

B.A. Education (Honours) Part-I
Paper-I
Full Marks-100
Philosophical and Sociological Foundation of Education

Course Objectives:

After completion 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 the concept of Democracy, Socialism and Secularism.
- State the educational philosophies of Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, 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.

Group-A**Full Marks: 50****Philosophical Foundation of Education****Unit-I: Concept, Scope and Aim of Education (12)**

- U-D
- a) Meaning, Nature and Scope of Education.
 - b) Individualistic and socialistic aim.
 - c) Report of Delor's commission (UNESCO, 1996)
 - d) Meaning and scope of educational Philosophy; Relation between education and philosophy.

Unit-II: Factors of Education: (14)

- B-C
- 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 (14)

- U-D
- a) Indian schools of Philosophy: Sankhya, Yoga, Buddhism; in terms of knowledge, reality and value.

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

Unit-IV: Great Educators and their educational philosophy (10)

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

B.C

Group-B

Full Marks: 50

Sociological Foundation of Education

Unit-V: Educational Sociology (10)

- a) Meaning, nature and scope of Educational sociology.
- b) Relation between education and sociology.
- c) Concept of Educational sociology and sociology of education.

JD

Unit-VI: Social factors, issues and Education (14)

- a) Culture: Concept, role of education in culture, cultural lag.
- b) Meaning of Human Resource Development and its significance in the present society.
- c) Social issues: unemployment, poverty, education of socially and economically backward classes, disadvantage section of Indian society (SC, ST and OBC).

JD

Unit-VII: Social groups and education (12)

- a) Social groups (Primary, Secondary and Tertiary)
- b) Socialization: Meaning, process and factors of socialization, role of the family and school.
- c) Social Institutions and Agencies of Education: (i) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion

BE

Unit-VIII: Social change and Education (14)

- a) Social change: definition, characteristics, factors, constraints and education as an instrument of social change.
- b) Social change in India (Privatization and Globalization)
- c) Education and social stratification: Definition and characteristics
- d) Education and Social Mobility

B.C

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

B.A. Education (Honours) Part-I
Paper-II
Full Marks-100
Educational Psychology and Pedagogy

Course Objectives:

After completion 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 Flander's Interactional analysis and Characteristics of good teacher.
- Discuss the Nature of classroom teaching and Function of a teacher.
- Discuss the Factors affecting Perception, Attention and Attitude and Teaching Methods.

Group-A**Full Marks: 50****Educational Psychology****Unit-I: Educational Psychology****(12)**

- BC
- a) Concept, Nature and Scope; Distinction between Psychology and Educational 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) Piaget's theory of Cognitive Development.

Unit-II: Learning**(14)**

- U.D
- 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
 - c) Transfer of Learning: Concept & Types.
 - d) Motivation: Types, factors and Role of Motivation in learning
 - e) Memorization: Definition, factors, LTM, STM. Causes of Forgetting.

Unit-III: Intelligence & Creativity**(12)**

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

Unit-IV: Personality**(12)**

- U.D
- Definition, Heredity & Environment as determinants of Personality.
 - Type and Trait theory, Psychoanalytical theory
 - Measurement of Personality
 - Concept and causes of Individual differences in classroom.

Group-B

Full Marks: 50

Pedagogy

Unit-V: Teaching

(12)

U.D
Science of Teaching- Relation between teaching and learning; Factors affecting teaching process, Input and Output variables; General principles of teaching; Maxims of Teaching; Fundamentals of teaching.

Unit-VI: Teacher Behavior

(10)

- U.D
- Observation of classroom behavior: Flander's Interactional analysis.
 - Characteristics of good teacher.

Unit-VII: Teacher and Classroom Teaching

(14)

- B.E
- Nature of classroom teaching.
 - Differences between traditional and constructivist teaching; Micro-teaching
 - Function of a teacher as a Planner, as a Facilitator, as a Counselor, as a Researcher.

