

**Programme Outcome/Programme Specific Outcome/ Course Outcome  
of M.Ed (Master of Education):  
Affiliated To Baba Saheb Ambedkar Education university (Erstwhile The West Bengal  
University Of Teachers' Training, Education Planning & Administration).**

Sammilani Teachers' training College is NAAC accredited composite Teacher Training College. The College runs teacher training courses on B.Ed and M.Ed for catering the needs of qualified and competent teachers in India which is duly recognized by NCTE (National Council for Teacher Education) and affiliated to Baba Saheb Ambedkar Education university (Erstwhile The West Bengal University of Teachers' Training, Education Planning & Administration). Various outcomes of M.Ed programme can be depicted in the following manner.

***Programme Outcome of M.Ed (Master of Education):*** On successful completion of the two year M.Ed programme, the prospective Teacher Educator will get the opportunity to excel in the field of education with multiple skills. It prepares the individual to introspect into the nature of educational problems and generate diversified knowledge with dynamic educational plans and policies. They shall be dedicated and motivated towards continuous learning with a clear vision and mission.

The program is designed to provide opportunities for the prospective teacher educators.

1. To extend and deep in their knowledge and understanding of education and teacher education develop their research capacities.
2. To specialize in select areas.
3. To develop their critical awareness of professional ethics etc.

The course includes both critical comprehension of theory means collective reflections exploratory readings and inquiry through research both theoretical and empirical adds to this. It also gives distinct additional emphasis on hands on and field based experiences deep and proactive, reflective practices, skills and competencies. Particularly those related to practice of the profession and inculcation of professional ethics. The present Endeavour to develop the 2 year course for Master of Education program leading to to evolve a standard pattern of syllabus for teacher education for the whole country. Emerging scenario of this school education in terms of quantity and quality development corresponding reforms in teacher education. Recent initiatives undertaken by the NCTE in 2014 in respect of teacher education curriculum reform.

The two year M.Ed. program is designed to attain the following broad objectives after the completion of the course, the prospective teacher educators shall

- ▶ Understand the central concepts tools of inquiry and structures of the disciplines and can create learning experiences that make these aspects of subject matter

meaningful.

- ▶ Understand how children learn and develop how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts. plan learning experiences that are based on learners existing proficiency interests experiences including misconceptions and errors .
- ▶ Understand how to students come to view develop and makes sense of subject matter contained in the learning experiences.
- ▶ Use knowledge of effective verbal non verbal and media communication techniques to

foster active inquiry collaboration and supportive interaction in the classroom.

- ▶ Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual social and physical development of the learner.
- ▶ Develop self identity as a teacher educator through continuous experiences and reflective practices that continually evaluate the effects of his choices and actions.
- ▶ Build perspective and understanding of concepts, theories, ideas and practices across various fields of Education.
- ▶ Understand the historical, political and economical aspect of education.
- ▶ Provide research related experiences with the competency to independently develop dissertation and research work.
- ▶ Interpret the schools of philosophy and their educational significance.
- ▶ Get an insight into various educational policies and practices.
- ▶ Enable proper understanding and critical perspective about specialized areas of Education.

**Course Outcome of M.Ed (Master of Education):** Preparing an individual as a Teacher Educator with a reflective outlook by articulating the emerging challenges is the core of M.Ed course. The course specific outcomes of M.Ed are as follows.

### Semester-I

#### Educational Studies (2.1.1)

- To understand the theoretical perspectives of Education.
- To examine Education as a Discipline and Inter disciplinary knowledge.
- To understand the socio-cultural context of Education.
- To reflect upon the multiple contexts of Teacher Education.
- To analyze the discipline of education as an important subsystem of overall social system.
- To visualize the role of education in the changing socio-cultural context
- To suggest ways to address the challenges of school education
- To state the use of various support systems for improving school education.

Suggested Readings:

1. শিক্ষামূলক চর্চা এডুকেশন স্টাডিজ  
- ডক্টর উদারশঙ্কর কবিরাজ, পিন্টু সিংহ, দিবেশ কুমার দে
2. শিক্ষা অধ্যয়ন  
Educational Studies  
- ড. প্রণব কুমার চক্রবর্তী, ড. বাপ্পাদিত্য আদক, অভিজিৎ ঘোষাল
3. Educational Studies  
- Satyaki Sarkar, Trinhna Das

Mode of Evaluation:

- Internal – Assignment
- External – Written term end examination

Assessment	
Internal	30 Marks
External	70 Marks

Course delivery format:

Primarily black board teaching and PPT presentation

Supplementary academic support:

Providing links of subject related video, PDF etc.

