| 1. Name | e of the D | epartment: | Educatio | n | | | | | | | | | | |
|--------------------|---------------------|--------------------------|-------------|-------------------------|--|---|-------------------|--------------------|--------------|------------|-----------|------------|----------|-------|
| 2. Cour | se Name | | 1 | PROBLEMS OF M | ODERN | N INDIAN EDUCATIO | DN | | L | | Т | | | Р |
| 3. Cour | se Code: | | 1 | ED502 | | | | | 3 | | 1 | | | 0 |
| 4. Type | of Cours | e (use tick n | nark) | | | | | | Core (√) | DE | 0 | | FC () | |
| 5. Pre-r (i | equisite f any) | | (| Graduation in any str | eam. | 6. Frequency (use tick marks) | Even | (√) | Odd () | Eith | ner Sem (| 0 | Every Se | em () |
| 7. Total | Number | of Lectures | s, Tutoria | ls, Practicals | | | | | | | | | | |
| Lecture | s = 35 | | | | | Tutorials = 10 | | | Practical = | Nil | | | | |
| 8. COU System,w | RSEOBJ hichisnec | ECTIVES: essaryforgro | omingthe | mintosuccessfuleduc | underst ationgra | anding of modern India iduate. The topicsintrodu | in educ cedwil | ation Iserveast | oasictoolsfo | rspecializ | edstudie | sineducati | onfield. | |
| 9. COUI | RSE OUT | COMES (C | CO): | | <i>с н</i> · | | | | | | | | | |
| After the | SUCCESSJU TOUTCO | MF (CO) | npietion, i | ATTRIBUTES | jouowu | ng anributes: | | | | | | | | |
| COURSE | | (CO) | | Understand differen | t commi | issions and policies of e | ducatio | n post-ir | dependenc | e era | | | | |
| | (| 201 | | | | F F | | - F | | | | | | |
| | 0 | 202 | | Understand issues an | nd polic | ies of secondary educati | ion syst | em. | | | | | | |
| | (| 203 | | Discuss about conte | mporary | education system. | | | | | | | | |
| | 0 | 204 | | Discuss about issues | s of cont | the government to develop | tem. | action or | ustom in In | lia | | | | |
| | 0 | 205 | | | nauves taken by the government to develop education system in India. | | | | | | | | | |
| 10. Unit | wise deta | iled conten | t | - 614 00 | | | | | | | | | | |
| Unit-1 | | Education | Number | of lectures=09 | | Development of Mode | rn Ina | ian Edu | cation | | | | | |
| | • | Mudaliar | Commiss | ion (1952). | | | | | | | | | | |
| | • | Education | n Commis | sion (1964-66), | | | | | | | | | | |
| | • | NPE 196 | 8, NPE 19 | 86 and its modified v | version | 1992, | | | | | | | | |
| | • | Learning | Without E | Burden-1993 | | | | | | | | | | |
| | • | NCF 200 | 5 | | | | | | | | | | | |
| | • | Knowled | ge Commi | ission (2006) | | | | | | | | | | |
| Unit-2 | • | Justice V | Number | of lectures=09 | | Issues and policies fo | or Seco | ndarv E | ducation | | | | | |
| • | Dropout | , Retention, | | | | L L | | | | | | | | |
| • | RTE-200 |)9, | | | | | | | | | | | | |
| • | Constitu | tional provis | sions of ed | lucation for SC, ST, O | OBC, ar | nd girl child, | | | | | | | | |
| • | Idea of C | Common Sch | hool Syste | em, | | | | | | | | | | |
| | Languag | e Policy | Education, | , | | | | | | | | | | |
| Unit-3 | 88 | <u>,</u> | Number | of lectures=09 | | Contemporary India | n Edu | cation: (| Concerns | | | | | |
| • | A critica | l review of t | the present | t school system: A st | ratified | government school syste | em, | | | | | | | |
| • | Educatio | n Guarantee | e Scheme, | | | | | | | | | | | |
| • | Alternati | ve Schools, | | | | | | | | | | | | |
| • | Kendriya | a, Navodaya | l | | | | | | | | | | | |
| • | KGBV | vikas viuy | alayas, | | | | | | | | | | | |
| Unit-4 | | | Number | of lectures=09 | | Contemporary India | n Edu | cation: I | ssues | | | | | |
| • | Problem | s in Modern | Indian Ed | lucation | | 1 | | | | | | | | |
| • | Problem | s of national | lization, | | | | | | | | | | | |
| • | Equality | of education | nal opport | unities | | | | | | | | | | |
| • Unit-5 | Diversiti | cation of cu | Number | of lectures=09 | | Initiatives of The Go | vernm | ent of Ir | dia | | | | | |
| • | Sarva Sh | uksha Abhiy | van (SSA) | officetures of | | Initiatives of The Go | vernm | | lula | | | | | |
| • | Rashtriy | a Madhyami | ik Shiksha | , A Abhiyan (RMSA), | | | | | | | | | | |
| • | Mid-day | Meal | | // | | | | | | | | | | |
| • | Schemes | for girls, SO | C, ST and | Marginalised Group, | , | | | | | | | | | |
| • | ICT In S | chool Educa | ation: - Na | ational Repository of | Open E | ducational Resources (N | ROER |), TT) | | | | | | |
| • 11. CO-I | Panult M | ing | n ivialavly | a inational ivitssion o | m reach | iers and reaching (PMN | INININ | 11) | | | | | | |
| C | Os | 8 | | Attribu | ites | | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