Unit-VIII: Teaching Methods

(14)

- B.E
- Factors affecting Perception, Attention and Attitude.
 - Teaching Methods- Lecture, Demonstration, Problem Solving and, Story-telling.

Suggested Books:

- S. K. Mangal- Essentials of Educational Psychology
- J. C. Aggarwal- Essentials of Educational Psychology
- S. K. Mangal - Advanced Educational Psychology
- S.S. Chauhan- Advanced Educational Psychology
- A. Woolfolk -Educational Psychology
- J. W. Santrock -Educational Psychology
- E. B. Hurlock -Child Development
- L. E. Berk - Child Development
- B. N. Dash & N. Dash –A Test Book of Educational Psychology
- সুশীল রায় - শিক্ষা ম-নাবিদ্যা
- অরুণ ঘাষ - শিক্ষা ম-নাবিদ্যা
- প্র-মাদ বসু -সনগুপ্ত এবং প্রশান্ত শর্মা- শিক্ষা ম-নাবিদ্যা
- বিজন সরকার - শিখন ও শিক্ষন
- কল্পনা -সন বরাট এবং কনিকা -চাঁধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি
- প্রনব কুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানের রূপরেখা
- জয়ন্ত -ম-ট, রুমা -দব ও বিরাজ লক্ষী -ঘাষ - বিকাশ ও শিখনের মনস্তত্ত্ব

B.A. Education (Honours) Part-II
Paper-III
Full Marks-100
Development of Education in India

Course Objectives:

After completion the course the learners will be able to:

- Discuss the development of education in India in historical perspectives.
- 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-Independence India****Unit-I: Education in Ancient India-****a) Brahmanic System of Education- (14)**

Aims, curriculum, teacher and methods of teaching, Institutions, Women education and Evaluation system.

b) Buddhist System of Education-

Aims, curriculum, teacher and methods of teaching, Institutions (Nalanda, Bikramsila), Women education and Evaluation system.

Unit-II: Education in Medieval India-**(14)**

Aims, curriculum, teacher and methods of teaching, Institutions and Women education, Contribution of Firoz Shah Tughlak and Akbar.

Unit-III: Education in 19th Century in India**(10)**

- 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 of education.

Unit-IV: Education in 20th Century in India (1901-1944)**(12)**

- a) Educational reformer- Lord Curzon
- b) National education movement- Characteristics of National Education Movement, causes of National Education Movement, Different phases of National Education Movement, Impact of National Education Movement.
- c) Basic Education- Concept, characteristics, merits and demerits.
- d) Sadlar Commission or Calcutta University Commission (1917-19)
- e) Sargent Plan Report (1944).

Group-B
Full Marks-50
Education in Post-independence India

Unit-V: Education and Constitution (14)

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

Unit-VI: Education Commission in post Independent India (14)

- a) University Education Commission (1948-49)
b) Secondary Education Commission (1952-53)
c) Indian Education Commission (1964-66)
d) Asoke Mitra Commission (1991-92)

Unit-VII: Some Educational Bodies in West Bengal (Function only) (12)

- a) SCERT, b) DIET, c) WBBPE, d) WBBSE, e) WBCHSE f) WBSCHE

Unit-VIII: National Policies on Education (10)

- a) National Policy on Education (1968)
b) National Policy on Education (1986)
c) Programme of Action (POA)- 1992
i) Ramamurti Committee (1990-91)
ii) Janardhan Reddy Committee (1992)

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. -গৌরদাস হালদার এবং প্রশান্ত শর্মা- আধুনিক ভারতীয় শিক্ষার বিকাশ
9. অরুণ -ঘাষ -আধুনিক ভারতীয় শিক্ষার ইতিহাস
10. রণজিৎ -ঘাষ- যু-গ যু-গ ভার-তর শিক্ষা
11. সুশীল রায় - ভার-তর শিক্ষা ও শিক্ষার ভারতায়ন
12. সুবিনয় মিশ্র- ভারতীয় শিক্ষার ইতিহাস
13. ভক্তি ভূষণ ভক্তা-ভারতীয় শিক্ষার রূপ-রখা
14. -জ্যাতিপ্রসাদ ব-ন্দ্যাপাধ্যায়- ভারতীয় শিক্ষার ইতিহাস

