NEW COURSE CURRICULUM FRAMEWORK FOR

4 - YEAR BACHELOR's DEGREE PROGRAMME

(4 – Year UG Degree in Education Honours)

Course Curriculum for 2nd & 3rd Year
(3rd, 4th, 5th & 6th Semesters)
All Major Courses

SUBJECT : EDUCATION

COOCH BEHAR PANCHANAN BARMA UNIVERSITY

Course Objectives:

On completion of this course students should be able to:

- Develop the concept of different schools of philosophy and compare them
- Discuss the contributions of great educational thinkers
- Explain the concept, process and factors of socialization
- Comprehend social change and its impacts on education
- Understand and Identify the Factors of Social Control social control and various forms of social development

Course Outcome:

The course will help students to acquire Knowledge and understanding about various schools of philosophy including the contributions of great educational thinkers and also students will also be able to understand the factors of socialization, social change and social control.

Course Contents:

Unit-I: Schools of Philosophy: (1 Credit)

- Vedanta, Yoga, Jainism.
- Islamic tradition towards education.
- Marxism, Existentialism, Humanism and Neo-humanism

Unit-II: Great Educational Thinkers: (1 Credit)

- Swami Vivekananda, Savitribai Phule.
- Rousseau, Paulo Freire.
- Contribution of Social Reformers in the regional Context (Suniti Devi, Panchanan Barma).

Unit-III: Socialization and Social Change: (1 Credit)

- Socialization- Meaning, Process, Factors.
- Social Change- Meaning, Natures, Factors.
- Education as an instrument of social change.

Unit-IV: Social Control and Social Development: (1 Credit)

- Social Control- Concept, Types, Factors.
- Social Development- Sanskritization, Modernization, Globalization.
- Education for Sustainable Development- Concept, Need and Brundtland Commission Report.

Unit-V: Practicum: (2 Credits)

- Presentation on comparative analysis of different schools of philosophy and educational thinkers.
- Survey on Social Issues.
- Organization of Social Awareness Programmes.

Suggested Books:

- Agarwal, J.C. (2008). Philosophical and Sociological Bases of Education, New Delhi, Vikash Publishing House Pvt. Ltd.
- Arulsamy, S. (2011). Philosophical & Sociological Perspective on Education, Hyderabad, Neelkamal Publication Pvt. Ltd.
- Pathak, R.P. (2022). Philosophical & Sociological Foundations of Education, Delhi, Kanishka Publishing House
- চট্টোপাধ্যায়, মন্ডল, পাণ্ডে (২০২২). শিক্ষার সমাজতাত্ত্বিক ভিত্তি, কলকাতা, রীতা পাবলিকেশন
- চন্দ, বিনায়ক ও হালদার, তারিণী (২০২১). শিক্ষার দার্শনিক পরিপ্রেক্ষিত (১ম খন্ড). কলকাতা, আহেলি পাবলিশার্স
- পাল, অভিজিৎ কুমার (২০২০). শিক্ষা দর্শনের রূপরেখা, কলকাতা, ক্লাসিক বুকস
- মন্ডল, বাছার, মিত্র (২০২২). শিক্ষার সমাজতাত্ত্বিক ভিত্তি, কলকাতা, আহেলি পাবলিশার্স

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Course - Major - 4.

Paper Name : Development of Education in Ancient and Medieval India.

Paper Code : EDC-MAJ – 4.

(6 Credit)

Course Objectives:

On completion of the course the students will be able to:

- Understand the development of education in India during Vedic and Brahmanic periods.
- Explain the development of education in India during Buddhist period.
- Understand the development of education in India during Medieval period.

- Make a comparative discussion on education system during Ancient and Medieval periods

Course Outcome:

      The course will provide students with a comprehensive understanding of the evolution, characteristics and impact of Indian education system during Ancient and Medieval.

Course Contents:

Unit-I: Vedic and Brahmanic Systems of Education: **(1 Credit)**

- General Features of Vedic System of Education (Aims, Curriculum, Teacher, Methods of Teaching, Discipline and Evaluation System.)
- General Features of Brahmanic System of Education (Aims, Curriculum, Teacher, Methods of Teaching, Discipline and Evaluation System.)
- Status of Women Education DuringVedic and Brahmanic System of Education.

