

Netaji Subhas Open University



**SYLLABUS FOR
EDUCATION
COURSE CODE - EED**

**NETAJI SUBHAS OPEN UNIVERSITY
DD-26, Sector-I, Salt Lake City,
Kolkata - 700 064**

COURSE STRUCTURE

1. COMPULSORY SUBJECTS : FOUNDATION COURSE

(a) Humanities and Social Science (FHS)	8 Credits
(b) Science and Technology (FST)	8 Credits
(c) Bengali (FBG)	4 Credits
(d) English (FEG)	4 Credits
TOTAL	24 Credits

2. ELECTIVE SUBJECTS : HONOURS COURSE (EED)

Paper I – Philosophical and Sociological Foundations of Education	8 Credits
Paper II – Educational Psychology and Pedagogical Perspective of Education	8 Credits
Paper III –Development of Indian Education &Heritage	8 Credits
Paper IV –Trends and Issues in Education and Comparative Education	8 Credits
Paper V – Educational Evaluation and Statistics in Education	8 Credits
Paper VI – Educational Management, Administration and Fundamentals of Educational Technology	8 Credits
Paper VII –Educational Guidance, Counseling and Curriculum Studies	8 Credits
Paper VIII–Educational Research and ICT in education	8 Credits
TOTAL	64 Credits

3. SUBSIDIARY PAPERS (ANY ONE)

(a) Bengali (SBG)	8 Credits
(b) English (SEG)	
(c) History (SHI)	
Total	8 Credits

4. APPLICATION ORIENTED COURSE

Food Processing (AOC – 02)	8 Credits
Total	8 Credits

5. Environmental Studies	4 Credits
TOTAL	4 Credits

TOTAL CREDITS FOR THE COURSE

GROUP	CREDITS
Compulsory Subjects : Foundation Course	24 Credits (300)
Elective Subjects : Honours Course (EED)	64 Credits (800)
Application Oriented Course	8 Credits (100)
Environmental Studies	4 Credits (50)
TOTAL	100 Credits (1250 marks)

EVALUATION SYSTEM

INTERNAL ASSESSMENT: 30%
EXTERNAL ASSESSMENT: 70%

Curriculum Structure of BDP: Honours in Education (EED)

Paper	Paper Title	Marks
EED 1	Philosophical and Sociological Foundations of Education <ul style="list-style-type: none"> • Group-A: Philosophical Foundation of Education • Group-B: Education and Society 	50+50= 100
EED 2	Educational Psychology and Pedagogical Perspective of Education <ul style="list-style-type: none"> • Group-A: Educational Psychology • Group-B: Pedagogical Perspective of Education 	50+50= 100
EED 3	Development of Indian Education and Heritage <ul style="list-style-type: none"> • Group-A: Education in Pre-Independent India • Group-B: Education in Post-Independent India 	50+50= 100
EED 4	Trends and Issues in Education and Comparative Education <ul style="list-style-type: none"> • Group-A: Trends and Issues in Education • Group-B: Comparative Education 	50+50= 100
EED 5	Educational Evaluation and Statistics in Education <ul style="list-style-type: none"> • Group-A: Educational Evaluation • Group-B: Statistics in Education 	50+50= 100
EED 6	Educational Management, Administration and Fundamentals of Educational Technology <ul style="list-style-type: none"> • Group-A: Educational Management & Administration • Group-B: Fundamentals of Educational Technology 	50+50= 100
EED 7	Educational Guidance, Counseling and Curriculum Studies <ul style="list-style-type: none"> • Group-A: Educational Guidance & Counseling • Group-B: Curriculum Studies 	50+50= 100
EED 8	Educational Research and ICT in Education <ul style="list-style-type: none"> • Group-A: Educational Research • Group-B: ICT in Education 	50+50= 100
Total		800

**CURRICULUM OF BDP
EDUCATION
(HONOURS)
Elective Education - EED**

BDP Education (Honours)
EED -1
Full Marks-100
Philosophical and Sociological Foundations of Education

