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Programme Outcome of Three Years Under-Graduate Programme (Honours) in Education for the Academic Session 2022-23

Progress of any nation and society highly depends on its education system. Education is the backbone of social development. So all the Nations are trying to improve their education system as per the needs of the hour. About education, Swami Vivekananda opined that, we want that education, by which character is formed, strength of mind is increased, intellect is expanded and by which one can stand on one's own feet. So to build a developed nation, moral character must be formed among the citizens, not only that their intellectual development and other skill development and very essential to make them self-dependent in their life.

But before planning for a programme, its outcome, that means, what would be the ultimate achievement to the learners after successful completion of the entire programme, must be fixed, so that the entire system can achieve its goal. In our country India, the University Grants Commission (UGC) is one of the Apex bodies to look into these aspects. So every institution, organising UG and PG programmes for their learners, is following the needed direction of UGC. The commission has taken various measures by means of formulating regulations and guidelines and updating them, in order to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions in India. The various steps that the UGC has initiated are all targeted; towards bringing equity, efficiency and excellence in the Higher Education System of the country. These steps include introduction of innovation and improvements in curriculum structure and content, the teaching-learning process, the examination and evaluation systems, along with governance and other matters. The introduction of Choice Based Credit System is one such attempt towards improvement and bringing in uniformity of system with diversity of courses across all higher education institutes in the country. Following the directions of UGC the University of Kalyani also redesigned its **"Three Years Under-Graduate CBCS Programme (Honours) in Education" with Effect from the Academic Session 2018-19.** We know that flexibility and variability are

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significant features of Curriculum. So depending on the needs and recommendations from different educationist, professors, researchers the curriculum which was introduced in 2018-19 is revised in the year 2020-21. This revised curriculum is more learners centric. It is thought that after successful completion of this program learners will be able to get admission into higher studies like master degree. Some of them will go for the corporate world and other services in the social sector. After completion of this program some students will take admission to the B.Ed program to be effective teachers in future. Not only that, they will gain resourceful knowledge to be prepared for the future life. This program will develop cognitive, affective and psychomotor domain of the learners. Hopefully it will be an initiative to faster complete and overall development of the future citizens of our nation India.

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Course Outcome of different courses under Three Years Under-Graduate Programme (Honours) in Education with for the Academic Session 2022-23

The new CBCS curriculum introduced by University of Kalyani from the academic session 2018-19 consists of different types of courses as per the needs of the learner. It is an opportunity for the students to choose courses from the prescribed pool of courses comprising core, elective, skill enhancement or ability enhancement courses. Here are some common courses called core courses which are compulsory for everyone and beside these there are several options for elective courses, so as to make the curriculum more students centric.

The courses shall be evaluated following the grading system, and is considered to be better than the conventional marks system. This will make it possible for the students to move across institutions within India to begin with and across countries for studying courses of their choice. The uniform grading system shall also prove to be helpful in assessment of the performance of the candidates in the context of employment. Here is the brief outline of the different types of courses under **"Three Years Under-Graduate Programme (Honours) in Education"** with Effect from the Academic Session 2018-19 and revised in the year 2020-21:

1. **Core Course (CC):** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the student's proficiency/skill is termed as an Elective Course.

2.1 **Discipline Specific Elective Course (DSEC):** Elective courses that are offered by the main discipline/subject of study are referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

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2.2 **Generic Elective Course (GEC):** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

3. **Ability Enhancement Courses/ Skill Enhancement Courses:**

3.1 **Ability Enhancement Compulsory Course (AECC):** Ability enhancement courses are the courses based upon the content that leads to Knowledge enhancement. They (i) Environmental Science, (ii) English Communication) are mandatory for all disciplines.

3.2 **Skill Enhancement Course (SEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Now the outcomes of each course are presented semester wise and there after old system, i.e. non CBCS year wise.

B.A. Education (Honours)

Following the CBCS curriculum introduced in 2021-22

SEMESTER-I

EDU-H-CC-T-1: Philosophical Foundation of Education-I

Education is a multidisciplinary subject. So different disciplines contributed to the development of education as a separate discipline or field of knowledge. Certainly this branch of knowledge has few foundations. Among these Philosophy is very prominent. So at the very beginning of the UG program, the philosophical foundation of education is set. Actually this foundation is built up with profound knowledge. So the total foundation is divided into two parts. As a beginner the learner will first of all go through the philosophical foundation 1 and in 3rd semester they will have the foundation 2. At the preliminary stage they will come to know about education, its meaning, nature and scope. They will also come to know the

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basic ideas of Indian philosophy and western philosophy. They will go through the different branches of philosophy in this course and they will also know about the valuable contribution of great educators and thinkers. So after completion of the course the learners will be able to:

- Discuss the meaning, nature, scope and aims of education.