B.A. Education (Honours): Part-II**Paper-IV****Full Marks-100****Contemporary issues in Education and Comparative Education****Course Objectives:**

After completion 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****Contemporary issues in Education****Unit-I: Universalization of Elementary Education****(14)**

U.D
Universalization of Elementary Education- Meaning, Constitutional Provision with special reference to RTE Act; Aims and Objectives, Importance, Role of DPEP; SSA-SSM, Problems.

Unit-II: Universalization of Secondary Education**(10)**

B.C
Meaning, aims & objectives, significance; Role of RMSA, Problems.

Unit-III: Higher Education and RUSA**(12)**

- U.D
- a) Concept of Higher Education
 - b) Role of Higher Education
 - c) Knowledge Commission & Higher Education
 - d) Higher Education and RUSA
 - e) Problems of Indian Higher Education

Unit-IV: Issues in Education**(14)**

- B.C
- 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, programme.
 - d) Open & Distance Learning System: Meaning, Characteristics and need.
 - e) Equality and Equity in Education: Meaning, importance, causes of inequality, Role of education to remove inequality in education.
 - f) Women Education: Importance, problems.

Group-B
Full Marks-50

Comparative Education

Unit-V: Meaning, Nature, Scope, and Methods of Comparative Education (10)

- 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: (12)

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

Unit-VII: Universalization of Elementary Education in UK & USA (14)

In relation to Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Administration including finance and Comparison with Indian Elementary Education System.

Unit-VIII: Universalization of Secondary Education in UK & USA (14)

In relation to Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Administration including finance and Comparison with Indian Elementary 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
8. Nikholas Hanse - On Comparative Education
9. দুলাল মুখাপাধ্যায়, বিজন সরকার, তারিনী হালদার এবং অভিজিৎ কুমার পাল - ভারতের শিক্ষার চলমান ঘটনাবলী
10. তারিনী হালদার, বিনায়ক চন্দ এবং সুশান্ত কুমার বর্মন - শিক্ষা ও উন্নয়ন
11. -দবী মুখাপাধ্যায়- তুলনামূলক শিক্ষা
12. শ্যামাপ্রসাদ চট্টরাজ-শিক্ষা: -দ-শ ও বি-দ-শ
13. তারিনী হালদার ও বিনায়ক চন্দ - সমকালীন ভারতবর্ষ ও শিক্ষা

B.A. Education (Honours) Part-III**Paper-V****Full Marks-100****Educational Evaluation and Statistics in Education****Course Objectives:**

After completion 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****(8)**

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

Unit-II: Tools and Techniques of Evaluation**(16)**

- B.C
- 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 test**(12)**

- UD
- 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**(14)**

- B.C, UD
- a) Evaluation Process: Concept, Types (Formative and Summative)
 - b) Concept of Norm-Referenced Test and Criterion Referenced Test.
 - c) Concept of Gradation and Credit system.

Group-B
Full Marks-50

Statistics in Education

Unit-V: Educational Statistics **(12)**

- B^c
- a) Concept, Scope and Need of Educational Statistics
 - b) Organization and Tabulation of Data- Frequency distribution table
 - c) Graphical Representation of Data- Pie diagram, Bar graph, Histogram, Frequency Polygon and Ogive (Using 75% rule)

Unit-VI: Descriptive Statistics **(14)**

- UD
- a) Meaning of Central Tendency- Mean, Median and Mode-their Properties, Calculation and Application.
 - b) Measure of Variability- Range, AD, SD and QD- their Properties, Calculation and Application)
 - c) Percentile and Percentile Rank- Definition, Calculation, Application, Graphical Determination.