### **Historical, Political and Economic Perspectives of Education (2.1.2)**

- To know about the historical, political and economic perspective of Education.
- To understand about Human Resources and Human Development Index.
- To reflect upon group diversities
- To understand the contributions of educational thinkers to educational thought and practice in Western and Eastern countries.
- To elaborate the Genesis of expansion of education in India during free independence period.
- To describe the evolution of policies in education and their mandate for development of quality education in post independent period.
- To explain the political perspectives in education in respect of policy formulation and implementation of educational programs.
- To explain the bearing of plan provisions and priorities in education during independence period and the short fall thereof understand the implications of.
- To emerging concern for education and the inbuilt problems and issues.

Suggested Readings:

- শিক্ষার ঐতিহাসিক রাজনৈতিক ও অর্থনৈতিক প্রেক্ষিত  
Historical political and economic perspective of education  
- ড. মিহির কুমার চ্যাটার্জী, ড. প্রণব কুমার চক্রবর্তী, প্রণয় পান্ডে
- Historical, Political and Economic Perspective of Education  
- Mr. Abhijeet Ghosal, Miss Pinki Paul & Mrs. Pritha Banerjee (Chakraborti)
- Historical Political and Economic Perspectives in Education  
- Satyaki Sarkar & Ranjini Ghosh
- শিক্ষার ঐতিহাসিক রাজনৈতিক ও অর্থনৈতিক প্রেক্ষাপট  
Historical Political and Economic Perspective of Education  
- ড. উদয় শঙ্কর কবিরাজ, দেবেশ কুমার দে, পিন্টু সিনহা

Mode of Evaluation:

- Internal – Assignment
- External – Written term end examination

Assessment	
Internal	30 Marks
External	70 Marks

Course delivery format:

Primarily black board teaching and PPT presentation

Supplementary academic support:

Providing links of subject related video, PDF etc.

### **Psychology of Learning and Development (2.1.3)**

- To understand the process of learning and human development.
- To analyze various theories of learning.
- To comprehend the impact of culture and diversity in the learning process.
- To understand about transfer of learning.
- To conceptualize a framework of learning in terms of diverse context and approaches to learning and learning environment
- To reflective on the process of learning from the point of view of different theoretical prospective and the need to adopt appropriate approach.
- To state the difference among the different theoretical explanation of learning and provide appropriate justification to the present teaching learning practices.
- To elaborate the cognitive processes involved in acquiring learning experience.
- To explain the important of motivation and the strategies to motivate the learners for learning.
- To describe different forms of learner engagement in and outside of classroom while learning.
- To state the characteristics of different stages of Human Development with emphasis on the childhood and adolescence stages period.
- To meet the individual learning of learning at each stage of learner' s growth
- To reflect upon memory and its psychological implication.

Suggested Readings:

- Advanced Educational Psychology – S.K.Mangal
- শিখন ও বিকাশের মনস্তত্ত্ব  
Psychology of Learning and Development  
- ড. মিতালী পন্ডা ,দেবপ্রসাদ বিশ্বাস
- Essentials of Educational Psychology -S.K.Mangal
- Educational Psychology  
- Arnab Chowdhury & Jayanta Mete
  - শিখন ও বিকাশের মনস্তত্ত্ব  
- ড.দেবশীষ পাল,ড. প্রণব কুমার চক্রবর্তী,প্রণয় পান্ডে

Mode of Evaluation:

- Internal – Assignment
- External – Written term end examination

Assessment	
Internal	30 Marks
External	70 Marks

Course delivery format:

Primarily black board teaching and PPT presentation

Supplementary academic support:

Providing links of subject related video, PDF etc.

### **Pre-Service and In-Service Teacher Education (2.1.4)**

- To understand about components of Teacher Education Curriculum.
- To analyze the relevance of pre-service and in-service teacher training courses.
- To review the dynamics of various teacher education programmes
- To state the importance of Pre service and in service teacher education in respect of growing demands for quality education.
- To describe the development of teacher education in India during postindependence period.
- To specify the characteristics needs and challenges of teacher education at the elementary and secondary level teacher education in response to the emerging demands of the changing scenario of School education.
- To state the importance of continuing professional development of teachers and the efforts made so far in this direction through different national and state programmed.
- To use various methods and approaches appropriately in curriculum transaction in teacher education courses.