Unit-II: Buddhistic System of Education: **(1 Credit)**

- General Features of Buddhistic System of Education (Aims, Curriculum, Teacher, Methods of Teaching, Discipline and Evaluation System.)
- Institutions of Education (Nalanda, Bikramshila)
- Status of Women Education

Unit-III: Education in India During Sultanate Period: **(1 Credit)**

- General Features of Islamic System of Education.
- Educational Organizations and Women Education.
- Contribution of Firoz Shah Tughlak

Unit-IV: Education in India During Mughal Period: **(1 Credit)**

- General Features of Education during the Mughal Period.
- Prominent Educational Centers (Delhi, Agra, Varanasi)
- Contributions of Akbar

Unit-V: Practicum: **(2 Credits)**

- Visit to a Historical Place.
- Comparative Analysis of Education Systems of different Periods. (PPT)
- Life Sketch of Women Scholars and their Contributions (Ancient and Medieval Periods)

Suggested Books:

- Banerjee, J.P. (1994). Education in India Vol-I and II; Kolkata: Central library.
- Chand, Jagadish, (2007). Education in Ancient and Medieval India, Delhi, Shipra Publication.
- Chaube, S.P. & Chaube, A. (1999). Education in Ancient and Medieval India, New Delhi: Vikas Publishing House.
- Das, K.K (1993). Development of education in India, New Delhi: Kalyani publishers.
- কর্মকার, সত্তু (২০২২) স্বাধীনতা-পূর্ব এবং স্বাধীনতা-পরবর্তী ভারতের শিক্ষার ইতিহাস, Notion Press.
- চট্টোপাধ্যায়, চক্রবর্তী, ব্যানার্জী, (২০২২) ভারতীয় শিক্ষার ইতিহাস, কলকাতা, রীতা বুক এজেন্সি
- মণ্ডল, রাজু (২০২২) স্বাধীনতার পূর্ববর্তী-পরবর্তী ভারতীয় শিক্ষার ইতিহাস, J. Publication.

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Course - Major - 5.

Paper Name : Psychological Foundation of Education-II

Paper Code : EDC-MAJ – 5.

(6 Credit)

Course Objectives:

On completion of the course the student will be able to:

1. Develop understanding of the concepts of Constructivism, Cognitivism, and Behaviourism in psychology with their applications in learning.
2. Development and understanding of the theory and process of Learning and their applications in teaching and learning.
3. Understand the concept of Intelligence and Creativity and their relations with learning.
4. Understanding the process of Memorization and the mechanism of Attention and Perception and recognize how they influence learning.
5. Comprehend and apply the knowledge of psychology in education and in real life situations.

Course outcome:

The course will help students to Conceptualisation of basic concepts of different schools of psychology and—their impacts on learning. The course content will provide a thorough understanding about learning theories and their applications and recognising different aspects enhance learning such as Memory, Attention, Perception, Intelligence and Creativity.

Course Contents:

Unit-I: Schools of Psychology: (1 Credit)

- Behaviourism - Basic Concept, Educational Implications.
- Cognitivism - Basic Concept, Educational Implications.
- Constructivism - Basic Concept, Educational Implications.

Unit-II: Theories of Learning: (1 Credit)

- Trial and Error
- Classical Conditioning
- Operant Conditioning

Unit-III: Intelligence and Creativity: (1 Credit)

- Concept and Nature of Intelligence, IQ & EQ.
- Theories of Intelligence – Gardener's Theory of Multiple Intelligence, Guilford's structure of intellect Theory of Intelligence.
- Concept, Nature and factors of Creativity, Creativity and Intelligence Fostering Creativity in classroom.

Unit-IV: Memory, Attention and Perception: (1 Credit)

- Concept, Stages of Memorization, Types of Memory
- Concept, Nature and Determinants of Attention.
- Concept and principles of Perception, Difference between Sensation& perception

Unit-V: Practicum: **(2 Credits)**

- Seminar
- Application and Analysis of Psychological Tests
- Project

Suggested Books:

