about the Sources of Knowledge and Research Problem;
3. Understanding and designing the Research Objectives and Research Method;
4. Describing the concept, nature and types of Variables and Hypotheses;
5. Explanation of the concept, nature and types of Population and Sample;

### **Suggested Readings:**

- 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.



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Email: schooledu@wbnsou.ac.in

- Dhali, S. (2009), SikshayParimap O Mullayan, Pravati Library, Dhaka.
- Jamaluddin, M and Chowdhury, M.S, (1998), SikshaMullayan O Nirdesana, Bangla Academy, 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.

### 8CC-ED-21

#### Gender Studies in Education

##### **Objectives:**

After the completion of the course, the learners are expected to:

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.

##### **Block-1: Gender as Multidisciplinary Approach**

Unit 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

Unit 2: Social construction of Gender & Sex: Concept only



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Unit 3: Gender studies: A multidisciplinary approach

### **Block-2: Gender & Governance**

Unit 4: Social Construction of Gender: Autonomy VS Integration debate in Gender Studies, Masculinity and Feminism, Nature Vs Culture

Unit 5: Gender Based Violence

Unit 6: Gender & Governance

### **Block-3: Women Studies**

Unit 7: Feminist & Women studies; Men's and Masculinity Studies (in brief)

Unit 8: Feminist Theories and Practices (Liberal Feminism Radical Feminism, Marxist/Socialist Feminism, Psychoanalytical Feminism, Men's Feminism)-in brief

Unit 9: Feminism - Concept and scope, Feminist movement in India

### **Block- 4: Women Empowerment**

Unit 10: Gender & Development with special reference to Women Education- An overview, major constraints of women education

Unit 11: Women Empowerment –An overview & Factors of empowerment: social-psychological-political-economical

Unit 12: Women & Social reform in the modern India (in brief-few case studies to be studied here)

### **Block-5 Women Education**

Unit: 13 Women Education: Gender diversities & disparities in enrolment, curriculum content, dropouts, profession & gender

Unit: 14 Gendered Education: Family, culture, gender, roles, gender identities

Unit: 15 Contribution of Women's role in Education in India (A chronological list) & Vocational education & skill development for women

### **Course Outcomes:**



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1. Conceptualisation of gender studies, its concept, social construction and multidisciplinary nature.
2. Critical reflection on the debates & issues of social construction of gender.
3. Analysing gender studies through the lens of feminist & masculinity studies.
4. Understanding of gender and development in the light of Women education & empowerment.
5. Apprising women education vis a vis empowerment and other issues.

### **Suggested Readings:**

- Basu,R.&Chakraborty, B. (201 I). 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.
- Elshtain, J.B. (1981). Public man, private woman: woman in social and political thought, princeton.

**8CC-ED-22**

### **Population Education**

#### **Objectives:**

After the completion of the course, the learners are expected to:



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1. Explain the meaning, concept, scope & objectives of Population Education.
2. Understand the concept of population dynamics
3. Understand the theories of Population
4. Be acquainted with the historical development of Population Education.
5. Be acquainted with the present scenario of Population Education.

### **Block: 1 Concept of Population Education**

Unit1: Meaning, Concept, Scope and Characteristics of population education

Unit 2: Population education and family planning

Unit 3: Population education as an Innovation

### **Block 2: Population dynamics**

Unit: 4 Population composition: Age, Sex, Rural and Urban

Unit: 5 Population dynamics: distribution, density, Fertility, Mortality and Migration

Unit: 6 World population: Trends and its economic, social, political and educational implications

### **Block 3: Population Theories**

Unit 7: Views of Karl Marx on population as a part of his analysis of capitalistic system, strength and weakness

Unit 8: Optimum Population Theory

Unit 9: Demographic Transition Theory

### **Block: 4 History & trends of Population Education**

Unit 10: Population Situation in developed and developing countries - with special reference to India

Unit 11: National Population Policy (2000)



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Email: schooledu@wbnsou.ac.in

Unit 12: Growing population - Need and importance of education in India and implementation programme (Role of various Agencies)

### **Block 5: Population Education & Present Scenario**

Unit 13: Role of teacher and Teaching Methodology of population education

Unit 14: Population control: Education and empowerment of women

Unit 15: Interaction Between population growth and quality of life

### **Course Outcomes:**

1. Conceptualisation of the meaning, concept, scope & objectives of Population Education.
2. Understanding the concept of population dynamics
3. Elaboration of the theories of Population
4. Acquaintance with the historical development of Population Education.
5. Apprising the present scenario of Population Education.