Course Objectives:

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

- Discuss the meaning and scope of educational philosophy
- Discuss the meaning, nature, scope and aims of education.
- Explain the factors of education and their relationships.
- Describe the epistemology, metaphysics and axiology of different Indian schools of philosophy namely Sankhya, Yoga and Buddhism.
- Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.
- Explain the concept of Democracy, Socialism and Secularism.
- State the educational philosophies of Swami Vivekananda, Rabindranath Tagore, Krishnamurthy, Rousseau, Dewey and Froebel.
- Discuss the meaning, nature and scope of Educational sociology and relation between education and sociology
- Describe the social factor and their relation to Education.
- Define social groups, socialization and social Institution and Agencies of Education.
- Explain the Social change and its impact on Education.
- Highlight Social problems and its relation with education.

Group-A

Full Marks: 50

Philosophical Foundation of Education

Unit-I: Concept, Scope and Aim of Education

- a) Meaning and scope of Educational Philosophy
- b) 21st Century Education Commission (UNESCO, 1996)
- c) Individualistic and socialistic aims.
- d) Relation between Education and Philosophy.

Unit-II: Factors of Education: Philosophical View Points

- a) Child: Meaning and characteristics of child centric education system.
- b) Teacher: Qualities and duties of a good teacher. Teacher as a motivator, mentor, facilitator and problem solver.
- c) Curriculum: Meaning and Types, Co-curricular activities
- d) School: vision and functions

Unit-III: Schools of Philosophy and National Values

- a) Indian schools of Philosophy: Sankhya, Yoga, Buddhism; in terms of Epistemology, Metaphysics and Axiology.

- b) Western Schools of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles and aims of education, curriculum, teaching methods, teacher, discipline.
- c) Inculcation of basic National Values: Democracy, Socialism and Secularism.

Unit-IV: Great Educators and their educational philosophy

- a) Indian: Swami Vivekananda, Rabindranath Tagore, J. Krishnamurty
- b) Western: Rousseau, Dewey, Froebel.

Group-B
Full Marks: 50
Education and Society

Unit-V: Sociology and Education in the Indian Context

- a) Sociological bases of education; Education as a social process.
- b) Functions of education – Individual development, Transmission of cultural heritage, Acquisition of skills, Value inculcation, Socialization and Social Cohesion.
- c) Education as a Social Sub-System; other subsystem of the society- family, school, community, state, religion.

Unit-VI: Social groups and Education

- a) Social groups (Primary, Secondary and Tertiary): Meaning, Nature, Types and Role in Education
- b) Socialization: Meaning, process and factors of socialization, role of family, school and media.
- c) Different forms of education: Formal, Informal and Non-formal – Nature, Scope, Process and Applications with examples

Unit-VII: Social factors and issues of Education

- a) Culture: Concept, role of education in culture and role of culture in education, cultural lag, cultural conflicts and cultural pluralism.
- b) Social change: definition, characteristics, factors, constraints and education as an instrument of social change.
- c) Meaning of Human Resource Development and its significance in the present society.

Unit-VIII: Social Problems Relating to Education

- a) Equalization of educational opportunities with reference to Scheduled Caste, Scheduled Tribe, Women, Economically backward classes and Minorities.
- b) Constitutional Provision for Education

c) Impact of Liberalization, Privatization Globalization (LPG) on Education

Suggested Books:

- 1.J. C. Aggarwal- Theory and Principles of Education
- 2.J. C. Aggarwal - Philosophical and Sociological Bases of Education
- 3.S. P. Chaube& A. Chaube – Foundations of Education
- 4.K. K. Shrivastava- Philosophical Foundations of Education
- 5.Y. K. Sharma – Sociological Philosophy of Education
- 6.S. S. Ravi – A Comprehensive Study of Education
- 7.M. Sharma – Educational Practices of Classical Indian Philosophies
- 8.S. S. Chandra & R. K. Sharma- Philosophy of Education
9. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays
10. B. R. Purkait – Great Educators

BDP Education (Honours)