| СС | 01 | Understand era. | different | commissions and po | licies of | f education post-indeper | ndence | 1 | 3 | 3 | 1 | 2 | 1 | 2 |
| | | Understand | issues and | d policies of secondar | ry educa | tion system. | | 1 | 3 | 3 | 1 | 2 | 1 | 2 |
| | 52 | | | | | | | | 1 | | | | | |

| CO3 | Discuss about contemporary education system. | 1 | 3 | 2 | 1 | 2 | 1 | 2 | | | |
|--|---|---------------------------------------|--------|---|---|---|---|---|--|--|--|
| CO4 | Discuss about issues of contemporary education system. | 1 | 3 | 2 | 1 | 2 | 1 | 2 | | | |
| CO5 | Explain initiatives taken by the government to develop education system in India. | nt to develop education system in 1 3 | | | | | 1 | 2 | | | |
| | 3 Strong contribution, 2 Average contribution, 1 L | ow contri | bution | | • | | | | | | |
| 12. Brief descu | iption of self learning / E-learning component | | | | | | | | | | |
| https://ilizone.iu | l.ac.in/mod/url/view.php?id=347912 | | | | | | | | | | |
| https://ilizone.iu | l.ac.in/mod/resource/view.php?id=347910 | | | | | | | | | | |
| 13. Books reco | mmended: | | | | | | | | | | |
| 1. Anand, C.L. | et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, New De | elhi. | | | | | | | | | |
| 2. Govt. of India | (1986). National Policy on Education, Min. of HRD, New Delhi. | | | | | | | | | | |
| 3. Govt. of India | a (1992). Programme of Action (NPE). Min of HRD. | | | | | | | | | | |
| 4. Govinda, R. (| 2011). Who goes to school?: Exploring exclusion in Indian education. Oxford Univer | rsity Pres | 5. | | | | | | | | |
| 5. Krishnamurti | , J. (1992). Education and world peace. In Social responsibility. Krishnamurti Founda | tion. | | | | | | | | | |
| 6. Kumar, K. (2 | 013). Politics of education in colonial India. India: Routledge. | | | | | | | | | | |
| 7. Mani, R.S. (1 | 964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New D | Delhi. | | | | | | | | | |
| 8. Manoj Das (1 | 999). Sri Aurobindo on Education, National Council for Teacher Education, New De | lhi. | | | | | | | | | |
| 9. Mohanty, J., (1986). School Education in Emerging Society, Sterling Publishers. | | | | | | | | | | | |
| 10. N | 10. Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot, Baroda | | | | | | | | | | |

SEMESTER-IV

| 1. Name of the Department: Education | | | | | | | | | | | | |
|--------------------------------------|--|--|---------------------------|---|--------------------------|----------------|----------|---------|----------------|----------|----------|---------------|
| 2. Cour | se Name | PHILOSOPHICAL AND SOC | IOLOGCAL | PERSPECTIVES IN EDUCA | TION | L | | | Т | | | Р |
| 3. Cour | se Code | ED503 | | | | 3 1 | | | | | | 0 |
| 4. Type | of Course (use tick | mark) | | | 1 | Core (| √) | | DE () | | FC | 2() |
| 5. Pre-r | equisite (if any) | GRADUATION | 6. | Frequency (use Tick marks) | Even () | Odd | (√) | Ei | ther Se | m () | E' Se | very m () |
| 7. Tota | I Number of Lecture | es, Tutorials, Practical's | 1 | Tutorials = 10 | | | | Dracti | al – Ni | 1 | | |
| 8. COU | RSE OBJECTIVES: Th | res = 30 ne course is aimed at making s | students ree | cognize the contribution (| of great educato | ors in the fie | ld of ed | ucation | מו = ואו ז. | 1 | | |
| | | | | | | | | | | | | |
| 9. COU | IRSE OUTCOMES (CO | D): | | | | | | | | | | |
| After the | SE OUTCOME | ompletion, learners will develo | op followin | g attributes: | | | | | | | | |
| (CO) | | | | AIIr | (IDUTES | | | | | | | |
| | CO1 | Recognize the role of great | educators i | n reviving education | | | | | | | | |
| | CO2 | Express the contribution of a | ancient grea | at educators Plato, Socrat | es and Aristotle | in the field | of educ | ation | | | | |
| | CO3 Identify the work and contribution of great educators Rousseau and Herbert in the medieval time. | | | | | | | | | | | |
| | CO4 | Explain the contribution of N | /lodern edu | icators such as Maria Mo | ntessori and Joh | in Dewey. | | | | | | |
| | COS Recognize the contribution and work of modern Indian Great educators | | | | | | | | | | | |
| 10. Uni | t wise detailed cont | tent | | | | | | | | | | |
| Unit-1 | | Number of lectures | 06 | | | | | | | | | |
| Reflection | s on Education: Role | e of educator in education , Mo | odern deve | Iopments in education ,Ir | mpact of new d | evelopment | s in edu | cation | , Persp | ectives | s of | |
| education | in present scenario | | | | | | | | | | | |
| Linit-2 | | Number of lectures | 10 | | | | | | | | | |
| Ancient Gr | reat Educators: Socr | rates Aristotle Plato - With si | necial refer | ence to-Their life sketch : | and philosophy | Aims of ed | ucation | Curric | ulum r | methor | hology | |