- Discuss the meaning and scope of educational philosophy.

- Explain the factors of education and their relationships.

- Describe the knowledge, reality and value 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 about the Philosophy of Indian Great Educators like - Swami Vivekananda, Rabindranath Tagore, and Mahatma Gandhi.

- Explain about the Philosophy of Western Great Educators like - Rousseau, Dewey, and Froebel.

EDU-H-CC-T-2: Sociological Foundation of Education

Just like philosophy, sociology is another foundation or pillar stone of education. So at the beginning stage, the learner must know the basic ideas of sociology as well as the sociological foundation of education. Here the learners will come to know about different social factors, social groups, socialization, social changes as well as their valuable impact in the field of education. After completion of the course the learners will be able to-

- Discuss the meaning, nature and scope of Educational sociology and Relation between Education and Sociology.

- Describe the Social factor and their relation to Education.

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- Define social groups, socialization and Social Institution and Agencies of Education.

- Explain the Social change and its impact on Education.

EDU-H-GE-T-1: Philosophical and Psychological Foundation of Education

This course is set for the learners who have not chosen education as their core paper, but opts other subjects as honours paper. Since these learners may not continue their study with this field of knowledge in future, very basic concepts of Educational philosophy and Educational psychology   have been set for them. Thus after completion of the course the learners will be able to:

- Discuss the meaning, nature, scope and aims of education.

- Discuss the meaning and scope of educational philosophy.

- Explain the factors of education and their relationships.

- 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.

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SEMESTER-II

EDU-H-CC-T-3: Psychological Foundation of Education

After philosophy and sociology another very significant foundation of education is psychology. So in second semester students will Indian basic ideas of psychology and psychological foundation of education. Here they will come to know about growth and development, different learning theories, intelligence theories and personality theories. They will also come to know the relative effect of environment and heredity on the development of complete personality. So after completion of this 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 situations.

- Discuss the concept and theories of intelligence and creativity.

- Explain the concept and development of personality.

EDU-H-CC-T-4: History of Education in Colonial India

Our country India was under British rule for a long period. There were distinctive features and incidences in the field of education. As a learner in the field of education one should know several Historical events under British rule in India. With this thought this course was introduced and after the successful completion of the course learner will be able to:

- Discuss the development of education in Colonial India in historical perspectives.

- Elaborate the contributions of the Education Commission in post independent India.

- Describe the Educational Policy in Colonial India.

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- Discuss Bengal Renaissance and its influence on Indian Education

- Describe the National Education Movement and its impacts on Education.

- State different educational reform under colonial rule.

- Explain the nature of basic education.

- Discuss the impact of colonial rule on the development of Indian Education.

EDU-H-GE-T-2: Historical and Sociological foundations of Education

In this generic elective paper learners will gain a basic idea on historical and sociological foundation of education. They will come to know different aspects of historical incidences which shaped today's education system. These will foster their greater understanding of historical perspective in Indian education system. Beside these, they will also come to know several factors of sociology which are very crucial to build the education system of any country. So after completion of this course the learners will be able to -

- Explain the development of education in India in historical perspectives.

- Discuss the contribution of education commission in post independent India.

- Explain the National policy on Education and National Education systems.

- Discuss the meaning, nature, and scope of educational Sociology and Relation between Education and Sociology,

- Define Social Groups, Socialization and Social institution and Agencies of Education.

- Explain the Social change and its impact on Education.

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<mark>**SEMESTER-III**</mark>

EDU-H-CC-T-5: Educational Evaluation & Statistics

Evaluation plays a significant role in the teaching learning process. Actually teaching is a goal directed initiative. So how far the goal is achieved should be evaluated after completion of the teaching learning process. Not only that, the collected data should be presented systematically and it should be stored for future use. Thus the knowledge of evaluation systems and application of statistics for collecting and preserving data is necessary. In this aspect students must gain proper knowledge and skill. So with these directions this course has been organised and after successful completion of the course the learners will be able to:

- Discuss the concepts, scope and need of measurement and evaluation

- Explain the relation between Evaluation & Measurement and scale of Measurement

- Describe basic concept of Statistics

- Organize and tabulate data

- Explain 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.