EED - 2

Full Marks-100

Educational Psychology and Pedagogical Perspective of Education

Course Objectives:

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

- Discuss the concept, nature, scope and uses of Psychology in education.
- Explain the influence of growth and development in education.
- Describe the meaning and concept of learning, its theories and factors.
- Explain the application of learning theories in classroom situation.
- Discuss the concept and theories of intelligence and creativity.
- Explain the concept and development of personality.
- The meaning and concept of Pedagogy, theories of teaching and methods of teaching.
- Explain the Flanders's Interactional analysis and Characteristics of a good teacher.
- Discuss the nature of classroom teaching and function of a teacher.
- Discuss the factors affecting Perception, Attention, Attitude and Teaching Methods.

Group-A

Full Marks: 50

Educational Psychology

Unit-I: Educational Psychology

- a) Concept, Nature and Scope; Relationship between Education and Psychology.
- b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive and Language development of Infancy, Childhood and Adolescence period and respective educational programmes,
- c) Individual Differences of learners; Meaning, nature and causes
- d) Piaget's theory of Cognitive Development.

Unit-II: Learning

- a) Definition and characteristics of Learning; Factors influencing learning
- b) Theories of learning: Classical and Operant conditioning, Trial and Error, Insightful Learning, Basic ideas of Vygotsky (Social Constructivism in Education only)
- c) Transfer of Learning: Concept, types and theories
- d) Motivation: Types, factors and roles of motivation in learning
- e) Memorization: Definition, Factors, LTM, STM and Causes of Forgetting.

Unit-III: Intelligence, Memory & Creativity

- a) Intelligence: Definition; theories of Intelligence- Spearman, Thurstone, Guilford and Gardner; Measurement of Intelligence.
- b) Creativity: Meaning, Nature, Factors and Fostering of Creativity.

Unit-IV: Personality

- a) Definition, Heredity & Environment as determinants of Personality.
- b) Types and Theories (Trait theory, Psychoanalytical theory)
- c) Measurement of Personality (Projective and Non-projective)
- d) Concept and causes of Individual Differences in the classroom.

Group - B

Full Marks: 50

Pedagogical Perspective of Education

Unit-V: Pedagogical Approaches

- a) Concept of pedagogy and allied concepts: Teaching, Instruction, Indoctrination, Conditioning and Andragogy
- b) Concept of Critical Pedagogy
- c) Science of Teaching- Relation between teaching and learning;
- c) Planning the lesson: Herbartian Approach, ICON Design and 5-E Approach.

Unit-VI: Teaching

- a) Factors affecting teaching: Input, Process and Output variables; General principles of teaching;
- b) Maxims of Teaching: Fundamentals of teaching.
- c) Observation of classroom behavior: Flanders' Interactional analysis and its Interpretation.
- d) Micro-teaching

Unit-VII: Teacher and Classroom Teaching

- a) Nature of classroom teaching.
- b) Approaches to student learning: Behaviorism, Cognitivism and Constructivism; Differences between traditional and constructivist teaching;
- c) Characteristics of a Good Teacher: Function of a teacher as a Planner, as a Facilitator, as a Counselor and as a Researcher.

Unit-VIII: Teaching Strategies and Methods

- a) Teaching Strategies: Inductive, Deductive, Heuristic, Analytic, and Synthetic.
- b) Teaching Methods- Lecture, Discussion, and Demonstration, Story Telling, Problem Solving and, Team Teaching.

Suggested Books:

1. S. K. Mangal- Essentials of Educational Psychology
2. J. C. Aggarwal- Essentials of Educational Psychology
3. S. K. Mangal - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology

BDP Education (Honours)

EED- 3

Full Marks-100

Development of Indian Education and Heritage

Course Objectives:

After completion the course the learners will be able to:

- Discuss the development of education in India in historical perspectives.
- Discuss the Vedic and Post-Vedic features of education.
- Describe the salience features of education in India: Brahmanic and Buddhist system of Education.
- Discuss the Medieval and British Indian education system.
- Explain the significant points of selected educational documents and report of ancient, medieval and British India.
- Describe the Constitutional Provision of Education.
- Discuss the contributions of Education Commission in post Independent India.
- Elaborate the National Policy on Education and National Education System.