- Chauhan S.S. (2010). Advance Educational Psychology. New Delhi. Vikas Publishing House.
- Mangal, S.K (2010) Advance Educational Psychology (2nd Edition) Phi Learning Pvt. Ltd
- Mangal, S.K. (2014). Essentials of Educational Psychology, Delhi, PHI Learning Pvt. Ltd.
- Woolfolk, A. (2006). Educational Psychology, New Delhi, Pearson Education
- ডঃ দেবাশিস পাল (২০১১). পাঠদান ও শিখনের মনস্তত্ত্ব, কলকাতা, রীতা পাবলিকেশন
- ডঃ দেবাশিস পাল, ডঃ অভিজিৎ কুমার পাল, প্রণয় পাণ্ডে (২০১৮). শিক্ষা মনস্তত্ত্ব, কলকাতা, রীতা পাবলিকেশন
- ডঃ বিজন সরকার (২০২২). শিক্ষা মনোবিদ্যা, কলকাতা, আহেলি পাবলিশার্স

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Course Objectives:

By going through this paper students should be able to:

- Understand the Contributions of Raja Rammohan Roy, Iswar Chandra Vidyasagar, Derozio in Education during the Bengal Renaissance.

- Analyse the significance of Gandhiji's Basic Education.
- Understand the development of education in India during 19th century
- Understand the development of education in India during 20th century
- Develop an understanding about the recommendations of various education commissions in Post Independence India.
- Develop a critical understanding of the National Policies on Education

Course Outcomes:

The course will provide students with a comprehensive understanding of the Indian education system during the British Period and post independent periods. Students can gain knowledge about the changes in education system during pre and post independent India.

Course Contents:

Unit-I: Education during 19th century in India: (1 Credit)

- Contributions of Serampore Mission in education
- Bengal Renaissance- concept, causes, and its impact on education.
- Contribution of Raja Ram Mohan Roy, Iswar Chandra Vidyasagar, Derozio.
- Charter act 1813, and its educational significance.

Unit-II: Education during 20th century in India: (1 Credit)

- Educational reforms of Lord Curzon and National Education Movement towards development of a National System of Education
- Basic Education – Concept and Development
- Sadler commission (1917)

Unit-III: Education Commissions in Post Independent India: (1 Credit)

- Radhakrishnan Commission (Aims, curriculum, recommendations on higher Education, Rural University)

- Mudaliar Commission (Aims, structure and curriculum of Secondary Education)
- Kothari commission (Aims, structure, curriculum of Primary and Secondary education, Three language policy)

Unit-IV: National Policies on Education: **(1 Credit)**

- NEP (1986), [POA (1992), Ramamurti Committee (1990-91), Janardhan Reddy Committee (1992)]
- NCF (2005)
- NEP (2020)

Unit-V: Practicum: **(2 Credits)**

- Seminar
- Debate
- Quiz contest

Suggested Books

- Agarwal, J.C. (2012). Modern Indian Education: History, Development and Problems, New Delhi, Shipra Publication

- Chakraborty, L.N. (2022). Origin And Evolution of Indian Education System: Reviewed From Vedic Period to Modern National Education Policy 2020, Kolkata, Chhaya Publications

- Das, Kalikumar (2015). Development of Education in India, New Delhi, Kalyani Publishers

- Ghosh, S.C. (2013). The History Of Education In Modern India (1757 2012) - Fourth Edition, Hyderabad, Orient BlackSwan

- দত্ত, জ্যোতির্ভূষন (২০১৫). আধুনিক ভারতের শিক্ষা- উত্তরাধিকার, উদবেগ ও উৎকণ্ঠা, কলকাতা, পুনশ্চ

- দত্ত, সেনগুপ্ত ও গুহ (২০০৬). ভারতীয় শিক্ষার ইতিহাস, কলকাতা, প্রগ্রেসিভ পাবলিশার্স

- পাল, দেবাশিষ (২০২২). সমকালীন ভারত ও শিক্ষা, কলকাতা, রীতা পাবলিকেশন

- বন্দ্যোপাধ্যায়, জ্যোতিপ্রসাদ (১৯৯৪). আধুনিক ভারতে শিক্ষার বিবর্তন, কলকাতা : সেন্টাল লাইব্রেরী

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Course Objectives:

After completion of the course, the students should be able to:

- Explain the meaning, nature, and scope of Educational Technology and its importance in educational field.

- Draw the difference between hardware and software system

- Prepare a flowchart showing major developments in Educational Technology

- Explain the role of communication and multimedia approach in the field of education.

- Describe the role of technology in facilitating modern Teaching-Learning process.