- Explain different type of Evaluation process

EDU-H-CC-T-6: Philosophical Foundation of Education-II

As philosophy is a foundation of education so the students of education must have the basic knowledge of philosophy. They should know how philosophy provides the foundation of education. So in this third

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semester the philosophical foundation of the education course is set like the first semester. In the first semester they have preliminary ideas and now they will be able to gain a wider knowledge in this field. They will come to know about Metaphysics, Epistemology and Axiology in education, and several other branches of Western and Indian philosophy. So after completion of the course the learners will be able to:

- Explain the concept of Philosophical bases of Education

- Discuss the concept & nature of Western Philosophy

- Discuss the concept, nature & role of Metaphysics, Epistemology and Axiology in education

- Explain the concept, principles, aims, curriculum, methods, teachers & discipline of Idealism, Naturalism, and Pragmatism

EDU-H-CC-T-7: Inclusive Education

In an inclusive society everyone must have equal access to education and other social facilities. But in earlier times there was different segmentation in the society. Some segments were privileged and some segments were deprived of several opportunities in society. But nations cannot develop when a large portion of the population are out of the purview of education. So to give a greater idea on inclusive education this course has been set to build a truly inclusive society. After completion the course the learners will be able to:

- Discuss the Concept, nature, need of Inclusive Education.

- Describe the theories of Inclusive Education.

- Explain the development of competencies for Inclusive Education.

- Discuss the practices of Inclusive Education

- Describe the Infrastructural facilities for an ideal Inclusive School.

- Discuss the Role of teacher in Inclusive Classroom setting

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EDU-H-GE-T-1/3: Philosophical and Psychological foundation of Education

This course is set for the learners who have not chosen education as their core paper, but opts other subjects as honours paper. Since these learners may not continue their study with this field of knowledge in future, very basic concepts of Educational philosophy and Educational psychology have been set for them. Thus after completion of the course the learners will be able to:

- Discuss the meaning, nature, scope and aims of education.
- Discuss the meaning and scope of educational philosophy.
- Explain the factors of education and their relationships.
- 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.

EDU-H-SEC-T-1(A): Statistical Analysis

This course is a skill enhancement course that means after going through this course learners will gain some special skills. In this course it is thought that learners will be able to solve different statistical problems as well as they will be able to present data in a meaningful manner. It is also desired that learners will be skilled in identifying the correlation among the different variables and will be able to use different statistical tools for data analysis. Hence after completion of the course the learners will be able to:

- Explain the concept of central tendency, variability and their properties
- Discuss the concept of Percentile and Percentile Rank and its application.
- Describe the concept of correlation and their application
- Explain the concept of Parametric and Non-Parametric Test

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- Apply the knowledge and calculate different statistical values

EDU-H-SEC-T-1(B): Achievement Test

This is also a skill enhancement course where learners are expected to develop the skill of making an achievement test. Since the students belong to the field of education, they should have the required skill of making a question paper to judge the ability of other students. This is a practical based course where the learner needs to show the earth abilities in front of the examiner. In this course several theoretical aspects of the achievement test as well as practical approach is considered. After completion of the course the learners will be able to:

- Define Achievement Test

- Explain the characteristics of Achievement Test

- State the objectives of Achievement Test

- Discuss the functions of Achievement Test

- Describe the steps of constructing Achievement test

- Construct Achievement test

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<mark>**SEMESTER-IV**</mark>

EDU-CC-T-8: History of Education in Ancient and Medieval India

India has a long educational history coming from the ancient ages. In Vedic age, there was a formal education system in which learners needed to achieve different skills as well as profound knowledge. With the advent of the Brahmanic age the education system has changed, when the Brahmin were at the supreme Power of the education system. Later on Lord Buddha introduced an education system without any social discrimination for the salvation of the human being from the mundane world. Thereafter in the medieval time the Islamic age started and the Islamic rulers changed the education system in their own way. That means the history of education in India is very colourful and diversified. This course is designed in such a way to give a learner proper idea about the historical foundation of education in ancient and medieval India and with the successful completion of this course the learners will able to:

- Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Vedic system of Education.
- Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Brahmanic system of Education.
- Explain the education system of different educational institutions of Brahmanic system of education.
- Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Buddhistic system of Education.
- Explain the education system of different educational institutions of Buddhistic system of Education
- Compare between Brahmanic and Buddhistic system of Education.
- Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Islamic system of Education.
- Discuss the educational contribution of Akbar, Aurangageb.