Suggested Readings:

- Teacher Education – Radha Mohan
- কর্ম পূর্ববর্তী এবং কর্মকালীন শিক্ষক প্রশিক্ষণ  
Pre-service and In-service teacher education  
- ড. মিতালী পন্ডা, দেবপ্রসাদ বিশ্বাস

Mode of Evaluation:

- Internal – Assignment
- External – Written term end examination

Assessment	
Internal	30 Marks
External	70 Marks

Course delivery format:

Primarily black board teaching and PPT presentation

Supplementary academic support:

Providing links of subject related video, PDF etc.

### **Communication & Expository Writing (2.1.5)**

- To organize academic representation with effective writing skill.
- To sensitize about perspective based write up.
- To articulate and organize ideas with clarity and relevance.
- To explain the concept of effective communication including its components and processes.
- To organize the ideas/ thoughts in proper sequence.
- To maintain clarity, brevity and precision in all communications.
- To prepare reports in appropriate manner for presentation.
- To appreciate the importance of communication as a skill required in teaching profession and life.

Mode of Evaluation:

- Internal – Assignment, Group discussions
- External – Viva-voce

Assessment	
Internal	25 Marks
External	25 Marks

Course delivery format:

Primarily black board teaching

Supplementary academic support:

Providing links of subject related video, PDF etc.

### **Self-Development through Yoga (2.1.6)**

- To know the significance of yoga for integrated personality.
- To practice stress relieving measures.
- To understand the concept of self-development and human values.
- To elaborate the different dimensions of self-development and different goal setting behavior of an individual.
- To explain the Strategies for personal development in workplace their by improving professional competence.
- To state the characteristics development of self- development from early childhood to youth.
- To realize the ways of personal development through development of self-awareness.

Suggested Readings:

- Yoga education (APH publishing corporation)

- Suman Kalyan Roy
- Physical Education and Yoga(Kunal Books)
  - Dr.Narayan Barik
- যোগ শিক্ষা ও আত্ম বিকাশ (Rita Publication)
  - Self Development through Yoga Education
    - ড. অজিত দাস

Mode of Evaluation:

- Internal – Assignment, Practice of Asana and Pranayama
- External – Viva-voce

Assessment	
Internal	25 Marks
External	25 Marks

Course delivery format:

Primarily black board teaching

Supplementary academic support:

Providing links of subject related video, PDF etc.

## Semester-II

### Philosophical Perspective of Education (2.2.1)

- To understand the context of philosophy of education.
- To interpret the educational philosophy of great thinkers.
- To correlate sociology and education.
- To establish the relevancy of philosophical theories in modern education.
- To explain the structure of philosophy in terms of its elements and their relationship.
- To explain the inter relationship between philosophy and education.
- To understand the Indian philosophical traditions and their implications for life and education.
- To state the basic postulates of different western philosophy and their implication for education.

Suggested Readings:

- Philosophical Perspectives of Education
  - Raj Kumar Nayek and Bimal Charan Swain
- Educational Philosophy
  - Arnab Chowdhury & Jayanta Mete
- শিক্ষার দার্শনিক প্রেক্ষিত
  - Philosophical perspective of education
  - ড.মিহির কুমার চট্টোপাধ্যায় ,ড .চৈতন্য মন্ডল প্রণয় পাণ্ডে



Mode of Evaluation:

- Internal – Assignment
- External – Written term end examination

Assessment	
Internal	30 Marks
External	70 Marks

Course delivery format:

Primarily black board teaching and PPT presentation

Supplementary academic support:

Providing links of subject related video, PDF etc.

### **Sociological Perspectives of Education (2.2.2)**

- To analyze the social perspective of education.
- To interpret the role of education in social context.
- To understand sociology of education.
- To recognize the socio-cultural aspects of education
- To clarify the meaning and origin of society and social diversities.
- To states the Dynamics of the social processes with examples drawn from Indian context.
- To explain the functions of culture in the transformation and development in the context of cultural diversities existing in Indian society.
- To delineate the role of education in the process of enculturation and acculturation.
- To state the role of education in addressing the issues of inequality and different forms of these advantages amount learners.
- To recognize the roles of education in meeting the emerging social challenges.