- Identify the barriers of classroom communication and recognise strategies to overcome these barriers.

- Understand the concept and principles of programmed learning and computer-assisted learning.

- Comprehend various phases, levels and models of teaching.

Course outcome:

Students will be able to develop a comprehensive understanding about the various aspects and applications of educational technology in different fields of education.

Course contents:

Unit-I: An Overview of Educational Technology. (1 Credit)

   a. Meaning, Nature, and Scope of Educational Technology

   b. Technology of Education and Technology in Education.

   c. Approaches of Educational Technology: Hardware, Software and System Approach

Unit-II: Classroom Communication and Media. (1 Credit)

   a. Meaning, Nature, Types and components of communication.

   b. Barriers of classroom communication and strategies for overcoming barriers in communication.

   c. Media used in Education: Audio (Radio) Visual (projector) Audio-Visual (TV), Merits & Demerits

Unit-III: Phases Levels and Models of Teaching.   **(1 Credit)**

    a. Phases of Teaching: pre-active, Inter-active, and post-active.

    b. Levels of Teaching: Memory, Understanding, and Reflective.

    c. Model of Teaching- concept, components, families. Bruner's Concept Attainment Model and Ausubel's Advance Organizer Model.

Unit-IV: Instructional Techniques & Computer in Education

                                                                  (1 Credit)

    a. Personal Instructional Techniques- concept and principles, type of programming (Linear and Branching), merits and demerits.

    b. Computer and its application in Teaching-Learning.

    c. Role of ICT & CAL in Education, and MOOC.

Unit- V: Practicum.   **(2 Credit)**

    a. Development of content using any Media.

    b. Preparation and Presentation of Lesson plans.

    c. Preparation of Power Point Presentation (PPT) on relevant topics.

Suggested Books:

- Aggarwal J C (2007), Essentials of Educational Technology, New Delhi, Vikash Publishing House
- Kumar, K.L. (2008). Educational Technology. New Delhi, New Age International Pvt. Ltd.
- Mangal and Mangal (2009) Essentials of Educational Technology, New Delhi, PHI Learning Pvt. Ltd.
- Sampath, K. (2008)– Introduction to Educational Technology, Uttar Pradesh, Sterling Publishers
- চেল ও নাগ (২০১৭). প্রাসঙ্গিক শিক্ষা প্রযুক্তি বিজ্ঞান, কলকাতা, প্রোগ্রেসিভ পাবলিশার্স
- চৌধুরী ও চ্যাটার্জি (২০২০). শিক্ষাশ্রয়ী প্রযুক্তিবিজ্ঞান, কলকাতা, পারুল প্রকাশনী
- ডঃ দেবাশিস পাল, প্রণয় পাণ্ডে (২০২০). শিক্ষা প্রযুক্তিবিদ্যা ও ICT-র প্রাথমিক ধারণা, কলকাতা, রীতা পাবলিকেশন
- সেন, মলয় কুমার (২০১৫). শিক্ষা প্রযুক্তি বিজ্ঞান, কলকাতা, সোমা বুক এজেন্সি

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Course - Major - 8.

Paper Name : Contemporary Issues in Education in India.

Paper Code : EDC-MAJ – 8.

(6 Credit)

Course Objectives:

On completion of the course the students should be able to:

- Understand modern trends in Indian education including privatization, Internationalization, and Liberalization.
- Develop an understanding of the concept of universalization of Secondary Education and related issues.
- Understand the higher education system in India and related issues.
- Recognise the alternative modes of education and perceive their importance.

Course Outcome:

The course will provide students with a comprehensive understanding of the modern trends and challenges in the field of Indian education system along with the alternative modes of education.

Course contents:

Unit–I: Modern Trends in Education. **(1 Credit)**

a. Privatization in Education and Its Impact.

b. Internationalization of Education - Challenges, Strategies, Policies and Programmes.

c. Liberalization in Education and Its Impact on Education System in India

Unit–II: Universalization of Secondary Education. **(1 Credit)**

a. Concept, Aims and Objectives.

b. Role of RMSA.

c. Problems of Secondary Education in India.

Unit-III: Higher Education in India. **(1 Credit)**

a. Concept, Aims and Objectives.

b. Higher Education and RUSA.

c. Problems of Higher Education in India.