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EDU-H-CC-T-9: Psychological Foundation of Education-II

Psychology is ever changing subject. With the passage of time and due to research, a new branch of psychology has emerged, i.e. neuropsychology. Learners of education must have the proper understanding in this newly emerging field. They should have proper and clear concept on functioning of human brain as well as nervous system. Not only that they should have proper idea on Pedagogy and Andragogy. With this thinking this course has been set for the learner and after completion of the course the learners will be able to:

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

- Explain meaning, nature and scope of Neuropsychology.
- Explain the structure and function of human brain and nervous system.
- Describe Moral development theory, Psycho-social development theory and Psychoanalysis theory.
- Describe Social development theory and Social learning theory.
- Explain the concept of Pedagogy and Andragogy and its difference.

EDU-H-CC-T-10: Introduction to Educational Research

Research is the main foundation of progress. There are some people who cannot be satisfied with the existing knowledge and they try to think of new and innovative ideas. This internal motivation of creation is very essential for the research activities. Now research is being carried out in all aspects of life. Consequently education is also enriched with research activities. Now the research and its effective use to develop the teaching learning process comprise the core area of educational research in different countries. Continuous research is going on in the field of education. How research can solve different problems in the field of education can be understood properly after going through this course of educational research. Not

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only that the learners will be able to carry out future research activities. So this course has been designed. 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 sources 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.
- Analyse the Qualitative and Quantitative data.
- Acquainted with the process of collecting data.

EDU-H-GE-T-4: Historical and Sociological Foundations of Education

History of the Indian education system consists of several incidents and initiatives. Among these some significant incidents and initiatives took place after the independence. In earlier semesters, learners have come to know about the educational initiatives taken by the British government. Now in this course learners will come to know about the educational programmes taken by the newly formed Indian government just after independence. They will also come to know about the significant functions of different educational administrative bodies.

Just like history, sociology is another foundation or pillar stone of education. So the learner must know the basic ideas of sociology as well as the sociological foundation of education. Here the learners will come to know about different social factors, social groups, socialization, social changes as well as their valuable impact in the field of education. After completion of the course the learners will be able to-

- Explain the development of education in India in historical perspectives.
- Discuss the contribution of Education Commission in Post Independent India.

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- Explain the National Policy on Education and National Education systems.
- Discuss the meaning, nature, and scope of Educational Sociology and relation between Education and Sociology.
- Define Social Groups, Socialization and Social Agencies of Education.
- Explain the concept of Social Stratification, Mobility and Role of education in it.

EDU-H-SEC-P-2 (A): Institutional Survey (Practical Course)
Skill Enhancement Course; Credit-2. Full Marks-50

It is wished that after completion of UG programme learners will go for the PG program and after successful completion of that in future they will go for different research activities in the field of education. So from the graduation level they should come to know preliminary ideas of educational research and application of different data gathering tools, so that in future they can use these tools very effectively. Survey is one of the major data gathering tools used in the field of educational research. So institutional survey, mainly the educational institutional survey has been selected for the learners of UG course and after successful completion of this course the learner will be able to:

- Define the process of Institutional Survey
- Identify and explain the areas of Institutional Survey
- Analysis the different aspects of Institution with data
- Prepare a comprehensive report on an Institution

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EDU-H-SEC-P-2(B): Application of Educational/Psychological Tools (Practical Course)

In educational research different psychological tools play very important and significant role. In this course learner needs to use anyone psychological tool to measure test anxiety, study habit, achievement motivation etc. and after successful implementation of this course the learner will be able to:

- Explain the Study Habit Inventory and Test Anxiety Scale.
- Apply the Study Habit Inventory and Test Anxiety Scale on sample group.

EDU-H-SEC-P-2(C): Project Work (Practical Course)

In these course learner will choose one topic and try to study in depth on it. After that he will write one project on the selected topic with his dipper understanding and Critical reflection. So after writing these project report learners will be able to

- Explain the process of conducting a Project.
- Prepare a Project Report.

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<mark>**Following the CBCS curriculum introduced in 2018-19**</mark>

<mark>**SEMESTER-V**</mark>

SEMESTER-V EDU-H-CC-T-11: Educational Management

A teacher should always be a good administrator and manager. First of all he should prepare his classroom as per the needs. Then in time of presenting the lesson he needs to administer the managerial techniques to change the classroom environment according to the goal set before the teaching. Not only that, a teacher needs to be involved in different administrative and managerial function into the educational institutions. So a learner in the field of education must know the educational management. In that way he will be able to know the education system going on in our country and abroad. Not only that, he will have the knowledge about the proper administration in the field of education. So after completion of this course learner will be able to

- Explain the Meaning, Nature, Scope, Function and Needs and types of Educational management.
- Explain the meaning and function of Educational Administration.
- Explain the 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.