### **Suggested Reading:**

- Population & Environmental Education, Dr. Subir Nag CURRICULUM
- SCERT published document on population education

**8CC-ED-23**

### **Education and Community Development**

### **Objectives:**

1. Understand the concept of community development and the role of education;



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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. develop an understanding about empowerment, human resource development and achievement in terms of national development;
5. Promote awareness for community development through mass education, non-formal education and open education.

### **Block 1: Education & Community**

Unit 1: Community Development: Concept, Scope and Significance

Unit 2: Community Development and Role of Education

Unit 3: Community Development Approaches

### **Block 2: Thoughts on Village Reconstruction**

Unit 4: Tagore's vision on 'Education for Fullness' (HB Mukherjee)

Unit 5: Sriniketan Experiment by Tagore on Village Reconstruction (*Palli Punarsangathan*)

Unit 6: Gandhiji's Vision on Education and Village Development (*GramSwaraj*)

### **Block 3: Youth for Community Development**

Unit 7: Swami Vivekananda's View on Emerging India and Role of Youth

Unit 8: Young India - Concept and its Significance in Contemporary Indian Context

Unit 9: Factors Influencing Youth Involvement for Community Development: Motivation and Efficacy

### **Block 4: Community Development for National Development**

Unit 10: Empowerment- Concept, Significance and role of Education;

Unit 11: Human Resource and National Development: The scope in India

Unit 12: Achievement of Women, Minorities, SC, ST, OBC and Special Needs People in terms of Education and Empowerment

### **Block 5: Extension Education for Community Development**



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Unit 13: Institution-Community Interactions: Extension Education, NSS, NCC and other Outreach Programmes

Unit 14: Saakhar Bharat Mission and Swachh Bharat Mission – Objectives, Target, Strategies and Management

Unit 15: Promoting Awareness for Community Development through Mass Education, Non-formal Education and Open Education

### Course Outcomes:

1. Conceptualising the community development and the role of education;
2. Understanding and explaining the visions and experiments of Tagore and Gandhi on village development through education;
3. Reflections on the view of Swami Vivekananda on emerging and role of youths;
4. Developing an understanding about empowerment, human resource development and achievement in terms of national development;
5. Promoting awareness for community development through mass education, non-formal education and open education.

### Suggested Readings

- 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.





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Email: schooledu@wbnsou.ac.in

- 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

**(Minor) Discipline Specific Elective (DSE)-For students opting other subjects/discipline as core course**

**NEC-ED-01**

### **Introduction to Educational Studies**

#### **Objectives:**

After the completion of the course, the learners are expected to:

1. understand Educational Studies as the academic discipline;
2. understand aims of education in respect to its factors and types;
3. discuss the Educational Studies as an academic discipline;
4. explain Education as the process and product in the context of its agencies and child-centrism;
5. analyze the aims and objectives of modern Education in the light of Report of the International Education Commission for 21<sup>st</sup> Century

#### **Block 1: Educational Studies**

Unit 1: Educational Studies - Concept, Nature and Scope

Unit 2: Aspects of Educational Studies

Unit 3: Education and Society

#### **Block 2: Aims & Objectives of Education**

Unit 4: Aims of Education - Individualistic and Socialistic

Unit 5: Factors of Education - Child/ Learner, Teacher, Curriculum and Educational Environment

Unit 6: Types of Education - Informal, Formal, Non-formal and Virtual



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### **Block 2: Education as Academic Discipline**

Unit 7: Educational Studies in the Domain of Social Sciences

Unit 8: Education as the Discipline of Study - Liberal Vs. Applied

Unit 9: Foundations of Education

### **Block 4: Education as a Process**

Unit 10: Education as the Process and the Product

Unit 11: Agencies of Education: Family, Society, Organization and Mass-media

Unit 12: Characteristics and Significance of Child-Centric Education

### **Block 5: Education for Knowledge Development**

Unit 13: Education for Knowledge Development

Unit 14: Education and Culture

Unit 15: Report of the International Education Commission for 21<sup>st</sup> Century - Major Suggestions regarding Four Pillars of Education.