Group-A

Full Marks-50

Education in Pre-Independent India

UNIT-I: Education in Ancient India

- a) Vedic Education: Key features of Vedic education and its significance.
- b) Post Vedic Education: Main features of Post Vedic Education and its educational significance.
- c) Buddhist Education: Basic Tenets of Buddhism; Features of Buddhist education and its relevance

Unit-II: Education in Medieval India

Islamic Education: Features and its relevance with reference to aims, curriculum, teacher, methods of teaching, institutions and women education.

Unit-III: Education in 19th Century in India

- a) Charter Act of 1813 and its educational significance
- b) Bengal Renaissance- Concept, causes and its impact on Education, contribution of Raja Rammohan Roy, Derozio and Vidyasagar in Education.
- c) Wood's Despatch (1854) and its impact on education.
- d) Indian Education Commission (1882-83) and its impact on education.

Unit-IV: Education in 20th Century in India (1901-1944)

- a) Educational reformer- Lord Curzon
- b) Gokhale Bill for Compulsory primary Education-1910-12
- c) Sadlar Commission or Calcutta University Commission (1917-19)
- d) Hartog Committee Report-1929
- e) Zakir Hussain Committee Report-1937
- f) Sargent Plan (1944) – its relevance and contribution in modern Indian

Education

Group-B

Full Marks-50

Education in Post-independent India

Unit-V: Education and Indian Constitution

- a) Preamble and various Articles on Education in the Indian Constitution
- b) RTE Act-2009
- c) Development of Education under five year plans (Last two plans) and recent developments

Unit-VI: Education Commission in post Independent India

Backgrounds, aims and objectives, significance and main recommendations on different levels of education-

- a) University Education Commission (1948-49)
- b) Secondary Education Commission (1952-53)
- c) Kothari Commission (1964-66)
- d) National Knowledge Commission-2005

Unit-VII: National Policies on Education

- a) Effect of Indian Education Commission (1964-66) on National Policy of Education
- b) National Policy on Education (1968)
- c) National Policy on Education (1986)
- d) Programme of Action (POA)-1992 (Ramamurti Committee, 1990-91)

Unit-VIII: Some Recent Development in Education

- a) National Advisory Committee (Yaspal Committee – 1993)
- b) National Curriculum Framework – 2005
- c) National Policy on Education 2016

Suggested Books:

1. B. R. Purkait- Milestones of Modern Indian Education
2. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
3. S. S. Ravi – A Comprehensive Study of Education
4. J. P. Banerjee – Education in India: Past, Present and Future
5. S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
6. B. K. Nayak- History Heritage and Development of Indian Education
7. B. N. Dash –History of Education in India
8. Keay, F. E. & Mitra, Sukumar (1978). *A History of Education in India*. New Delhi: Oxford University Press.
9. Mookherjee, R.K. (1988). *Ancient Indian Education*. New Delhi: Motilal Banarsidass.
10. Mookherjee, R.K. (1989). *The Gupta Empire*. New Delhi: Motilal Banarsidass.

11. Naik, J.P. & Narullah, S. (1996) *A Student's History of Education in India* New Delhi: Mc Millan India Ltd.
12. Rawat, P.L. (1989). *History of Indian Education* New Delhi: Ram Prasad & Sons.

BDP Education (Honours)
EED - 4
Full Marks-100
Trends and Issues in Education
And
Comparative Education

Course Objectives:

After completion of the course the learners will be able to:

- Explain the Meaning, Constitutional Provision with special Education reference to RTE Act. DPEP, SSA-SSM of Universalization of Elementary Education.
- Describe the Meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.
- Explain the concept, role of Higher Education and Knowledge Commission and RUSA.
- Discuss the modern issues in Indian Education.
- Discuss the meaning, nature, scope, importance and methods of Comparative Education.
- Understand the Universalization of Elementary and Secondary Education in UK & USA.
- Compare Indian education system with abroad

Group-A
Full Marks-50
Trends and Issues in Education

Unit-I: History, Structure and Functions of School Education

- a) Evolution of Education system in the state: Pre-independent period & Post-Independent period
- b) Some Educational Bodies in West Bengal: SCERT, DIET, WBBPE, WBBSE, WBCHSE.