EDU-H-CC-T-12: Educational Technology

Now our life is deeply affected by technology. On every occasion we can have the presence of technology so education is not out of the purview of technology, better to say depending on the technology education is spreading all over the world. Consequently different technological development and devices are also exerting their influence in the teaching learning process. The present teacher is not only confined to the chalk and talk method, rather he needs to use different technologies to make the education more accessible

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to the learners. For this reason this course has been set to give the idea about educational technology to the students, so that they can use all of these technologies in their education. And after the completion of this course the learners will be able to:

- 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

EDU-H-DSE-T-1/2(A): Value Education

Values are an essential part of human life. A society without value cannot last long. In India we have a very rich and deep culture of values coming from the ancient edges. But some values are changing. With the passage of time new values are evolving. As a learner in the field of education everyone must know the values as this can make one a good citizen of a country. In this course learners will have the greater idea about the values and the value education through which values can be inculcated among the human being. There are different methods of practicing value and these methods should be used in different educational institutions so that today's learner will be a perfect citizen in future life. Every nation has its own separate constitution which is the main backbone of value practice in that nation. In this course learners will have a brief idea about the values and Value Education. So after end of this course learner will able to-

- Explain the meaning, nature; classify value and its reflection in the Indian Constitution.
- Discuss the meaning, objectives and need of value Education
- Describe the role of value education through Curriculum, Co-curricular activities.

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- Explain the meaning, advantages and disadvantages of Storytelling, Play-way method and Role plays.

EDU-H-DSE-T-1/2(C): Peace Education

Like values, peace is also essential for human life. Without peace, society cannot sustain for a long time. But in the global arena, when we can find that different Nations are fighting with each other to establish supremacy, then we can understand the need for peace education. Not only the Nations but within the nation different people are engaging themselves in the conflict for a very minimum interest. Here this conflict can be resolved with the effective use of education and this is called the peace education. This course is organised in such a way that learners can feel the inner peace in their mind as well as they can come to know the basic ideas of peace education. So after successful completion of this course learner will able to:

- Explain the concept, aims, objectives, scope, need and factors of Peace Education.
- Discuss views of Gandhi, Rabindranath Tagore, Aurobinda and JidduKrishnamurti regarding Peace Education
- Explain the principles and curriculum of Peace Education Discuss the role of education in Peace Education.
- Understand the approaches of Peace Education definition, factors, causes and prevention of population growth.
- Explain the Population Education curriculum and policies.

EDU-H-DSE-T-1/2(E): History of Education in Ancient and Medieval India

India has a long educational history coming from the ancient ages. In Vedic age, there was a formal education system in which learners needed to achieve different skills as well as profound knowledge. With the advent of the Brahmanic age the education system has changed, when the Brahmin were at the supreme

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Power of the education system. Later on Lord Buddha introduced an education system without any social discrimination for the salvation of the human being from the mundane world. Thereafter in the medieval time the Islamic age started and the Islamic rulers changed the education system in their own way. That means the history of education in India is very colourful and diversified. This course is designed in such a way to give a learner proper idea about the historical foundation of education in ancient and medieval India and with the successful completion of this course the learners will able to:

- Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Brahmanic system of Education

- Explain the education system of different educational institutions of Brahmanic system of education.

- Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Buddhistic system of Education

- Explain the education system of different educational institutions of Buddhistic system of Education

- Compare between Brahmanic and Buddhistic system of Education

- Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Islamic system of Education

- Discuss the educational contribution of Akbar, Aurangageb.