Suggested Readings:

- Sociological Perspectives of Education  
- Satyaki Sarkar
- শিক্ষার সমাজতাত্ত্বিক প্রেক্ষিত.  
Sociological perspective of education  
- ড.মিহির কুমার চট্টোপাধ্যায় ,ড.চৈতন্য মন্ডল ,প্রণয় পান্ডে

Mode of Evaluation:

- Internal – Assignment
- External – Written term end examination

Assessment	
Internal	30 Marks
External	70 Marks

Course delivery format:

Primarily black board teaching and PPT presentation

Supplementary academic support:

Providing links of subject related video, PDF etc.

### **Introduction to Research Methodology (2.2.3)**

- To understand about educational research and its designing.
- To know about various data collection tools and sampling.
- To understand about descriptive and inferential statistics.
- To clarify the conceptual issues related to educational research.
- To understand the application of statistic.
- To prepare a research proposal.
- To state the scope of Educational Research
- To explain the knowledge generation process in historical prospective.
- To understand and explain the variety of research approaches understand the variety of research methods, design, and sample tools and data analysis techniques.

Suggested Readings:

- গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল  
Research methodology and statistical techniques  
- Dr Debashish Paul  
Revised by  
- Dr. Sreedeepta Sinha, Dr. Pranay Pandey
- সামাজিক গবেষণা  
Social Research  
- অমিত ভৌমিক
- Research in Education  
- John W. Best, James V. Khan, Arvind K. Jha
- গবেষণা পদ্ধতি  
Research methodology  
- অধ্যাপক তারকনাথ পান

Mode of Evaluation:

- Internal – Assignment
- External – Written term end examination

Assessment	
Internal	30 Marks
External	70 Marks

Course delivery format:

Primarily black board teaching and PPT presentation

Supplementary academic support:

Providing links of subject related video, PDF etc.

### **Inclusive Education and Gender (2.2.4)**

- To understand about inclusive society and the educational reforms.
- To reflect upon various assessment and teaching learning strategies for the disabled.
- To acquaint with various perspectives of gender issues.
- To know the relation between gender issues and curriculum.
  
- To describe the development of the concept of inclusive education beginning with special education and integrated education.
- To identify different categories of children with drivers needs their characteristics and educational needs.
- To states the initiative for inclusive education both at national and international levels along with the laws, policies and provisions.
- To elaborate the educational interventions for inclusive education.
- To identify issues related to the implementation of inclusive education and propose appropriate interventions.

#### Suggested Readings:

- Inclusive Education  
- Arnab Chowdhury & Jayanta Mete
- সর্বসমাবিষ্ঠ শিক্ষা ও শিক্ষায় লিঙ্গ প্রসঙ্গ  
- ড. প্রণব কুমার চক্রবর্তী

#### Mode of Evaluation:

- Internal – Assignment
- External – Written term end examination

Assessment	
Internal	30 Marks
External	70 Marks

#### Course delivery format:

Primarily black board teaching and PPT presentation

#### Supplementary academic support:

Providing links of subject related video, PDF etc.

### **Curriculum Studies (2.2.5)**

- To understand the concept and types of curriculum.
- To know the foundations of curriculum planning and curriculum construction.
- To reflect upon the strategies of successful curriculum transaction.
- To understand the bases of and components of Curriculum and curriculum development.

- To analyze the concern and issues of Curriculum development.
- To distinguish the different approaches to curriculum development.
- To explain the various models of Curriculum.
- To understand the integrated and interdisciplinary nature of learning.

Suggested Readings:

- Curriculum and Development  
- Arnab Chowdhury & Jayanta Mete
- পাঠক্রম অধ্যয়ন  
Curriculum studies  
- ড. মিহির কুমার চট্টোপাধ্যায়, চৈতন্য মণ্ডল, প্রণয় পান্ডে

Mode of Evaluation:

- Internal – Assignment
- External – Written term end examination

Assessment	
Internal	15 Marks
External	35 Marks

Course delivery format:

Primarily black board teaching and PPT presentation

Supplementary academic support:

Providing links of subject related video, PDF etc.