Unit-IV: Alternative Education. **(1 Credit)**

a. Adult Education - Concept, Functions and Importance.

b. Formal Education, Non-formal Education and Informal Education.

c. Life-long Education.

Unit-V: Practicum.   **(2 Credits)**

a. Survey on Adult Literacy.

b. Debate and Quiz.

c. Visit to a Higher Education Institution for Identifying the Issues and writing a Report.

Suggested Books:

❖ Knishnan, D.K. & and Thamarasseri, I. (2012), Contemporary Issues in Indian Education, New Delhi, Kaniska publication.

❖ Basu, N. &Rahman, S. (2023), Trends and Issues of Modern Indian Education, New Delhi, Global Net publication.

❖ Mukharjee, S. (2007), Contemporary Issues in Modern Indian Education. Amazon

❖ Dash, B.N. (2013), Trends and Issues in Indian Education, New Delhi, Dominant Publishers & Distributors

❖ বন্দ্যোপাধ্যায়, জ্যোতিপ্রসাদ. (2018) ভারতীয় শিক্ষার ইতিহাস ও সাম্প্রতিক সমস্যা, কলকাতা, সেন্ট্রাল লাইব্রেরী

❖ চট্টোপাধ্যায়, সরোজ. (1998), আধুনিক ভারতীয় শিক্ষার বিকাশ ও সমস্যা, কলকাতা, নিউ সেন্ট্রাল বুক এজেন্সি.

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Course Objectives:

On completion of this course, students will be able to:

- Develop an understanding about the Concept, Nature, and Types of Curriculum.
- Identify the key constructs of curriculum frame work and draw an outline of National Curriculum frame work-2009.
- Prepare a flowchart showing different stages in the process of curriculum development.
- Explain the need of curriculum evaluation along with its various approaches.

Course outcomes:

The Students will able to understand and acquire the knowledge of different aspects of Curriculum, curriculum development including curriculum evaluation.

Course contents:

Unit-I: Introductory concept of curriculum.   (1 Credit)

a. Definition, nature, scope and function of curriculum.

b. Bases of curriculum - Philosophical, Psychological and Sociological

c. Types of Curriculum - Knowledge, Experience, and activity.

Unit-II: Concept of curriculum framework.   (1 Credit)

a. Meaning of curriculum framework, principal of curriculum construction.

b. NCF (2009).

c. Learned centre curriculum framework - concept, factors, and characteristics.

Unit-III: Curriculum Development.   1 Credit)

a. Curriculum Development- meaning and concept and need.

b.   Process of curriculum development.

c. Factors influencing curriculum development.

Unit-IV: Evaluation and Reform of Curriculum.   (1 Credit)

a. Concept and significance of curriculum evaluation.

b. Approaches to curriculum Evaluation - formative and summative.

c. Models of Evaluation -Technical and Non-Technical models (one model from each category).

Unit-V: practicum. (2 Credits)

a. Content analysis of any text book at secondary level.

b. Seminar presentation.

c. Organizing co-curricular activities.

Suggested books:

- Brady, L. (1995) Curriculum development, New Delhi. Prentice Hall.
- Goyal & Modak (2022). Curriculum Studies, Tamil Nadu, Notion Press Media Pvt. Ltd.
- Goyal, A. (2023). Curriculum Studies in Education. Ludhiana, Vinod Publications Pvt. Ltd.
- চক্রবর্তী, প্রণব. কুমার (২০২২)- পাঠ্যক্রম নীতি ও নির্মাণ, কলকাতা, ক্লাসিক বুকস
- চট্টোপাধ্যায়, চক্রবর্তী ও ব্যানার্জি (২০২০) – পাঠ্যক্রম চর্চা, কলকাতা, রীতা পাবলিকেশন
- ভট্টাচার্য, দিব্যেন্দু (২০১৭)- পাঠ্যক্রম চর্চা ও মূল্যায়ন, কলকাতা, আলপনা এন্টারপ্রাইজ

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Course - Major - 10.

Paper Name : Measurement and Evaluation

Paper Code : EDC- MAJ – 10.
(6 Credit)

Course Objectives:

On completion of the course the students will be able to:

- Understand the concept, Scope, and Significance of Measurement and Evaluation.
- Identify with examples different scales of Measurement.
- Distinguish between assessment, measurement and evaluation
- Recognise various types of evaluation and state the role of evaluation in education.
- Develop an understanding about the major characteristics of a good test and explain the steps for test standardisation.
- Discuss various tools and techniques used in evaluation process.
- Explain test administration scoring, list the types of tools and techniques.
- Illustrate the construction of scale and develop test items along with its scoring.