### **Course Outcomes:**

1. Conceptualisation of Educational Studies as the academic discipline;
2. Delineating aims of education in respect to its factors and types;
3. Categorising the Educational Studies as an academic discipline;
4. Explaining Education as the process and product in the context of its agencies and child-centrism;
5. Analyzing the aims and objectives of modern Education in the light of Report of the International Education Commission for 21<sup>st</sup> Century

### **Suggested Reading:**

- Aggarwal, J.C. (2008), Theory and Principles of Education, Vikash Publishing House, New Delhi.



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- 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.

### NEC-ED-02

#### Psychology of Learners

##### Objectives:

After the completion of the course, the Learners will be able to:

1. Know the meaning and concept of Personality, Basic Theories the personality on Type theory and its impact and assess the personality on type theory and its impact on Education.
2. Understand Basic Types of Human Abilities, Intelligence and Creativity and their uses or significance in Education.



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3. Explain concept, Factors, Theories of Learning and their Educational Implications.
4. Analyse Mental Behaviours with respect to Attitude, Individual Differences and Temperament and their roles on Education.
5. Narrate the Psychology of Innate Tendencies in relation to Human Needs, Instinctive Behaviours and Emotional Impact on Education.

### **Block - 1: Psychology of Personality**

Unit - 1: Psychology of Personality - Concept, characteristics, Types, Approaches and its significance in human life.

Unit - 2: Basic Theories of Personality Development

Unit - 3: Personality Measurement (Types only) and its impact on Education.

### **Block - 2: Psychology of Human Abilities**

Unit - 4: Psychology of Human Abilities - Concept, characteristics and Basic Types

Unit - 5: Intelligence - Concept, Basic Theories, Types of Intelligence and their uses

Unit - 6: Creativity - Concept, characteristics and Significance in Education

### **Block - 3: Psychology of Learning**

Unit -7: Psychology of Learning. Concept, Characteristics and Factors of Learning

Unit - 8: Behavioristic Theories of Learning and its Educational Implications;  
Connectionism, classical and operant Conditioning

Unit - 9: Cognitive Theories of Learning (Insightful and Information Processing) and its Educational Implications

### **Block - 4: Psychology of Mental Behaviors**

Unit - 10: Attitude - Concept, Nature, Education and Attitude.

Unit - 11: Individual Differences, Role of Heredity and Environment including Physical and Socio-cultural Factors

Unit-12: Temperament - Nature, Relationship between Personality and Education



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### **Block - 5: Psychology of Innate Tendencies**

Unit - 13: Human Needs - Concept, classification and its relation with Education

Unit - 14: Instinct - Nature and characteristics of Instinctive Behaviors

Unit - 15: Emotion - Definition, Characteristics, Types, Education and Emotion

### **Course Outcomes:**

1. Understanding and conceptualizing Personality, Basic Theories the personality on Type theory and its impact and assess the personality on type theory and its impact on Education.
2. Enumerating the Basic Types of Human Abilities, Intelligence and Creativity and their uses or significance in Education.
3. Explaining the concept, Factors, Theories of Learning and their Educational Implications.
4. Analysing various Mental Behaviours with respect to Attitude, Individual Differences and Temperament and their roles on Education.
5. Clear narration of the Psychology of Innate Tendencies in relation to Human Needs, Instinctive Behaviours and Emotional Impact on Education.

### **Suggested Reading:**

- Eysenck H. J. (1982) Personality, Genetics and Behaviour, Praeger 48, Theories of Personality-II, New York.
- Agarwal J.C. (2014) Essentials of Educational Psychology, Vikas Publishing House, New Delhi.
- Berliner, D. C. & Calfee, R.C. (1996) Hand Book of Educational Psychology, Routledge.
- Chauhan, S. S. (1999) Advanced Educational Psychology, Vikas Publishing House, New Delhi



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Email: schooledu@wbnsou.ac.in

- Mangal, 3.K. (1999) Advanced Educational Psychology, Prentice Hall of India, New Delhi.
- Mathur, S. S. (2000) Educational Psychology, Vinod Pustak Mandir, Agra.
- Woolfolk, A. (2004) Educational Psychology, Pearson Education
- Woolfolk, A & Anita, E. (2013) Educational Psychology, Prentice Hall International (UK) Limited, London.
- Roy, S. (1995) Educational Psychology, Soma Book Agency, 42/1, Beniatola Lane, Kolkata.