### **Internship in Teacher Education Institutions (2.2.6)**

- To develop the competencies in organizing various types of teacher education activities.
- To reflect upon the various areas of in-service training.
- To analyze the significance of co-curricular and extra-curricular activities.
- To get an insight about the status of pupil teachers.
- To understand his /her roles as teacher educator, after observing analyzing the activities of the teacher educators in the teacher education institutions (elementary and secondary)
- To put his or her theoretical and practical understanding about teacher preparation into action.
- To integrate both theoretical and practical aspects of teacher education program on the one hand and experience of school with that of teacher education programs on the other.
- To explain the content of pre-service teacher education curriculum manner of its organization, the resources need for it and issues related to them.

- To involve him /her actively in various activities and processes of teacher education institution and perform multiple roles of a teacher educator.
- To transact the teacher education curriculum and organize related activities effectively.
- To design continuing professional development program after assessing needs of the in-service teacher.
- To develop required professional ethics, attitudes and interest to function effectively as a teacher educator.

Mode of Evaluation:

- Internal – Assignment
- External – Written term end examination

Assessment	
Internal	25 Marks
External	25 Marks

Course delivery format:

Primarily black board teaching and PPT presentation

Supplementary academic support:

Providing links of subject related video, PDF etc.

## Semester-III

### Specialization Courses in Secondary Education

#### Secondary Education : Institutions, Systems and Structure 2.3.1.(a)

- To get an insight about the status of secondary education.
- To analyse the various issues of secondary and higher secondary education indifferent aspects
- To know the norms for secondary school education.
- To identify the responsibility of the administration of different levels of secondary education.

Suggested Readings:

- Institutions, System and Structures in Secondary Education  
- Kaustuv Bhattacharyya & Suman Kalyan Roy
- Institutions, System and Structures in Secondary Education (Bengali Edition)  
- Dr. Salil Kumar Dutta, Debdatta Guha Biswas & Rituparna Das

Mode of Evaluation:

- Internal – Assignment
- External – Written term end examination

Assessment	
Internal	15 Marks
External	35 Marks

Course delivery format:

Primarily black board teaching and PPT presentation

Supplementary academic support:

Providing links of subject related video, PDF etc.

#### Secondary Education :Stage Specific Status, Issues & Concerns -2.3.1.(b)

- To understand about the management policies of school education.
- To introspect on the perspective of secondary education.
- To investigate on the areas of teacher education for secondary level
- To know about the different issues related to school education.

Suggested Readings:

- Stage Specific Status Issues and concern in Secondary Education  
- Kaustuv Bhattacharyya & Suman Kalyan Roy
- Stage Specific Status Issues and concern in Secondary Education (Bengali Edition)  
- Dr. Salil Kumar Dutta, Debdatta Guha Biswas & Rituparna Das
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Mode of Evaluation:

- Internal – Assignment
- External – Written term end examination

Assessment	
Internal	15 Marks
External	35 Marks

Course delivery format:

Primarily black board teaching and PPT presentation

Supplementary academic support:

Providing links of subject related video, PDF etc.

### **Policy and Practice Relating to Curriculum, Pedagogy and Assessment -2.3.1.(c)**

- To analyse the functioning of various institutions and agencies of secondary education.
- To identify the principles of curriculum construction at secondary level.
- To analyse the different approaches and strategies of secondary education.
- To know about the collaborative learning meaning and its role in curriculum transaction.

Suggested Readings:

- Policy and practices Relating to Curriculum, Pedagogy and Assessment in Secondary Education  
- Kaustuv Bhattacharyya & Suman Kalyan Roy

Mode of Evaluation:

- Internal – Assignment
- External – Written term end examination

Assessment	
Internal	30 Marks
External	70 Marks

Course delivery format:

Primarily black board teaching and PPT presentation

Supplementary academic support:

Providing links of subject related video, PDF etc.

### **Statistical Techniques in Advance Research Methodology -2.3.2**

- To analyze the quantitative and qualitative data for research.
- To enhance the competencies of synthesizing research work.
- To develop the skill of preparing a complete research report.

- To understand the characteristics, forms utility and limitations of different types of experimental research designs in education.
- To discriminate non experimental designs from the experimental designs.
- To differentiate different non-experimental designs in educational research.
- To use various quantitative and qualitative techniques of data analysis.
- To apply the appropriate.
- To understand the process involved in research reporting and writing.