| student, te | eacher discipline in e | education, Literature and cont | ribution in | education | and philosophy) | , and of ea | | curre | urun, i | incenio. | 101057 | , |
| Unit-3 | | Number of lectures | 08 | | | | | | | | | |
| Medieval (| Great Educators: Ro | usseau, Herbert Spencer, With | n special ref | ference to- Their life sket | ch and philosop | hy, Aims of | educatio | on. Cur | riculum | n, meth | nodolo | gy, |
| student, te | eacher, discipline in | education, Literature and cont | tribution in | education | | | | | | | | |
| | | | | | | | | | | | | |
| Unit-4 | | Number of lectures | 08 | | | | | | | I. A | | |
| wodern G Curriculum | n methodology stud | lent teacher and discipline in | aranath Tag education | Jore, John Dewey With sp Literature and contribut | ion in education | to- Their Ine | esketch | and pi | niosop | ny, Ain | ns. | |
| curriculuit | i, methodology stud | | cuucution, | | | | | | | | | |
| Unit-5 | | Number of lectures | 08 | | | | | | | | | |
| Modern In methodolo | ndian Educators: Ma Dgy student, teacher | hatma Gandhi, APJ Abdul Kala • and discipline in education, L | m S. Radha iterature a | krishnan, With special rend contribution in education | ference to- Thei tion | r life sketch | and phi | losoph | iy, Aims | s. Curri | culum | , |
| 11.00 0 | 0 monning | | | | | | | | | | | |
| 11. CO-P | | Δ | ttributos | | | P | P | P | P | P | P | P |
| cos | | A | linbutes | | | 0 | ō | ō | Ō | 0 | 0 | 0 |
| | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| CO1 | Recognize the rol | e of great educators in revivin | g education | n | | 3 | 1 | 1 | 1 | 1 | 1 | 2 |
| 603 | Express the contr | ibution of ancient great educat | tors Plato, S | Socrates and Aristotle in t | the field of | | 1 | 1 | 1 | 1 | 1 | 2 |
| | education | | | | | 3 | - | - | 1 | 1 | 1 | 3 |
| СОЗ | Identify the work | and contribution of great edu | icators Rou | sseau and Herbert in the | medieval time | 3 | 1 | 1 | 2 | 1 | 2 | 3 |
| CO4 | Explain the contri | bution of Modern educators su | uch as Mari | ia Montessori and John D | ewey | 3 | 2 | 1 | 1 | 1 | 1 | 2 |
| CO5 | Recognize the cor | ntribution and work of modern | Indian Gre | eat educators | | 3 | 2 | 1 | 1 | 1 | 2 | 3 |
| | 3 Stron | g contribution, 2 Average cont | tribution , 1 | L Low contribution | | | | | | | | |
| 12. Brie | ef description of self | f-learning / E-learning compon | nent | | | | | | | | | |
| htt | ps://ilizone.iul.ac.in/ ps://ilizone.iul.ac.in/ | /mod/resource/view.php?id=3 /mod/resource/view.php?id=3 | 47089 | | | | | | | | | |
| | p3., / m20me.ru.ue.m | | 11005 | | | | | | | | | |
| | | | | | | | | | | | | |
| 12 | | 01 DO2 DT2 | | | | | | | | | | |
| 13. BOOI | himan O.P. Princin | UI, PUZ, BIZ | on Ludhian | a · Sharda Brothers | | | | | | | | |
| 2. F | Paliwal M.R Social Ch | nange and Education. New Dell | hi; Uppal Pi | ublishing House Mukhona | adhyay M | | | | | | | |
| 3. F | R.P. Bhatnagar, Inter | national Publishing House, Me | erut, 2003 | _ · · · · | | | | | | | | |
| 4. F | R.P.Pathak, , Philoso | phical and Sociological principl | es of Educa | ation Dorling Kinderseley | (India) Pvt. Ltd., | 2012. | | | | | | |
| 5. F | R.N. Sarma, Philosop | hy and Sociology of Education | surjeet Pul | blications, Delhi-07, 1992 | | c | | | | | | |
| 6. | вnatia & Bhatia, The | e Philosophical & Sociological f | oundations | of Education, Doaba Hou | use, Delhi-11000 | ю, 1995 | | | | | | |

| 1. Name of the | Departmen | nt: Educa | tion | | | | | | | | | |
|--|---|--|---|--|-----------------------|---------------|---------------|-----------|----------|----------|-----------|------------|
| 2. Course Nam | e | | TEXT BOOK AND CURRICULU | JM DEVELOPMENT | | | L | | т | | | P |
| 3. Course Code | 9 | | ED504 | | | | 3 | | 1 | | | 0 |
| 4. Type of Cou | rse (use tick | mark) | | | | | Core (√) | DE | () | | FC () | |
| 5. Pre-requisite (if any) | e | | Graduation with any Discipline | 6. Frequency (use tick marks) | Even (v | √) | Odd () | Eitł | ner Sem | 0 | Every Ser | n () |
| 7. Total Numbe | er of Lecture | es, Tutori | als, Practicals | | | | | | | | | |
| Lectures = 30 | | | | Tutorials = 10 | | | Practical = N | Nil | | | | |
| 8. COURSE OBJEC | TIVES: The o | course is | aimed to develop deep under | rstanding of the concep | t , import | tance a | nd status of | curricul | um devel | opment i | n India | |
| 9. COURSE OUTCO After the successfu | OMES (CO): Il course con | npletion, | learners will develop followin | ng attributes: | | | | | | | | |