- Explain the women and vocational education in Ancient and Medieval India

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<mark>**SEMESTER-VI**</mark>

EDU-H-CC-T-13: Curriculum Studies

To meet the goal in the education curriculum is the way. So designing a suitable and effective curriculum is very essential before starting any educational program. Through this course of curriculum studies learners will have the proper idea on how the curriculum can be set and designed for the effective utilisation of resources and to attain the goal of education. Not only that, this course will give proper ideas to the learner about the curriculum evaluation. That means after successful completion of the teaching learning process the teacher should need to evaluate the curriculum which is being transacted to the learners. With this thoughts this course was introduced and after successful completion of the scores the learners will be able to –

- Illustrate the meaning, nature, scope, determinants and functions of Curriculum.
- Discuss the types and bases of the 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

EDU-H-CC-T-14: Educational Research

Research is the main foundation of progress. There are some people who cannot be satisfied with the existing knowledge and they try to think of new and innovative ideas. This internal motivation of creation is very essential for the research activities. Now research is being carried out in all aspects of life. Consequently education is also enriched with research activities. Now the research and its effective use to develop the teaching learning process comprise the core area of educational research in different countries. Continuous research is going on in the field of education. How research can solve different problems in the field of education can be understood properly after going through this course of educational research. Not only that the learners will be able to carry out future research activities. So this course has been designed. After completion of the course the learners will be able to:

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- Define and explain the meaning, and nature of research.

- Define and explain the meaning and nature of Educational research.

- Identify sources 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.

- Analyse the Qualitative and Quantitative data.

- Acquainted with the process of collecting data.

EDU-H-DSE-T-3/4(A): Mental Hygiene

To carry on our day to day activities and life effectively, we need to maintain hygiene. Both physical and mental physical hygiene can keep us fit and healthy. Mental hygiene can make us more productive. If we have a peaceful and sound mind we can do lots of work but without sound mental health, we can destroy our potential. So learners should have proper mental health, not only that the parents should also encourage the learners to keep proper mental hygiene and health in time of their study. In this course learners will be able to know the concept of mental hygiene, how it can be gained or maintained and what are the significant roles of teachers, parents and others in preserving sound mental health and hygiene. Thus after completion of the course the learner will be able to:

- Discuss the concept, nature, aims and scope of Mental Hygiene

- Discuss the concept, nature, symptoms and causes of mental illness

- Explain the different characteristics of mental disorder

- Discuss the role of parents for preventing Mental health

- Discuss the role of teachers for preventing Mental health

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EDU-H-DSE-T-3/4(B): Comparative Education

Every nation is making a plan for education in its own way. Different countries are making new courses and innovations in the field of education as a result we cannot have a uniform educational pattern throughout the world. There is variation to some extent in the educational structure and pattern among the different nations. As students in the field of education one must know the education system of the advanced countries in the world and this course has been designed with that view that learners will be able to understand and compare the education system among the different nations. After completion of the course the learners will be able to:

- Discuss the meaning, nature, scope, importance, and methods of Comparative Education.

- Explain the concept of Universalization of Elementary and Secondary Education in UK & USA.

- Compare Indian Education system with USA

- Compare Indian Education system with UK

EDU-H-DSE-T-3/4 (C): Guidance &Counselling

The role of a teacher is not confined within the classroom teaching learning process but the teacher should be a guide and counsellor of a learner so that can get different time specific guidance from the teacher. To plan for their future activities, learners need guidance and here the role of teacher cannot be replaced by anyone. Teachers can understand their learner very well and they can know what can be achieved by the learner in future. So the teacher can give proper guidance related to the future of the learner. Learners can also be enriched with the proper counselling by the teacher. If it is within the capacity of the teacher, then he can solve the problem of the learner. Otherwise he can refer his parents to consult with the counsellor to solve the problems relating to the learner. So a teacher must have the proper knowledge about guidance and counselling. With these objectives the course has been introduced and after successful Completion of the course the learners will be able to:

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- Explain the concept, nature, scope, types & importance of Guidance.

- Discuss the concept, nature, scope, types & importance of Counselling.

- Discuss different tools and techniques used in Guidance & Counselling.

- Identify the characteristics of diverse learner

- Explain the need of Guidance for diverse learner

- Explain the need of counselling for diverse learner

EDU-H-DSE-T-3/4(D): Great Educators

The form of education today we have is the result of different time specific advice and thoughts of noble personalities and great educators. These personalities have great influence over the contemporary education system and with their thoughts necessary changes have taken place to mould the education into the needs of the future. So everyone should know the contributions of great educators in the field of education, so that they can understand the thoughts and philosophy of these Noble personalities and make himself enlightened with that light given by the Nobel personalities and great educators. So after completion of this course learner will able to-

- Discuss the philosophies of great thinker of the east and west

- Explain the educational ideas of great thinker of the east and west

- Explain some experiments on education of eastern and western philosophers and thinkers

- Discuss the ideas of contemporary thinkers on education of eastern and western philosophers and thinkers

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