Course outcome:

Conceptualise the fundamentals of evaluation and understanding the relationship and difference between measurement, assessment and evaluation. Develop a thorough understanding on different types of evaluation and the key features of a good test. Comprehend tools and techniques of evaluation.

Course contents:

Unit-I: Measurement and Evaluation. (1 Credit)

a. Concept and scope of Measurement and Evaluation.

b. Significance of Measurement and Evaluation.

c. Scales of Measurement-Nominal, Ordinal, Interval & Ratio Scales.

Unit-II: Evaluation in Education. (1 Credit)

a. Assessment, Measurement and Evaluation.

b. Formative and Summative Evaluation, Criterion referenced test and Norm referenced test.

c. Role of Evaluation in Education.

Unit-III: Test Construction and Standardization (1 Credit)

a. Characteristics of a Good test : Reliability, Validity and Objectivity.

b. Principles of test Construction and Standardization.

c. Teacher Made Test and Standardized Test.

Unit-IV: Tools and Techniques of Evaluation.   **(1 Credit)**

a. Tests - Achievement Test, Diagnostic Test, Psychological Test.

b. Personality Tests -Projective & Non-Projective Tests.

   Attitude Scale - Likert Scale.

c. Techniques - Anecdotal Record Card.

   - Cumulative Record Card.

   - Sociometry.

Unit-V: Practicum.   **(2 Credits)**

a. Seminar.

b. Construction of Likert Scale on a given topic to assess Attitude.

c. Developing Test Items, scoring with Rating Scale & Report Writing.

Suggested Books:

- Best, J. W., & Kahn, J. V. (2016), Research in Education (7th edition) New Delhi, Prentice Hall.

- Pathak, R.P. (2012), Measurement and Evaluation in Education. Pearson Education India.

- Singh, A.K. (2009), Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi, Bharti Bhawan.

- ঢালি, স্বপন কুমার (২০২২). শিক্ষায় পরিমাপ ও মূল্যায়ন, ঢাকা, প্রভাতী লাইব্রেরি

- পাল ও পাণ্ডে (২০২২). শিক্ষা গবেষণা ও মূল্যায়ন, কলকাতা, রীতা পাবলিকেশন

- সোম, ভট্টাচার্য ও সরকার (২০২১). পরিমাপ ও মূল্যায়ন, কলকাতা, আহেলী পাবলিশার্স

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Course - Major - 11.

Paper Name : Guidance and Counselling

Paper Code : EDC- MAJ – 11.
(6 Credit)

Course Objectives:

By going through this paper students should be able to:

- Understand the concept of Guidance and Counselling and determine the relationship between them.

- Explain various guidance services available in schools.
- Identify the skills of counseling and define the hallmarks of an effective counselor.
- Elucidate various tools and techniques of Guidance and Counselling.
- Recognize various problem behaviour and determine problem behaviour in adolescence.

Course Outcomes:

Grow Concepts on basics of guidance and counseling, skills of counseling and tools and techniques used in guidance and counseling. Develop understanding on various forms of problem behaviour with special emphasis on adolescence.

Course Contents:

Unit-I: Concept of Guidance.   (1 Credit)

- Meaning, Nature and Scope of Guidance.
- Dimensions of Guidance, Types of Guidance and their significance.
- Educational Guidance-
  o Meaning, Nature and importance of Educational Guidance.
  o Different types of Guidance services in School.

Unit-II: Concept of Counselling.   (1 Credit)

- Meaning, Nature, Scope and Significance of Counselling.
- Types and Skills of Counselling.
- Characteristics of an effective Counsellor, Difference between Guidance & Counselling.

Unit-III: Tools and Techniques of Guidance and Counselling.   (1 Credit)

- Questionnaire, Interview, Observation.
- Test- Concept and Types.
- Characteristics of a good Test Reliability and Validity.

Unit-IV: Behavioral Problems.   (1 Credit)

- Adjustment and Maladjustment.
- Problem Behaviour in Adolescence.

- Drug Abuse and Delinquency.