Unit-II: Major Interventions for UEE

- a) Implementation of the following Programmes/ Schemes for Universalization of Elementary Education with reference to their objectives, strategies and present status: DPEP, SSA, RTE Act-2009, Mid-Day Meal
- b) Girls' Education (NPEGEL, KGBV)
- c) Multi-Lingual Education

Unit-III: Higher and Technical Education

- a) Structure and objectives of Higher and Technical Education in the State
- b) Growth of Higher & Technical Educational institutions in the State:
Status, Problems and Prospects, Vocationalization of Education
- c) RUSA and qualitative improvement of Higher Education.

Unit-IV: Some Recent Issues in Education

- a) Peace Education: Meaning, aims & objectives, need.
- b) Education for Sustainable Development: Meaning, aims & objectives, Role of Education in Sustainable Development.
- c) Inclusive Education: Meaning, Need, Govt. programmes and policies
- d) Open & Distance Education: Meaning, Characteristics, Development and need.

Group-B

Full Marks-50

Comparative Education

Unit-V: Meaning, Nature, Scope, and Methods of Comparative Education

- a) Meaning, nature, scope and importance of Comparative Education.
- b) Methods of Comparative Education:
 - i) Philosophical Method
 - ii) Historical Method
 - iii) Sociological Method
 - iv) Psychological Method
 - v) Scientific Method

Unit-VI: Factors and Forces of Comparative Education:

- a) Natural Factors: Historical, Racial, Linguistic and Social Factors.
- b) Spiritual Factors: Religious and Philosophical Factors.
- c) Socio-Humanistic Factors: Factor of Humanism, Socialism, Nationalism and Democracy.

Unit-VII: A Comparative Study of Universalization of Elementary Education in UK & USA with India

- a) Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Administration including finance
- b) Comparison with Indian Elementary Education System in India

Unit-VIII: A Comparative Study of Universalization of Secondary Education in UK & USA in relation to India

- a) Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Administration including finance
- b) Comparison with Indian Secondary Education System.

Suggested Books:

1. S. S. Ravi – A Comprehensive Study of Education
2. J. C. Aggarwal- Theory and Principles of Education
3. R. P. Pathak – Development and Problems of Indian Education
4. B. K. Nayak- Modern Trends and Issues in Education of India
5. S. P. Chaube & A. Chaube – Comparative Education
6. R. N. Sharma- Comparative Education
7. Y. K. Sharma- Comparative Education

BDP Education (Honours)

EED - 5

Full Marks-100

Educational Evaluation and Statistics in Education

Course Objectives:

After completion of the course the learners will be able to:

- Discuss the concepts of measurement and evaluation in the field of education
- Explain the different types of measuring scales and their uses in education
- Describe different types of Tools and Techniques in the field of Education.
- Elaborate the concept and methods of validity, reliability and norms and their importance in educational measurement.
- Describe the concept of statistics and its use in education
- Represent educational data through graphs.
- Use various statistical measures in analysis and interpretation of educational data.
- Explain the Normal Probability Curve and its uses in education.
- Use various inferential statistics in analysis and interpretation of educational data.

Group-A

Full Marks-50

Educational Evaluation

Unit-I: Measurement and Evaluation in Education

- a) Concept, Scope and Need of Evaluation;
- b) Relation between Evaluation and Measurement.
- c) Scales of Measurement- Nominal, Ordinal, Interval and Ratio.