### NEC-ED-03

#### Approaches to Sociology of Education

##### **Objectives:**

After the completion of the course, the learners are expected to:

1. Understand the Approaches to Sociology of Education
2. Gain Knowledge About the continuation of Eminent Thinkers in the Field of educational Sociology
3. be Acquainted with the Concept of Social Movement
4. Gather some Knowledge of the Theories of social Movement
5. Be aware of the inequalities of educational opportunities

#### **Block: 1 Approaches to Sociology of Education**

Unit: 1 Symbolic Interaction

Unit: 2 Structural Functionalism

Unit: 3 Conflict Theory

#### **Block: 2 Social Thoughts**

Unit: 4 Indian Social Thinkers- G.S Guhurye and Radhakamal Mukherjee

Unit: 5 Theorists of Symbolic Interactionism- Max Weber and Cooley



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Unit: 6 Theorists of Structural Functionalism- Durkheim and Robert Merton

### **Block: 3 Social Movement**

Unit: 7 Concept, Scope and Nature of Social Movement

Unit: 8 Types, Stages and Functions of Social Movement

Unit: 9 Role of Leadership and Ideology in Social Movement

### **Block: 4 Theories of Social Movement**

Unit: 10 Relative Deprivations

Unit: 11 Resource Mobilization

Unit: 12 New Social Movement

### **Block: Education, inequalities and Social Justice**

Unit: 13 Concept of equality of Educational opportunities

Unit: 14 Education and disparities: Cast, Class, Tribe, gender, Rural Urban

Unit: 15 Education and social Mobility

### **Course Outcomes:**

1. Understanding the Approaches to Sociology of Education
2. Gaining knowledge about the continuation of Eminent Thinkers in the Field of educational Sociology
3. Conceptualising the Social Movement
4. Knowledge of the Theories of social Movement
5. Reflection on the inequalities of educational opportunities

### **Suggested Readings:**



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Email: schooledu@wbnsou.ac.in

- 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*.
- 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), Sikshamukhi Samaj Vigyan, *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, *Allied Publishers Ltd*.
- Mahapatra, A.K – *Bharater Samajik Samashya; 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 – *Siksha Shrayee Samaj Bigyan; K Chakraborty Publication, Kolkata*

### NEC-ED-04

#### Child Development and Pedagogy

##### Objectives:

After the completion of the course, the learners are expected to:

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

##### **Block-1: The Child**





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Unit: 1 Child Development: Concept, Nature and its Significance

Unit: 2 Principles of Child Development

Unit: 3 Socialisation Processes: Child and Social World

### **Block-2: Child Centered Progressive Education**

Unit: 4 Constructs and Critical Perspectives of Development: Piaget, Kohlberg and Vygotsky

Unit: 5 Child Centered and Progressive Education

Unit: 6 Individual Difference among learners: Diversity of Language, Caste, Gender, Community and Religion

### **Block-3: Children: Perspectives**

Unit: 7 Intelligence: Multi-Dimensional Constructs of Intelligence

Addressing the Talented and Creative Learners in Schools

Unit: 8 Addressing Socio-Culturally Marginalized and Specially Challenged Learners in the Classroom

Unit: 9 Gender as a social construct; gender roles, gender-bias and educational practices;

### **Block-4: Language, Learning & Critical Thinking**

Unit: 10 Language, Thought Process of Learners, Learning and Critical Thinking

Unit: 11 Learning Process through Children's Strategies, Social Context and Social Activities

Unit: 12 Alternative Conception of Learning: Child as a Problem Solver and a Scientific Investigator

### **Block-5: Teaching-Learning and Assessment**

Unit: 13 Factors Contributing to learning and Teaching: Personal (Cognition, Emotion and Motivation) and Environmental

Unit: 14 Teaching-Learning Materials: Textbooks, Multi-Media, Multilingual Resources of the Classrooms and Remedial Teaching

Unit: 15 Evaluating Learner Achievement: Entry Level Continuous and Comprehensive and Outcome Based Evaluation; Preparing Results: Scoring, Grading, and other Components.