Unit-V: Practicum.   **(2 Credits)**

- Seminar/ Project Work.
- Survey on Psychological Well-being of Working Women/ Identification of causes of Maladjustment among students.
- Organizing a Group Guidance Program in Society.

Suggested Books:

- Adams, James. (1986) Counselling and Guidance: A Summary View(6th Printing Newyork; Mcmilan)
- Barik, Narayan- Fundamentals of Guidance and Counselling. (Kunal Publication)
- Siddiqui, M.A. (2019). Essentials of Guidance and Counselling, Delhi, Kanishka Publishers
- Yadav & Gupta (2016). Educational Guidance and Counselling, Mujaffarnagar (U.P.), Bookman India
- নাগ ও পান্ডে (২০২২) – নির্দেশনা ও পরামর্শদান, কলকাতা, রীতা পাবলিকেশন
- মন্ডল, ভীমচন্দ্র (২০২১) – গাইডেন্স কাউন্সেলিং, কলকাতা, আহেলী পাবলিশার্স
- সামন্ত ও নন্দন (২০১৭) – গাইডেন্স ও কাউন্সেলিং, কলকাতা, দাশগুপ্ত অ্যান্ড কোম্পানি প্রাইভেট লিমিটেড

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Course Objectives:

On completion of the course, the students will be able to:

- Understand the concepts, types and significance of educational management.
- Know the meaning, purpose, functions and types of Educational Administration and Supervision.
- Discuss various aspects and styles of Educational Leadership.
- Know the functions of various Administrative bodies.
- Understand various aspects of Educational Planning including types and Significance.

Course Outcome:

The course will equip students with a comprehensive understanding of educational management and administration, their types, purposes and functions. Students will be aware about various styles of educational leadership and the role of educational planning for effective management of educational institutions

Course Contents:

Unit-I: Educational Management and Administration. (1 Credit)

- Meaning, Objectives and Significance of Educational Management in modern Education.
- Types of Educational Management.
- Difference between Administration and Management, Factors affecting managerial behaviour of Teachers: personal, Social, Cultural, Political and Institutional.

Unit-II: Supervision and Educational Administration. (1 Credit)

- Educational Administration- Meaning and functions.
- Supervision- Meaning, Purpose, Difference between Supervision and Inspection.
- Types of Supervision.

Unit-III: Leadership and Administrative Bodies. (1 Credit)

- Leadership- Concept and Significance of Leadership.
    - Style of Leadership (Autocratic, Democratic and Laissez-faire).
- Function of various administrative bodies-
    - UGC
    - NAAC

- o NCERT
- o NCTE

Unit-IV: Educational Planning.   (1 Credit)

- Meaning, Aims and Objectives of Educational Planning.
- Steps of Educational Planning.
- Types and Significance of Educational Planning.

Unit-V: Practicum.   (2 Credit)

- Identifying the leadership traits of an institutional / Departmental head.
- Preparing a supervision report applicable for an educational institution.
- Preparing a checklist of infrastructural facilities of an institution.

Suggested Books-

- Bala, M. (1990). Leadership Behaviour and Educational Administration, New Delhi, Deep and Deep Publication.
- Dash, B.N. (2004). School Organization, Administration and Management, New Delhi, Neelkamal Publication Pvt. Ltd.
- Gakhar, S. C. (2005). Educational Administration and Management, New Delhi, NM Publication.
- চক্রবর্তী, দিলীপ কুমার (২০০৪). শিক্ষাগত ব্যবস্থাপনা ও পরিকল্পনা, কলকাতা, কে. চক্রবর্তী পাবলিকেশনস্
- দাস, সেনগুপ্ত ও রায় (২০২২). শিক্ষায় ব্যবস্থাপনা, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ
- দিলীপ কুমার চক্রবর্তী (২০০৪) - শিক্ষাগত ব্যবস্থাপনা ও পরিকল্পনা, কলকাতা, কে. চক্রবর্তী পাবলিকেশনস্
- পাল, ধর ও দাশ (২০১৫) - শিক্ষাক্ষেত্রে সংগঠন ও ব্যবস্থাপনা, কলকাতা, রীতা পাবলিকেশন
- মজুমদার, এম. বি. (২০২২). আধুনিক শিক্ষাগত ব্যবস্থাপনা, কলকাতা নবোদয় পাবলিকেশন

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