Unit-II: Tools and Techniques of Evaluation

- a) Tools:
 - Tests- Essay type and Objective type; Short answer type and Oral type.
 - Personality Test- Rorschach Ink Blot Test
 - Interest Test- KuderTest
 - CRC
- b) Techniques: Observation, Self-reporting (Interview, Questionnaire)

Unit-III: Characteristics of a good tool

- a) Objectivity- Meaning and nature,
- b) Reliability- Concept, Nature, Causes of low Reliability, Determination of Reliability,
- c) Validity- Concept, and Types,
- d) Norms- Meaning and importance.
- e) Usability/Practicability

Unit-IV: Evaluation Process

- a) Evaluation Process: Concept, Types (Formative and Summative)
- b) Concept of Norm-Referenced Test and Criterion Referenced Test.
- c) Concept of Gradation & Credit System.

Group-B

Full Marks-50

Statistics in Education

Unit-V: Educational Statistics

- a) Concept, Scope and Need of Educational Statistics
- b) Organization and Tabulation of Data- Frequency distribution table
- c) Graphical Representation of Data- Bar graph, Histogram, Frequency Polygon.

Unit-VI: Descriptive Statistics

- a) Meaning of Central Tendencies- Mean, Median and Mode-their Properties, Calculations and Applications.
- b) Measure of Variability- Range, AD, SD and QD- their Properties, Calculations and Applications
- c) Percentile and Percentile Rank (Concept Only)

Unit-VII: Normal Distribution and Derived Score

- a) Concept of Normal Distribution- Properties and Uses of NPC. Divergence from Normality- Skewness and Kurtosis.
- b) Derived Scores- Z-Score, Standard Score (Meaning, Calculation and Uses).

Unit-VIII: Relationship and Inferential Statistics

- a) Bivariate Distribution- Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation, Scatter diagram.
- b) Parametric and Non-Parametric Tests- (only Concept and Uses).

Suggested Books:

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
3. H.E. Garret- Statistics in Education and Psychology
4. R. A. Sharma- Mental Measurement and Evaluation
5. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation

BDP Education (Honours)
EED - 6
Full Marks-100
Educational Management, Administration
and
Fundamentals of Educational Technology

Course Objectives:

After completion of the course the learners will be able to:

- Explain the Meaning, Nature, Scope, Function, Needs and types of Educational management.
- Explain the meaning and function of Educational Administration.
- Explain Meaning, Purpose of Supervision and Distinguish between Supervision and Inspection.
- Illustrate educational planning and types of educational planning.
- Discuss the functions of some selected Administrative Bodies.
- Discuss the concept, nature and scope of educational technology.
- Explain the role of Communication & Multimedia Approach in the field of Education.
- Discuss the role Seminar, Panel Discussion. Team teaching in the field of education.
- Describe the role of technology in modern teaching-learning process.
- Discuss in details about the Open and distance mode of education.

Group-A
Full Marks-50
Educational Management and Administration

Unit-I: Concept of Educational Management

- a) Educational Management: Meaning, Nature, Scope, Function and Needs.
- b) Types of Educational Management: Centralization, Decentralization.
- c) Leadership styles: Meaning, Types and educational management
- d) Classroom Management: Concept, Principles, Factors.

Unit-II: Educational Administration and Supervision

- a) Educational Administration: Meaning and Function.
- b) Supervision: Meaning, Purpose; Difference between Supervision and Inspection.
- c) Factors affecting Managerial behavior of teachers: Personal, Social, Cultural, Political and Institutional.

Unit-III: Educational Planning & Finance

- a) Educational Planning & Finance: Meaning, Needs and Significance.
- b) Types of Educational Planning; Strategies and Steps in Educational Planning.
- c) Brief outline of the last Five year plan in primary & secondary education.