| COURSE OUTCOM | E (CO) | | ATTRIBUTES | | | | | | | | | |
| | CO1 | | Explain the concept, domain | ns and different types o | of curricu | lum. | | | | | | |
| CO2 | | | Describe the nature, need a | and importance of Text | Book | | | | | | | |
| | соз | | Analyze the influence of soc | ciety and culture in the | planning | and de | evelopment | of curric | ulum | | | |
| | CO4 | | Identify various methods ar | nd approaches used in c | urriculur | m evalu | ation | | | | | |
| | COF | | Acquaint with the developn | nent of curriculum in In | dian con | text | | | | | | |
| 10. Unit wise deta | ailed conten | ıt | | | | | | | | | | |
| Unit-1 | | Numbe | r of lectures = 08 | Title of the unit: N | | OF CUR | RICULUM | | | | | |
| Meaning and conce Types of curriculum | ept, Domain n: Subject ce | s of curri entered, | culum, objective, concept lear Learner centered, core curricu | rning experiences and e Ilum and Integrated cur | valuatior riculum, | n. History | of curriculu | ım devel | opment | | | |
| Unit-2 | - | Numbe | r of lectures =08 | Title of the unit: NA | ATURE OI | F TEXT | воок | | • | | | |
| Meaning, nature, r | Meaning, nature, need and importance of Text Book, Merits and demerits of Text Book | | | | | | | | | | | |
| Unit-3 Number of lectures = 08 Title of the unit: BASES AND DETERMINANTS OF CURRICULUM | | | | | | | | | | | | |
| Philosophical cons | Philosophical considerations, Psychological considerations, Sociological considerations, Discipline oriented considerations | | | | | | | | | | | |
| Unit-4 | | Numbe | r of lectures = 08 | Title of the unit: CL | JRRICULI | UM EV | ALUATION | | | | | |
| Nature and need , Methods of Curric | Approaches ulum Evalua | to Curric ition , Int | culum Evaluation-Formative ar rerpretation of Evaluation Resu | nd Summative Evaluatic ults. | on. | | | | | | | |
| Unit-5 | | Numbe | er of lectures = 08 | Title of the unit: CL | JRRICULI | UM DE | /ELOPMENT | IN INDI | A | | | |
| Curriculum at Prim NPE 1986, Role of | ary, Second NCERT and | ary and l SCERT in | Jniversity level in the light of N Curriculum Development. | Mudaliyar Commission F | Report, K | othari | Commission | Report. | | | | |
| 11. CO-PO mappi | ng | | | | | | | | | | | |
| COs | E 1 1 1 | | Attributes | c | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
| C01 | Explain the | concept | , domains and different types | of curriculum. | | 1 | 3 | 2 | 1 | 3 | 3 | 5 |
| CO2 | Describe th | ie nature | , need and importance of Text | t Book | | 1 | 2 | 2 | 2 | 3 | 2 | 2 |
| CO3 | Analyze the curriculum | e influeno | ce of society and culture in the | e planning and developr | nent of | 1 | 3 | 2 | 2 | 3 | 2 | 2 |
| CO4 | Identify var | rious met | thods and approaches used in | curriculum evaluation | | 1 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO5 | Acquaint w | ith the d | evelopment of curriculum in I | ndian context | | 1 | 2 | 1` | 2 | 2 | 1 | 1 |
| | | | 3 Strong contributio | on, 2 Average contributi | ion , 1 Lo | w cont | ribution | | • | | | |
| 12. Brief descripti | ion of self le | arning / | E-learning component | Dg0MiV4/details | | | | | | | | |
| https://classroom. https://classroom. https://classroom. https://classroom. | google.com/ google.com/ google.com/ google.com/ | /c/MjY1C /c/MjY1C /c/MjY1C /c/MjY1C /c/MjY1C | DDQzNji4MTIx/p/Mjk4NTI1MD DDQzNji4MTIx/p/Mjk4NTI4OTi DDQzNji4MTIx/p/Mjk4NTI4OTi DDQzNji4MTIx/m/NTkxOTQyO DDQzNji4MTIx/m/MzExMTYxN | DI2NzYw/details DI2NzYw/details g2Nzc5/details ITg3NjFa/details MDkzMDk3/details | | | | | | | | |
| 13. Books recomm | ended: | Poorer | nicing the Secondary School C | urriculum | | | | | | | | |
| 2- Alberty 2- Hyman 3- Stratem | and Alberty Ronald T, Ap Iyer Develop | , кеогда oproache oing Curr | insing the secondary school C is to Curriculum iculum for Modern Living | urnculum | | | | | | | | |

| $\frac{2}{3} Co$ | | T | hoom of D- | vahala T | mantical and Ct | atiatiaa | т | | - | C | | р | |
|---|---|--|--|--|--|---|---|---|--|--|---|---|---------|
| 5 CO | urse Name | I | neory of Ps | yenology P | ractical and St | austics | | | - | L | | <u>r</u> | |
| 1 T | urse Code | Lao tialy mark | 2D202 | | Corro (n) | | 3 | | | l | | 0 | |
| н. Тур К. Тото | e of Course (u | Ise lick mark |) aniala Duad | final | Core (*) | DE() | | | | | | | |
| octura | $\frac{1}{n} = 27$ | Jectures, Tut | oriais, Praci | lical | Tutorials — Q | | Dractical | - 0 | | | | | |
| 6. COU | JRSE OBJEC | TIVES: Stu | dents will be | e able to: | 1 utor rais -9 | | Tacucar | -0 | | | | | |