Suggested Readings:

- Statistics in Psychology and Education  
- S.K.Mangal
- শিক্ষায় রাশিবিজ্ঞান Statistics in Education  
- ডক্টর ঐশ্বর্যা দে
- শিক্ষায় রাশিবিজ্ঞান Statistics in Education  
- ডঃ প্রণব কুমার চক্রবর্তী, সোমনাথ রায়, প্রণয় পান্ডে

Mode of Evaluation:

- Internal – Assignment
- External – Written term end examination

Assessment	
Internal	30 Marks
External	70 Marks

Course delivery format:

Primarily black board teaching and PPT presentation

Supplementary academic support:

Providing links of subject related video, PDF etc.

**Internship -2.3.3**

- To sensitize about various activities of in-service teacher training.
- To reflect upon the curricular aspect of teacher education programmes.
- To understand the instructional and evaluation practices of teacher education programmes.
- To orient and acquaint with the overall working of the teacher training institutes.
- To explain the content of pre-service teacher education curriculum manner of its organization, the resources need for it and issues related to them.
- To involved him /her actively in various activities and processes teacher education. Institution and perform multiple roles of a teacher educator.



- To transact the teacher education curriculum and organize related activities effectively.
- To design continuing professional development program after assessing needs of the inservice teacher.
- To develop required professional ethics, attitudes and interest to function effectively in teacher education.

Mode of Evaluation:

- Internal – Viva voce, assignment check
- External – Viva voce

Assessment	
Internal	50 Marks
External	50 Marks

Course delivery format:

Discussion

Supplementary academic support:

Providing links of subject related video, PDF etc.

### **Educational Technology and ICT in Education -2.3.4**

- To develop the skill of using ICT in teaching and learning.
- To state the nature, scope and significance of educational technology for school education.
- To elaborate the use and availability of resource centers for educational technology by the schools and teachers.
- To explain the different techniques and approaches to communication process and their uses in open learning resources.
- To use the basic skills in production of different types of instructional materials required for the school children.
- To comprehend the uses of different electronics systems and their application in teaching and learning.
- To demonstrate favorable attitude towards the use of different educational media.
- To acquaint themselves with emerging trends in ET and various ET resource centers.
- To adopt the use of ICT for instructional purpose in and out of school.
- To understand about digital technology in socio-economic context.
- To build competency on techno pedagogic and info savvy skills.

Suggested Readings:

- Information and Communication Technology and Applications of Information Technology  
- Dr. Sridipa Singh, Satyaki Sarkar and Monalisa Chakraborty
- শিক্ষা প্রযুক্তি বিদ্যা এবং শিক্ষায় তথ্য ও যোগাযোগ প্রযুক্তি  
Educational technology and ICT in Education  
- Pranay Pandey

Mode of Evaluation:

- Internal – Assignment
- External – Written term end examination

Assessment	
Internal	30 Marks
External	70 Marks

Course delivery format:

Primarily black board teaching and PPT presentation

Supplementary academic support:

Providing links of subject related video, PDF etc.

### **Preparation of Research Proposal -2.3.5**

- To learn about review of related literature, analyze the existing studies.
- To develop the skill of tabulating data as per the objectives of study.
- To identify the criteria for selection from standardized tools.
- To classify research abstracts under different variables of study.

Mode of Evaluation:

- Internal – Viva voce ,Research proposal presentation
- External – Viva voce

Assessment	
Internal	25 Marks
External	25 Marks

Course delivery format:

Discussion, Demonstration, Workshop on Research Methodology

Supplementary academic support:

Providing links of subject related video, PDF etc.

## Semester-IV

### 2.4.1- Perspectives and Issues and Research in Teacher Education

- To frame a holistic approach of teacher education.
- To analyse the problems of teacher education.
- To comprehend on the educational policies of teacher education.
- To introspect the significance of research in teaching and teachers' perspective.
- To reflect on the problems and issues integer education.
- To explain various approaches to teacher development.
- To identify the issues in conducting Research and teacher education.
- To realize the major areas of research in teacher education.
- To explain the mechanism of quality assurance in teacher education.

Suggested Readings:

- Perspectives, Issues and Research in Teacher Education  
- Dr. Kaustuv Bhattacharyya, Dr. Salil Kumar Dutta and Suman Kalyan Roy

Mode of Evaluation:

- Internal – Assignment
- External – Written term end examination

Assessment	
Internal	30 Marks
External	70 Marks

Course delivery format:

Primarily black board teaching and PPT presentation

Supplementary academic support:

Providing links of subject related video, PDF etc.