Unit-IV: Functions of Various Administrative Bodies in Education

- a) UGC, b) NAAC, c) NCERT, d) NCTE, e) DEB, f) CABE

Group-B

Full Marks-50

Fundamentals of Educational Technology

Unit-V: Educational Technology

- a) Meaning, Nature, Need and Scope of Educational Technology
- b) Technology in Education and Technology of Education
- c) Approaches of ET: Hardware, Software, and System

Unit-VI: Classroom Communication and Instructional Technology

- a) Meaning, Nature, Types and Components of Communication
- b) Barriers of classroom communication and strategies of overcoming barriers in communication
- c) Media used in Education: Audio (Radio), Visual (Projector), Audio-visual (TV, Computer)- merits and demerits
- d) Mass Instructional Technology- Seminar, Panel Discussion.

Unit-VII: Phases, Levels, and Models of Teaching

- a) Phases of Teaching: Pre-active, Inter-active & Post-active.
- b) Levels of Teaching: Memory, Understanding, Reflective.
- c) Models of Teaching: Concept, Components, Families, Glaser's Basic Teaching Model, Bruner's Concept Attainment Model.

Unit VIII- Distance Education

- a) Different Contemporary System viz.-Correspondence, Distance and Open Learning.
- b) Need and importance of Distance Education in India.
- c) Student Support Services in Distance Education
- d) Instructional Materials in Distance Education
- e) Institution for Distance Learning: IGNOU, NIOS, NSOU.-
Their aims, objectives, functions and administrations

Suggested Books:

1. J. C. Aggarwal- Educational Administration, Management and Supervision
2. J. Mohanty- Educational Administration, Supervision and School Management
3. I. S. Sindhu- Educational Administration and Management
4. K. Sampath- Introduction to Educational Technology
5. R. P. Pathak- New Dimensions of Educational Technology
6. U. Rao – Educational Technology
7. K. L. Kumar- Educational Technology
8. J. Mohanty- Educational Technology

BDP Education (Honours)
EED - 7
Full Marks-100
Educational Guidance, Counseling
and
Curriculum Studies

Course Objectives:

After completion of the course the learners will be able to:

- Explain the concept, nature, scope, types & importance of Guidance.
- Discuss the concept, nature, scope, types & importance of Counseling.
- Explain the concept of tools and techniques of Guidance & Counseling.
- Discuss the concept and nature of mental health and Adjustment.
- Illustrate the Meaning, Nature, Scope, determinants and functions of Curriculum.
- Discuss the types and Bases of Curriculum.
- Explain the concept of curriculum Framework and NCF-2005.
- Discuss the basis of curriculum construction, evaluation and innovation.
- Describe the definition and types of curriculum theories

Group-A
Full Marks-50
Educational Guidance & Counseling

Unit-I: Concept of Guidance

- a) Meaning, Nature, Scope, and Importance of Guidance.
- b) Different Types of Guidance-
 - i) Educational: Meaning, Characteristics, Purpose & Functions.
 - ii) Vocational: Meaning, Characteristics, Purpose & Functions.
 - iii) Personal: Meaning, Characteristics, Purpose & Functions.
- c) Guidance at different stages of Education with special emphasis on Secondary stage

Unit-II: Concept of Counseling

- a) Meaning, Nature, Scope, and Importance of Counseling
- b) Types of Counseling-
 - i) Directive: Meaning, Characteristics, Purpose & Functions.
 - ii) Non-directive: Meaning, Characteristics, Purpose & Functions.
 - iii) Eclectic: Meaning, Characteristics, Purpose & Functions.
- c) Steps of counseling, characteristics of a good Counselor

Unit-III: Tools and Techniques of Guidance and Counseling

- a) Basic data necessary for Educational Guidance- Pupils abilities, Aptitudes, Interests and Attitudes, Educational Attainments and Personality Traits.
- b) Measurement of Intelligence, Personality and Motivation
- c) Difference between Guidance, Counseling and Teaching.

Unit-IV: Mental Health and Psychodynamics of Adjustment

- a) Concept of Mental Health and Mental Hygiene
- b) Causes and Symptoms of Maladjustment.
- c) Frustration and Conflicts
- d) Adjustment Mechanisms

Group-B Full Marks-50 Curriculum Studies

Unit-V: Introduction to Curriculum

- a) Meaning, Nature, Scope and functions of Curriculum
- b) Determinants of Curriculum
- c) Difference and Relation between Curriculum and Syllabus.
- d) Different Types of Curriculum
- e) Co-curricular Activities
- f) Bases of Curriculum: Philosophical, Sociological & Psychological.