| • Under | stand about Te | ests and Exper | riment Under | rstand abou | it Statistics and | l its basic cor | cepts • Un | derstan | d abo | ut Preser | ntation | n of E |)ai |
| <u>Fabular,</u> | Graphical rep | resentation of | data• Under | rstand Desc | riptive statistic | s - Measure c | of Central To | endenc | y, Vai | riability a | and Co | orrela | tio |
| $\frac{7.000}{6}$ | KSE OUTCO | $\frac{\text{MES}(\text{CO})}{\text{ATTDIDIV}}$ | After the s | successful | course comple | ion, learners | will aevelop | э јонон | ving a | ttributes | : | | |
| Course | Outcome(CO |) ATTRIBU | $\frac{1ES}{11} + \frac{1}{11} + \frac{1}{11$ | o know ok | out Tasta and | Evporimonto | thou will | lenouv | about | abaraat | rictio | a of | G |
| | CO1 | Psychologic | cal Test, resta | ate differen | t types of Psvc | hological Tes | , they will ts. They will | know | about | t variable | s and | its tv | be |
| | | Students wi | ll get knowle | edge of def | inition and sco | be of statistics | The will g | et insig | tht of | Ouantita | tive ar | nd | |
| | CO2 | qualitative d | data. They w | ill understa | nd different sc | ales of measu | rements | et more | , | Quantita | u ve u | 14 | |
| | | Students wi | Ill be able to | understand | about the pres | entation of Da | ta. They wi | ll be ab | le to | compute | and a | pplv i | t i |
| the presentation of data. | | | | | | | | | | | | | |
| | Students will be acquaint with measures of Central Tendency. They will understand the concept of measures of | | | | | | | | | | | | |
| CO4 variability. They will be able to solve the numerical problems. | | | | | | | | | | | | | |
| | 0.05 | Students w | ill be able | to understa | and the conce | pt of Correla | tion. They | will k | now | about di | fferen | t typ | es |
| | 005 | correlation. | They will be | e able to so | lve different nu | merical probl | ems. | | | | | | |
|)8. Unit | wise detailed | content | | | | | | | | | | | |
| Unit-1 | | Number | r of lectures | =6 | Title of the u | nit: Introdu | ction to Psy | cholog | gy Tes | sting | | | |
| Introd | luction of Tes | t – Character | ristics of Go | ood Psycho | logical Test, | Гypes of Psy | chological ' | Test, U | Jses c | of Psycho | ologic | al Te | :S1 |
| Experim | ent – Variable | & its types • | Difference b | between Ex | periment and T | est | | | | | | | |
| Unit-2 | | Number | r of lectures | =6 | Title of the u | nit : Introdu | ction to Sta | tistics | | | | | |
| Defini Attribute | tion and scope es, Variables • | e of Statistics, Scales of Me | , Limitations | s of Statist Nominal, C | ics, Use of Sta Ordinal, Interva | tistics in Edu l and Ratio. | cation • Da | ita: qua | antitat | ive and | qualita | ative, | |
| Unit-3 | | Number | r of lectures | = 8 | Title of the u | nit: Presenta | tion of Dat | a | | | | | |
| • Presen | itation of Data | I – Meaning a | nd Concept, | Tabular an | nd Graphical P | resentation • | Computatio | n, Use | s, Me | rits and 1 | Deme | rits – | |
| Bar diag | ram, Histograr, | n, Pie chart, F | Frequency Po | olvgon and | Ogives | | | | | | | | |
| | | | | -)8 | | | | | | | Voria | abili | t y |
| Unit-4 | | Number | r of lectures | = 8 | Title of the u | I nit: Measure | es of Cent | ral Te | n d e n | cy and | valla | | |
| • Centra | al Tendency a | Number and its measu | r of lectures ures : Mean, | = 8 , Median, N | Title of the u Mode, Quartile | and Percenti | es of Centr les - Comp | utation | nden , Use | cy and s, Merits | and I | Deme | ri |
| • Centr • Centr Measure | al Tendency a es of Dispersio | Number and its measu on: Range, Sta | r of lectures ures : Mean, andard Devia | = 8 , Median, Mation, Coeff | Title of the u Mode, Quartile icient of variat | nit: Measure and Percenti ion - Compute | es of Centr les - Comp ation, Uses, | utation Merits | nden , Use: and I | cy and s, Merits Demerits | and I | Deme | ri |
| • Centr Measure Unit-5 | al Tendency : es of Dispersio | Number and its measu on: Range, Sta Number | r of lectures ures : Mean, andard Devia r of lectures | = 8 , Median, N ation, Coeff s = 6 $compute$ | Title of the u Mode, Quartile Accient of variat Title of the u | and Percenti and Percenti ion - Computa nit : Measur | es of Centr les - Comp ation, Uses, es of Corre | ral Te utation Merits lation | nden , Usea and I | cy and s, Merits Demerits | and I | Deme | ri |