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### Course Outcomes:

1. Developing an understanding of child development and its significance in life;
2. Knowledge on the psycho-social-cultural aspects of child development;
3. make an understanding about roles of intelligence, marginalization and gender issues on child development;
4. Acquainting with the thinking process and learning in the social context;
5. Building links on Teaching, its factors and teaching-learning materials

### 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

### MDC: NMD-ED-01 Best Practices in Inclusive Education

#### Course Objectives:

**After going through the course, the learners will be able to-**



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1. Understand, discuss and categorise diversity in Learners and conceptualise the philosophy of inclusion
2. Identify and gain an understanding of various inclusive teaching-learning practices.
3. Apprise the relationship and aspects in building Inclusive School & Community.
4. critically understand the role of leadership in inclusion

### **Block-1: Diversity & Inclusion**

Unit1: Diversity in Learners

Unit 2: Learners with Disabilities

Unit 3: Barriers in Learners

Unit 4: Inclusive Practices in Education

### **Block-2: Inclusive Teaching-Learning Practices**

Unit 5: Planning & Creating Learning Experiences in Inclusive Classroom

Unit 6: Design for Learning and Instruction

Unit 7: Accommodation & Adaptation

Unit 8: Learner Support Services in School

### **Block-3: Building Inclusive School & Community**

Unit 9: Promoting Inclusive Practices in School (IPS)

Unit 10: Assistive Devices and Technologies (ADT)

Unit 11: Building Inclusive Community

Unit 12: Managing Support for Inclusion - Collaborative Action

### **Block-4: Leadership & Inclusion**

Unit 13: Leadership for Inclusive Education

Unit 14: School Leadership for Inclusive Education

Unit 15: Leadership Practices in Educational Planning

Unit 16: Leadership and School Development Plan

### **Course Outcomes:**



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1. Categorisation of diverse learners and appreciation of the tenets of inclusion
2. Identification and understanding of various inclusive teaching-learning practices.
3. Apprising the relationship and aspects in building Inclusive School & Community.
4. Critical understanding of the role of leadership in inclusion

### **NSE-ED-01: Application of ICT in Education (For students opting Education as core subject/discipline)**

#### **Course Objectives:**

**After going through the course, the learners will be able to-**

1. gain an understanding of overview of ICT
2. Delineate and analyse approaches, strategies, stages and competencies related to ICT
3. Explore the new trends in ICT
4. Experience knowledge on ICT Integrated Education
5. Integrate and foster new age information skills

#### **Unit I: Overview of ICT**

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

#### **Unit II: Approaches, Stages and Competencies related to ICT**

- 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: New Trends in ICT**

- Virtual Classroom : Concept, Elements, Advantages And Limitations



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- Smart Class room : Concept, Elements, Advantages And Limitations
- Blended Learning : Concept and Scope
- Web 2.0 Tools: Email, Blogs, Wikis, Social Networking, Online Conferencing, Internet Forum and e- Library

### Unit IV: ICT Integrated Education

- Digital Lesson Design
- E-Portfolios of Learners
- Learning Resources Management
- Web Based Instruction
- E-modules

### Unit V: Information Age Skills

- **Info-Savvy Skills:** Asking, Accessing, Analyzing, Applying & Assessing
- **Digital Skills:** Functional Literacy skills, Scientific Literacy skills, Technological Literacy skills, Functional Literacy, Information Literacy skills, Cultural Literacy skills, Global Awareness skills

### Course Outcomes:

1. Understanding and conceptualising ICT
2. Enumerating approaches, strategies, stages and competencies related to ICT
3. Exploration of various new trends in ICT
4. Critical understanding on ICT Integrated Education
5. Integration and upskilling/re-skilling new age information skills

### Suggested Readings:

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



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Pandey, P. (2022), Critical Understanding of ICT, Rita Publications