### 2.4.2 (a)- Education and Educational Planning in the context of Secondary Education

- To learn about the determinants of educational policy in India.
- To understand the problems of secondary education.
- To comprehend the process of generation and utilisation of financial resources.
- To know about the cost and benefit analysis of education.
- To analyse the significance of manpower planning and human capital.
- To reflect upon the different approaches of education.
- To explain the objectives of educational planning and different approach.
- To state the mechanism of planning in India at different levels.
- To elaborate the planned priorities, objectives and programs in

post-independence period.

- To reflect upon various issues in educational planning in India interventions already adopted.

Suggested Readings:

- Educational Planning in the Context of Secondary Education  
- Kaustuv Bhattacharyya, Dr. Salil Kumar Dutta & Suman Kalyan Roy
- Educational Planning in the Context of Secondary Education (Bengali Edition)  
- Dr. Salil Kumar Dutta, Debdatta Guha Biswas & Rituparna Das

Mode of Evaluation:

- Internal – Assignment
- External – Written term end examination

Assessment	
Internal	30 Marks
External	70 Marks

Course delivery format:

Primarily black board teaching and PPT presentation

Supplementary academic support:

Providing links of subject related video, PDF etc.

### **2.4.3 (b) -Educational Administration in the context of Secondary Education**

- To know about the educational administration.
- To reflect upon the various problems of educational administration in India.
- To know about the leadership in administration.
- To know the role of different bodies in educational administration.
- To identify the agencies involved in the administration.

Suggested Readings

- ESSENTIALS OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT  
- Raj Kumar Nayak & Bimal Charan Swain
- Educational Administration in the Context of Secondary Education  
- Kaustuv Bhattacharyya & Suman Kalyan Roy
- শিক্ষা ব্যবস্থাপনা প্রশাসন এবং সংগঠন  
Educational Management, Administration and Organisation  
- ড. দেবশিস পাল

Mode of Evaluation:

- Internal – Assignment
- External – Written term end examination

Assessment	
Internal	30 Marks

External	70 Marks
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Course delivery format:

Primarily black board teaching and PPT presentation

Supplementary academic support:

Providing links of subject related video, PDF etc.

### **2.4.3(c) - Educational Management and School Leadership in the context of Secondary Education**

- To get an insight into educational management.
- To understand the concepts principles processes and techniques of educational management.
- To explain the structural framework of education at the Central and state level
- To state the policies and process of educational management adopted after 1986.
- To apply the concepts, techniques and processes of educational management in different situation.
- To specify the resources and the process resource management.
- To state the characteristics and functioning of educational leadership.
- To describe the theories and models of educational leadership.
- To acquaint with various types of leadership patterns.
- To identify the successful leadership behaviours.
- To relate the pupils learning to the leadership practices.
- To reflect upon the issues and challenges of educational leadership.

Suggested Readings:

- Educational Management, Administration and Leadership  
Arnab Chowdhury & Jayanta Mete
- Educational Management and School Leadership in the Context of Secondary Education  
- Dr. Kaustuv Bhattacharyya and Suman Kalyan Roy
- EDUCATIONAL MANAGEMENT, ADMINISTRATION, PLANNING AND LEADERSHIP  
(Bengali Edition)  
- Jayanta Mete & Rimmi Datta

Mode of Evaluation:

- Internal – Assignment
- External – Written term end examination

Assessment
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Internal	30 Marks
External	70 Marks

Course delivery format:

Primarily black board teaching and PPT presentation

Supplementary academic support:

Providing links of subject related video, PDF etc.

#### **2.4.4 - Dissertation (Report Writing and Viva Voce)**

- To effectively execute research projects.
- To develop the link between educational theory and research.
- To articulate and formulate the research problem.
- To scientifically design the research plans.
- To analyse and interpret data quantitatively and qualitatively.

Mode of Evaluation:

- Internal – Presentation of research work & Viva voce
- External – Viva voce

Assessment	
Internal	50 Marks
External	50 Marks

Course delivery format:

Discussion, Demonstration, Workshop on Research Methodology

Supplementary academic support:

Providing links of subject related video, PDF etc.