| Centr Measur Unit-5 Concept | al Tendency : es of Dispersion t, Types, Coeffic PO mapping | Number and its measu on: Range, Sta Number sient of correlati | r of lectures ures : Mean, andard Devia r of lectures ion; assumptic | = 8 , Median, N ation, Coeff s = 6 ons, computa | Title of the understand the understa | anit: Measure and Percentii ion - Computa nit : Measur terpretation of | es of Centr les - Comp ation, Uses, es of Corre rank order an | ral Te utation Merits lation d produ | nden , Usea and E | cy and s, Merits Demerits | and I | Deme | rit |
| • Centr Measure Unit-5 • Concept 09. CO-2 | al Tendency : es of Dispersio t, Types, Coeffic PO mapping | Number and its measu on: Range, Sta Number vient of correlati | r of lectures ures : Mean, andard Devia r of lectures ion; assumptio | = 8 , Median, Mation, Coeff s = 6 ons, computations | Title of the u Mode, Quartile ficient of variat Title of the u ation, uses and in | and Percenti ion - Computa nit : Measur terpretation of | es of Centr les - Comp ation, Uses, es of Correl rank order an | ral Te utation Merits lation d produ | n d e n , Uses and I net m PO2 1 | cy and s, Merits Demerits noment co PO3 PO4 | and I | Deme on PO6 | rit |
| Centr Measur Unit-5 Concept 09. CO-1 COs CO1 | al Tendency : es of Dispersion t, Types, Coeffic PO mapping Students will be Psychological Ter | Number and its measu on: Range, Sta Number sient of correlati able to know at st, restate differer | r of lectures ures : Mean, andard Devia r of lectures ion; assumptic | = 8 , Median, N ation, Coeff s = 6 ons, computation Attributes Experiments, hological Test | Title of the u Mode, Quartile icient of variat Title of the u ation, uses and in they will know s. They will know | and Percentii ion - Computa nit : Measur terpretation of about characteris about variables a | es of Centri les - Comp ation, Uses, es of Correi rank order an tics of Good and its types. | ral Te utation Merits lation d produ PO1 3 | n d e n , Uses and I ect m PO2 I 2 | cy and s, Merits Demerits coment co PO3 PO4 1 2 | and I rrelation PO5 3 | Deme on PO6 1 | P |
| • Centr Measure Unit-5 • Concept 09. CO-1 COs CO1 | al Tendency : es of Dispersion t, Types, Coeffic PO mapping Students will be Psychological Te: Students will get | Number and its measu on: Range, Sta Number Sient of correlati able to know at st, restate differer knowledge of def | r of lectures ures : Mean, andard Devia r of lectures ion; assumptic // bout Tests and nt types of Psycl finition and scop | = 8 , Median, N ation, Coeff = 6 ons, computa Attributes Experiments, hological Tess pe of statistics | Title of the u Mode, Quartile icient of variat Title of the u ation, uses and in they will know s. They will know | anit: Measure and Percentii ion - Computa nit : Measur iterpretation of about characteris about variables a ht of Quantitativ | es of Centri les - Comp ation, Uses, es of Corre rank order an tics of Good and its types. e and | ral Te utation Merits lation d produ PO1 3 3 | n d e n , Uses and I net m PO2 I 2 2 | cy and s, Merits Demerits roment co PO3 PO4 1 2 2 1 | and I rrelation PO5 3 3 | Deme on PO6 1 | P |
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Rinehart and Winston. • Ferguson, G. A Statistical Analysis in Psychology and Education, New York: McGraw Hills. • Garret, H.I. Statistics in Psychology and Education, Bombay: Vakils • Guilford, J. P. & B. Fruchter. Fundamental Statistics in Education and Psychology, Tokyo: McGraw Hill • Lindquist, E. F. Statistical Analysis in Educational Research, Boston: Houghton Mifflin Co

| 1.NameoftheDepartm | nent:Educati | on | | | | | | | | | |
|---|--|---|---|---------------------|------------------------------|----------------------|----------------------|---------------------|---------------------|-------------------|--|
| 2.CourseName | | Value Educat | ion and Human Rights | | L | | Т | |] | P | |
| 3.CourseCode | | ED506 | | | 3 | | 1 | | | 0 | |
| 4.TypeofCourse(use | tickmark) | | | | Core(√) | DE | 0 | | FC() | | |
| 5.Pre- requisite(ifany |) | Graduation in any Discipline | 6.Frequency(usetick Even marks) | (√) | Odd() | Eitl | nerSem() | | EverySer | n() | |
| 7.TotalNumberofLec | tures,Tutoria | als,Practicals | | | | | | | | | |
| Lectures=30 | | | Tutorials=10 | | Practical= | Nil | | | | | |
| 8. COURSEOBJECT the different types of v | IVES: The pralues, student | urpose of this graduate course is s will be able to do become good | to impart theoretical and practi d citizen and make contribution | cal knov with va | vledge of Va lue based so | lue educa ciety. | ation and | Human r | ights. By | studying | |
| 9.COURSEOUTCON Afterthesuccessfulcour | IES (CO): secompletion. | learnerswilldevelopfollowingat | tributes: | | | | | | | | |
| COURSEOUTCOME | (CO) | ATTRIBUTES | | | | | | | | | |