### **AEC-6AE-RT-04: Reading & Reflecting on Text (For students opting Education as core subject/discipline)**

#### **Course Objectives:**

**After going through this course, the learners are expected-**

1. To acquaint with the ideas on understanding reading
2. To understand literacy
3. To determine reflections in comprehending texts
4. To enhance various skill development in responding to text
5. To identify and emulate critical and reflective reading
6. To have a better grip over writing as a process & product
7. To get an exposure in practicing skills for independent writing
8. To appreciate the relevance of reflection and assess academic reading

#### **Block- I: Introduction to Reading, Understanding Reading & Reflections on Literacy-Part-I**

**Unit 1:** Understanding Reading; Reading as A Meaning Making Process

**Unit 2:** Approaching Reading as A Tool for Academics

#### **Block- II: Introduction to Reading, Understanding Reading & Reflections on Literacy-Part-II**

**Unit 3:** Literacy and Current Graduates; Role of Literacy In Education, Career and Social Life

**Unit 4:** Literacy, Thinking and Self Esteem; Literacy of Language

#### **Block- III: Reading the Text & Reading Comprehension-Part-I**

**Unit 5:** Practicing Responses to Text

**Unit 6:** Meta Cognitive Awareness of Reading Processes and Strategies

#### **Block-IV: Reading the Text & Reading Comprehension-Part-II**

**Unit 7:** Indicators of Text Comprehension (Part 1) - Retelling, Summarizing, Answering

**Unit 8:** Indicators of Text Comprehension (Part 2) - Predicting, Commenting and Discussing

#### **Block-V: Developing Reading Skills & Critical and Reflective Reading -Part-I**

**Unit 9:** Responding to Reading Material (Part 1)

**Unit 10:** Responding to Reading Material (Part 2)

#### **Block-VI: Developing Reading Skills & Critical and Reflective Reading-Part-II**

**Unit 11:** Critical Reading Skills, Reflective Skills, Metacognition Skills

**Unit 12:** Activities for Developing Skills of Critical Reading & Reflective Reading

#### **Block-VII: Practicing Independent Writing-Part-I**

**Unit 13:** Understanding Writing as A Process: The Content



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**Unit 14:** Content Organizing Structure

**Unit 15:** Understanding Writing as A Process

### **Block-VIII: Practicing Independent Writing-Part-II**

**Unit 16:** Practicing Self- Editing and Peer Editing of Sample Texts

**Unit 17:** Converting Written Information into Graphical Representation

**Unit 18:** Practicing Daily Living Writing: Applications / Agenda - Minutes / Note Taking

### **Course Outcomes:**

1. Conceiving the realms of understanding reading
2. Understanding on literacy
3. Determining reflections in comprehending texts
4. Enhancing various skill development in responding to text
5. Identifying critical and reflective reading
6. Hand holding over writing as a process & product
7. Experience in Practicing skills for independent writing
8. Appreciate the relevance of reflection and assess academic reading

### **Suggested Readings:**

Reading & Reflecting on Texts, Jan 2018 by Dr. P. Dinakar, Neelkamal Publications  
Reading and Reflecting on Text, Jan 2021, by Prof. Y. Sreekanth, published by IUCTE, NCERT

Ahmadi, M.R. et al (2016). The importance of metacognitive reading strategy

awareness in reading comprehension. English language teaching. Retrieved from [https://www.researchgate.net/publication/273989234\\_The\\_Importance\\_of\\_Metacognitive\\_Reading\\_Strategy\\_Awareness\\_in\\_Reading\\_Comprehension](https://www.researchgate.net/publication/273989234_The_Importance_of_Metacognitive_Reading_Strategy_Awareness_in_Reading_Comprehension)

Snow, C., Burns, M.S.& Griffin, P. (2005). Knowledge to support the teaching of reading: preparing teachers for a changing world. San Francisco:Jossey-Bass

Aranha,M.(1985). Sustained silent reading goes East. The Reading Teacher, 39,214- 217

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/eshcc/Algemene\\_cultuurwetenschappen/writing\\_guide\\_Culture\\_Media\\_and\\_Communication.pdf](https://www.eshcc.eur.nl/fileadmin/ASSETS/eshcc/Algemene_cultuurwetenschappen/writing_guide_Culture_Media_and_Communication.pdf)