Unit-VII: Normal Distribution and Derived Score **(14)**

- B.C.
- 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 **(10)**

- UD
- 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 Test- (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
6. সুশীল রায় - মূল্যায়ন: নীতি ও -কৌশল
7. -দবাশিস পাল এবং -দবাশিস ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন
8. পূ-গনন্দু আচার্য -শিক্ষাক্ষেত্রে মূল্যায়ন ও নির্দেশনা
9. নূরুল ইসলাম- শিক্ষায় মূল্যায়ন পরিমাপ

B.A. Education (Honours): Part-III**Paper-VI****Full Marks-100**

CBCE

Educational Management and Educational Technology**Course Objectives:**

After completion the course the learners 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 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.

Group-A**Full Marks-50****Educational Management****Unit-I: Concept of Educational Management****(10)**

- a) Educational Management: Meaning, Nature, Scope, Function and Needs.
- b) Types of Educational Management: Centralization, Decentralization, Autocratic, Democratic and Laissez-fair.

Unit-II: Educational Administration and Supervision**(12)**

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

Unit-III: Educational Planning**(14)**

- a) Educational Planning: 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 and Secondary Education.

Unit-IV: Functions of Various Administrative Bodies**(14)**

- a) UGC, b) NAAC, c) NCERT, d) NCTE, e) DEB, f) CIBE, g) NUEPA

Group-B**Full Marks-50****Educational Technology****Unit-V: Educational Technology (8)**

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

Unit-VI: Classroom Communication and Media used (12)

- Meaning, Nature, Types, and Components of Communication
- Barriers of classroom communication and strategies of overcoming barriers in communication
- Media used in education: Audio (Radio), Visual (Projector), Audio-visual (TV)- merits and demerits

Unit-VII: Instructional Technology (10)

- Mass Instructional Technology- Seminar, Discussion, Panel Discussion. Team teaching
- Personalized Instructional Techniques- Programmed Instruction- meaning, principles, types, merits and demerits
- Computers and its role in educational instruction

Unit-VIII: Phases, Levels, and Models of Teaching (20)

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

Suggested Books:

- J. C. Aggarwal- Educational Administration, Management and Supervision
- J. Mohanty- Educational Administration, Supervision and School Management
- I. S. Sindhu- Educational Administration and Management
- K. Sampath- Introduction to Educational Technology
- R. P. Pathak- New Dimensions of Educational Technology
- U. Rao – Educational Technology
- K. L. Kumar- Educational Technology
- J. Mohanty- Educational Technology
- বিমল চন্দ্র দাশ, -দব্যালনী সেনগুপ্ত এবং প্রদীপ্ত রঞ্জন রায়- শিক্ষায় ব্যবস্থাপনা
- দিলিপ কুমার চক্রবর্তী- শিক্ষাগত ব্যবস্থাপনা ও পরিকল্পনা
- তুহিন কুমার কর এবং ভীমচন্দ্র মন্ডল- শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা
- মলয় কুমার -সন- শিক্ষা প্রযুক্তিবিজ্ঞান
- শ্যামাপ্রসাদ চট্টরাজ-শিক্ষা প্রযুক্তি

B.A. Education (Honours) Part-III

Paper-VII

Full Marks-100

Educational Guidance and Curriculum Construction

Course Objectives:

After completion 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

Unit-I: Concept of Guidance

(12)

- 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 of Education.

Unit-II: Concept of Counseling

(14)

- 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 good Counselor.

Unit-III: Tools and Techniques of Guidance and Counseling

(14)

- 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 (10)

- Concept of Mental Health and Mental Hygiene
- Causes and Symptoms of Maladjustment.
- Frustration and Conflicts
- Adjustment Mechanisms.