| C01 | | To enable the student Human Rights. | s to understand the need | and in | portance | of valu | e educa | tion an | d educa | tion fo | |
| CO2 | CO2 To enable the students to understand the nature of values, moral values, moral education and differentiate such values from religious education. | | | | | | | | | | |
| CO3 | | To orient the student development of the ch | s with the basis of mora hild. | ility ar | nd the pla | ce of r | eason a | ind emo | otions ir | 1 mora | |
| CO4 | | To enable the student social development. | s to understand the proce | ss of n | noral deve | lopmer | ıt vis-à- | vis thei | r cognit | ive and | |
| C05 | | To orient the student moral learning into m | s with various intervention | on stra | itegies for | r moral | educat | ion and | l conver | sion o | |
| 10.Unitwisedetailedco | ntent | | | | | | | | | | |
| Unit-1 | Num | beroflectures=8 | Titleoftheunit:Meaning and | d Conc | ept of Val | ie Educ | ation | | | | |
| Classification of v Honesty, social ser Value Education C Unit-2 | values: Per vice and Pr <u>onstitution</u> | sonal and social, Intrins otection of Environment. al or National Values beroflectures=8 | ic and instrumental, Co | ontemp | oorary va | lues- so | cientific | e Temp | er, inte | llectua | |
| Indian Culture and | Human Va | alues, Rights of Teacher i | n Indian Culture,Role of | teache | er in value | e Educa | tion, N | eed and | l import | ance o | |
| Value Education in | the existin | g social scenario, Need ar | id importance of Education | on for I | Human R | ights in | the exi | sting so | cial sce | nario. | |
| Unit-3 | Num | beroflectures=8 | Titleoftheunit:Meaning an | nd Cond | ept of Hur | nan Rigl | nts | | | | |
| Human Rights: Co service and Protec | ion of Env | vironment, Human Rights | ntemporary Human Rigi Constitutional or Natio | nts - s nal Va | cientific llues, Hui | nan Ri | , intelle ghts Ro | ole of te | eacher in | , socia n valu | |
| Unit-4 | Num | beroflectures=8 | Titleoftheunit: Value Edu | ucatio | n and lea | rning T | heorie | 5 | | | |
| Moral Developmer theory approach, es development and th | t of the Ch pecially so heir charact | nild, Concept of Developr cial learning theory appro eristic features. | nent and concept of Mor ach, Cognitive developm | al Dev ental a | elopment, pproach- | , Psycho Piaget a | o-analy and Kol | tic appr hlberg, | oach, L stages o | earning f mora | |
| Unit-5 | Num | iberoflectures=8 | Titleoftheunit:Method of | Impart | ing Value | Educat | ion | | | - | |
| Traditional methors value clarification | ods: Story n, intellect | telling, Ramleela, Tam tual discussions, Role c | asha, street play and for four school teacher: Ever | olk so y teac | ngs, Pracher as te | ctical n acher a | nethod is teach | s: Surv | vey, rol values, | e play schoo | |
| 11.CO-POmapping | | | | | | | | | | | |
| COs A | ttributes | | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | |
| CO1 0 | o enable th f value edu | ne students to understand location and education for l | the need and importance Human Rights. | 3 | 2 | 1 | 2 | 2 | 1 | 3 | |
| CO2 T n f | o enable for a contract of the | the students to understand s, moral education and to us education. | nd the nature of values, differentiate such values | 3 | 1 | 3 | 1 | 2 | 1 | 3 | |
| соз Т | o orient th f reason an | e students with the basis d emotions in moral deve | of morality and the place lopment of the child | 3 | 1 | 2 | 1 | 2 | 1 | 3 | |
| CO4 | o enable tevelopmen | the students to understan t vis-à-vis their cognitive | nd the process of moral and social development. | 2 | 2 | 2 | 1 | 2 | 1 | 2 | |
| | o orient th oral educa ducation. | e students with various i ation and conversion of n | ntervention strategies for noral learning into moral | 3 | 2 | 2 | 1 | 2 | 1 | 2 | |
| 10.0.1 | 10 - | 3Strongcontribu | tion,2Averagecontribution,1Lo | wcontrib | ution | | | | | | |
| 12.Drieidescriptionof | semearning/I | 2-tearningcomponent | | | | | | | | | |

13.Booksrecommended:

- 1. Bagchi, jyotiPrakash and Teckchandani, Vinod, (2008). Value Education, Jaipur, University Book.
- 2. Dhokaia, R.P. 2001. External human values and World Religions, NCERT, New Delhi
- 3. Gawande. EN- (2002) "Value Oriented Education"- Vision for better living, Sarup& Sons
- 4. Gupta, K.M. 1989. Moral Development of school children gurgaon: Academic Press.
- 5. Grose. D.N.- " A text book of value Education" New Delhi (2005).
- 6. Ruhela S.P.- "Human value in Education" New Delhi.
- 7. Shrimali K.L(1974)- A search for Value in Education, New Delhi
- 8. Singh Y.K., RuchikaNath, (2005). Value Education, Delhi: APH Publishing Co.

