



Netaji Subhas Open University

Bachelor's Degree Programme (BDP) in Education (EED)

SYLLABUS

PROGRAMME OBJECTIVES:

After completion of the BDP in Education Programme, the learners will be able to:

- Understand meaning, nature, scope and aims of education;
- know meaning and scope of educational philosophy;
- know meaning, nature and scope of Educational sociology and Relation between education and sociology;
- Describe the Social factor and their relation to Education;
- Explain Psychological and Pedagogical influence on Education;
- understand development of education in India in historical perspectives;
- Discuss modern issues in Indian Education;
- Know the meaning, nature, scope, importance and methods of Comparative Education;
- Explain the various issues of Educational Evaluation and Statistics in Education;
- Understand Educational Management, Administration and Technology and their applications in Education;
- Apply and use the principles of Educational Guidance and Curriculum Studies;
- Conduct Educational Research independently and use modern Information and Communication Technology (ICT) in Education;

EXPECTED PROGRAMME OUTCOMES:

The BDP in Education program may primarily be supportive to the candidates who are seeking 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.

COURSE STRUCTURE

1. COMPULSORY SUBJECTS: FOUNDATION COURSE

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

2. ELECTIVE SUBJECTS: HONOURS COURSE (EED)

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

3. SUBSIDIARY PAPERS (ANYONE)

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

Total	8Credits
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4. APPLICATION ORIENTED COURSE

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

5. Environmental Studies	4Credits
TOTAL	4Credits

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	4Credits (50)
TOTAL	100 Credits (1250 marks)

EVALUATION SYSTEM

INTERNALASSESSMENT: 30%
EXTERNALASSESSMENT: 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 salient 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's Bill for Compulsory primary Education-1910-12
- c) Sadler 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 Developments 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. Purkaiat- 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. Key, 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 referenceto 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, WBBCHSE.

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- Kuder Test
 - 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) CIBE

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 analyzed 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 Resources (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 Hotpotatoes.

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*.