Group-B**Full Marks-50****Curriculum Construction****Unit-V: Introduction of Curriculum (16)**

- Meaning, Nature, Scope and functions of Curriculum
- Determinants of Curriculum
- Difference and Relation between Curriculum and Syllabus.
- Different Types of Curriculum
- Co-curricular Activities
- Bases of Curriculum: Philosophical, Sociological & Psychological.

Unit-VI: Concept of Curriculum Framework (8)

- Curriculum Framework: Meaning
- NCF-2005
- Principles of Curriculum Construction

Unit-VII: Curriculum Evaluation (16)

- Meaning & Importance of Curriculum Evaluation
- Formative and Summative Evaluation of Curriculum: Concept & Distinguish between them.

Unit-VIII: Curriculum Theories (10)

- Definition
- Types (only concept)
- Technical & Non-Technical Model (One theory from each category)

Suggested Books:

- Gibson- Guidance and Counseling
- NCERT- Guidance and Counseling
- N. C. Basu- Educational and Vocational Guidance
- S. S. Chauhan- Principles and Techniques of Guidance
- N. Bhalla- Curriculum Development
- M. Talla- Curriculum Development: Perspectives, Principles
- P. H. Taylor & C. M. An Introduction to Curriculum Studies
- দবশিস পাল- নি-র্দশনা ও পরামর্শ
- সনৎ কুমার -ঘাষ- শিক্ষায় সংগতি-অপসংগতি এবং নি-র্দশনা
- দি-বান্দু ভট্টাচার্য্য-পাঠক্রম চর্চা ও মূল্যায়ন
- মিহির চ-ট্টাপাধ্যায়- পাঠক্রম চর্চা
- প্রণব কুমার চক্রবর্তী-পাঠক্রম নীতি ও নির্মান

B.A. Education (Honours) Part-III
Paper-VIII
Full Marks-100
Educational Research and Practical

Course Objectives:

After completion 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.

Group-A**Full Marks-50****Educational Research****Unit-I: Research-meaning and nature:****(8)**

- UD
- 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**(14)**

- UD
- 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**(16)**

- B.C
- 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

Unit-IV: Research Data:**(12)**

- B.C
- Qualitative and Quantitative data
 - Tool of data collection- characteristics, merits and demerits of questionnaire and interview
 - Descriptive and Inferential statistics (meaning only)
 - Steps of testing hypotheses

Group-B
Full Marks-50
Practical: Class Hour-100

Structure of Practical work

Item	Marks
Writing Report	40
Viva	10

Topic: (Each student is required to complete any one of the following)-

1. Each student is expected to collect two sets of data from their colleges or neighborhood school (sample size ≥ 50) for the following:

- Estimation of central tendencies and standard deviation.
- Graphical representation of data: Bar chart, frequency polygon, Cumulative Frequency curve, ogive, and location of median and quartile therein.
- Calculation of coefficient of correlation between two sets of data by appropriate statistical technique

2. **Preparation of Term paper and PowerPoint presentation:** Each student is asked to select a topic from the syllabus and write a term paper within 1000 words. Student is required to present the paper with the help of Power point projection (presentation 8 min. and interaction 2 min.).

3. **Psychological Testing:** Each student is required to administer one standardised test (like- Intelligence test, Personality test, Interest inventory, Aptitude test etc.) to subject/sample and write a report on this.

4. **Project:** The project work will have to be completed according to following steps:

- a) Identification of the problem/topic.
- b) Formulating the objectives – reviewing the relevant literature (if any).
- c) Actual plan of work:
 - Writing the Objectives/questions/hypotheses (wherever possible).
 - Field identification – scope and delimitations.
 - Nature of information /data required- their sources.
 - Collection and organisation of data, analysing and drawing inferences.
 - Reporting.

Note : The project may either be a theoretical critical study or an empirical study

5. **Visit to a place of educational importance and writing a report** (within 2000 words) on the following:

- Selection of place
- Educational Importance of the place
- Planning for visit
- Documenting and noting down the visit with important features
- Concluding remarks