| 1. | Name of th | e Departmer | nt: Educatio | on | | | | | | | | |
|----------------|---|--|--|--|--|-----------------------------------|--------------------|---------|----------|--------|-----------|------|
| 2. | Course Nan | ne | El | DUCATIONAL GUIDAN | CE AND COUNSELLI | NG | L | | т | | 1 | P |
| 3. | Course Cod | e | 1 | ED 507 | | | 3 | | 1 | | | 0 |
| 4. | Type of Cou | ırse (use tick | mark) | | | | Core (√) | DE | 0 | | FC () | |
| 5. | Pre-requisit (if any) | e | (| Graduation with any Discipline | 6. Frequency (use tick marks) | Even (V) | Odd () | Eit | her Sem | () | Every Ser | n () |
| 7. | Total Numb | er of Lecture | es, Tutorial | s, Practical | - | | | | | | | |
| Lect | tures = 30 | | | | Tutorials = 10 | | Practical = | Nil | | | | |
| 8. CO | URSE OBJEC | TIVES- | | | | | | | | | | |
| | To une To ge To en Aware | derstand the t acquainter able the stur- eness of Can | e concept, d with the idents to u reer Inform | need and importance of principles, issues, problunderstand the concept o mation and Training | guidance & Counselli lems and procedure of f Testing in Guidance | ng. guidance & and counseli | Counselling ng. | g. | | | | |
| 9. CO After | OURSE OUTC | OMES (CO): ul course cor | npletion. le | earners will develop follow | vina attributes: | | | | | | | |
| COUR | | IE (CO) | · · · · · · · | ATTRIBUTES | | | | | | | | |
| | | (, | | Students will be able to | define Guidance | | | | | | | |
| | | CO1 | | | | | | | | | | |
| | CO2 Students will be able to differentiate Guidance and Counselling. | | | | | | | | | | | |
| | | CO3 | | Students will be able to | understand tools and | techniques of | f Counsellir | ıg. | | | | |
| | | CO4 | | Students will be able to | understand importanc | e of follow-u | ıp | | | | | |
| | | CO5 | | Students will be able to | understand career info | ormation. | | | | | | |
| 10.1 | 1 | | | | | | | | | | | |
| 10. C | t-1 | alled conter | Number | of lectures = 04 | Title of the unit: - | Guidance in | School | | | | | |
| | Meani | ng Nature | and Need | of Guidance | The of the unit. | Guidance III | School | | | | | |
| | Aims | and Princir | and Need | idance. Role of school i | n Guidance | | | | | | | |
| | Procee | ture of Gui | dance -ste | ens | il Guidance | | | | | | | |
| | Areas | - Personal | Education | nal and vocational Guida | ance Group Dynamics | and Group (| Guidance | | | | | |
| Unit | t-2 | i ersonai, | Number | of lectures =04 | Title of the unit: - | Counseling | in School | | | | | |
| | • Meani | ng, Nature | and Need | of counseling: Differen | ce between Guidance a | and Counsell | ing. | | | | | |
| | • Aims | and Princip | les of cou | inselling. | | | - | | | | | |
| | Couns | eling Proce | SS. | | | | | | | | | |
| | • Appro | aches: Dire | ctive, No | n –directive and Eclectio | c counselling. | | | | | | | |
| | • Role | of counselo | r in schoo | ol, Qualities and Qualific | ation of a good counse | elor. | | | | | | |
| Unit | t-3 | | Number | of lectures = 04 | Title of the unit: -T | ool and Impl | ication of G | uidance | & Counse | elling | | |
| | • Blank | s, Cumulati | ve record | cards, Anecdotal record | s, Rating Scale, Quest | ionnaire | | | | | | |
| | • Invent | ories: Inter | est and Pe | ersonality. | | | | | | | | |
| | Career Ethics | awareness | skills, Te | eachers' role in career pla | anning. | | | | | | | |
| Unit | • Euliea t-4 | ai and iegai | Number | of lectures = 04 | Title of the unit: Is | sues and Te | chniques ir | ı Guida | nce and | Counse | elling | |
| | Proble | ms and cor | cerns. Co | ounselling for parents. | | | | | | | 8 | |
| | • Impo | rtance of fo | llow-up in | n counseling, Observatio | on, Interview and socio | metry. | | | | | | |
| | • Techn | iques of co | unselling: | Lectures, Discussion an | d Dramatics. | | | | | | | |
| Unit | t-5 | | Number | of lectures = 04 | Title of the unit: - (| Career Inform | nation and T | raining | | | | |
| | Inform | nation abou | t educatio | n and training opportuni | ities at Primary, and Se | econdary leve | els of schoo | 1. | | | | |
| 11 0 | • New t | rends in Gu | idance an | d counselling | | | | | | | | |
| 11. (| COs | | | Attributes | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
| | | Students v | will be ab | le to define Guidance. | | 2 | 2 | 1 | 2 | 2 | 2 | 2 |
| | CO1 | | | | | | | | | | | |
| | | Students v | will be ab | le to differentiate Guida | nce and Counselling. | 2 | 2 | 1 | 2 | 2 | 2 | 2 |
| | 02 | | | | 6 | | | | | | | |
| | CO3 | Students v | will be ab | le to understand tools an | d techniques of Couns | elling. 2 | 2 | 2 | 2 | 1 | 2 | 1 |
| | CO4 | Students | will be ab | le to understand importa | nce of follow-up | 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| <u> </u> | | Students v | will be ab | le to understand career in | nformation. | 2 | 1 | 1 | 2 | 2 | 1 | 2 |
| | CO5 | | | | | | | | | | | |
| | | | | | | | | | | | | |
| 12 5 | Brief descript | tion of solf-la | arning / F. | 3 Strong contribut | tion, 2 Average contributi | on , 1 Low cor | ntribution | | | | | |
| | sher descrip | | g / E | icaning component | | | | | | | | |
| | | | | | | | | | | | | |

13. Books recommended:

- 1. Bhatnagar RP: Guidance & Counselling in Education
- 2. Gibson Robert & Mitchell Marianne (2005): Introduction to Guidance & Counselling, 6th edition, Prentice Hall of India, New Delhi.
- 3. Kochhar SK (1981) Guidance in Indian education, New Delhi
- 4. Kochhar SK (1987): Educational & Vocational Guidance in Secondary Schools, Sterling Publishers, New Delhi.
- 5. Nanda SK, Chadha PC: Educational & Vocational Guidance