Unit-VI: Concept of Curriculum Framework

- a) Curriculum Framework: Meaning, Nature and Scope
- b) NCF-2005- aims Objectives and Problems of Implementation
- c) Principles of Curriculum Construction

Unit-VII: Curriculum Evaluation

- a) Concept of curriculum evaluation
- b) Sources of curriculum evaluation
- c) Aspects of curriculum evaluation
- d) Models of curriculum evaluation

Unit-VIII: Curriculum Models

- a) Definition
- b) Types (only concept)
- c) Technical & Non-Technical Model (One model from each category)

Suggested Books:

1. Gibson- Guidance and Counseling
2. NCERT- Guidance and Counseling
3. N. C. Basu- Educational and Vocational Guidance
4. S. S. Chauhan- Principles and Techniques of Guidance
5. N. Bhalla- Curriculum Development
6. M. Talla- Curriculum Development: Perspectives, Principles
7. P. H. Taylor & C. M. An Introduction to Curriculum Studies

BDP Education (Honours)
EED - 8
Full Marks-100
Educational Research
and
Information and Communication Technology (ICT) in Education

Course Objectives:

After completion of the course the learners will be able to:

- Define and explain the meaning and nature of research.
- Define and explain the meaning and nature of Educational research.
- Identify source of data for Research.
- Describe the types of Research.
- Describe the meaning of Research problem, Review of Related Literature.
- Explain the concept of Hypothesis, Variables, and Research data.
- Analyze the Qualitative and Quantitative data.
- Acquaint with the process of collecting data.
- Apply relevant statistical techniques to analyze data.
- Explain the importance of ICT in education.
- Discuss the approaches and stages of ICT
- Discuss the importance of ICT uses in pedagogy.

Group-A
Full Marks-50
Educational Research

Unit-I: Research-meaning and nature:

- Meaning and nature of Research
- Sources of Knowledge (Authority, Tradition, Personal Experience, Deduction, Induction.)
- Need of Research in Education

Unit-II: Educational Research- meaning, nature and types

- Meaning, nature & scope of Educational Research
- Types of Research: Basic, Applied & Action Research; Longitudinal and Cross Sectional Research. Historical, Descriptive and Experimental research (meaning only)
- Importance of Educational Research.

Unit-III: Basic Ideas of Research

- Characteristics of a good Research Problem
- Review of related Literature – purpose

- Variable – dependent and independent
- Research Hypothesis – meaning, nature and types
- Population, Sample and sampling- Meaning, Nature and Uses

Unit-IV: Research Data:

- Qualitative and Quantitative data
- Tool of data collection- characteristics, merits and demerits of questionnaire and interview schedule
- Descriptive and Inferential statistics (Concept, scope and uses only)
- Steps of testing hypotheses

Group-B Full Marks-50

Information and Communication Technology (ICT) in Education

Unit I: ICT in Education

- ICT in Education: Meaning, Nature and Scope.
- Web. 1.0 and Web 2.0
- Free and Open Source Software (FOSS)
- Open Educational Recourses (OER)

Unit II: Approaches, Stages and Competencies

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

Unit III: ICT Tools

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

Suggested Books:

1. L. Koul – Methodology of Educational Research
2. S. K. Mangal- Statistics in Education and Psychology

3. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
4. NCERT (2006). *National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology*. New Delhi: Author.
5. Singh, L. C. (Ed.) (2010). *Educational Technology for Teachers and Educators*. New Delhi: Vasunandi Publication.
6. UNESCO (2002). *Information and communication technology in education: A curriculum for schools and programme of teacher development*. Paris: UNESCO.
7. UNESCO (2008). *Capacity Building for ICT Integration in Education*.
8. UNESCO (2008). *ICT Competency Standards for Teachers: Policy Framework*.
