

<b>1. Name of the Department: Education</b>										
<b>2. Course Name</b>	<b>PROBLEMS OF MODERN INDIAN EDUCATION</b>			<b>L</b>	<b>T</b>	<b>P</b>				
<b>3. Course Code:</b>	<b>ED502</b>			3	1	0				
<b>4. Type of Course (use tick mark)</b>				<b>Core (√)</b>	<b>DE ()</b>	<b>FC ()</b>				
<b>5. Pre-requisite (if any)</b>	Graduation in any stream.	<b>6. Frequency (use tick marks)</b>	Even (√)	Odd ()	Either Sem ()	Every Sem ()				
<b>7. Total Number of Lectures, Tutorials, Practicals</b>										
<b>Lectures = 35</b>			<b>Tutorials = 10</b>		<b>Practical = Nil</b>					
<b>8. COURSE OBJECTIVES:</b> The course is aimed to develop an understanding of modern Indian education system, which is necessary for grooming them into successful education graduate. The topics introduced will serve as basic tools for specialized studies in education field.										
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>										
<b>COURSE OUTCOME (CO)</b>		<b>ATTRIBUTES</b>								
<b>CO1</b>		Understand different commissions and policies of education post-independence era.								
<b>CO2</b>		Understand issues and policies of secondary education system.								
<b>CO3</b>		Discuss about contemporary education system.								
<b>CO4</b>		Discuss about issues of contemporary education system.								
<b>CO5</b>		Explain initiatives taken by the government to develop education system in India.								
<b>10. Unit wise detailed content</b>										
<b>Unit-1</b>	<b>Number of lectures=09</b>			<b>Development of Modern Indian Education</b>						
<ul style="list-style-type: none"> <li>• Education in Post-Independence Period:</li> <li>• Mudaliar Commission (1952),</li> <li>• Education Commission (1964-66),</li> <li>• NPE 1968, NPE 1986 and its modified version 1992,</li> <li>• Learning Without Burden-1993</li> <li>• NCF 2005</li> <li>• Knowledge Commission (2006)</li> <li>• Justice Verma Commission-2012</li> </ul>										
<b>Unit-2</b>	<b>Number of lectures=09</b>			<b>Issues and policies for Secondary Education</b>						
<ul style="list-style-type: none"> <li>• Dropout, Retention,</li> <li>• RTE-2009,</li> <li>• Constitutional provisions of education for SC, ST, OBC, and girl child,</li> <li>• Idea of Common School System,</li> <li>• National System of Education,</li> <li>• Language Policy</li> </ul>										
<b>Unit-3</b>	<b>Number of lectures=09</b>			<b>Contemporary Indian Education: Concerns</b>						
<ul style="list-style-type: none"> <li>• A critical review of the present school system: A stratified government school system,</li> <li>• Education Guarantee Scheme,</li> <li>• Alternative Schools,</li> <li>• Kendriya, Navodaya</li> <li>• Pratibha Vikas Vidyalayas,</li> <li>• KGBV</li> </ul>										
<b>Unit-4</b>	<b>Number of lectures=09</b>			<b>Contemporary Indian Education: Issues</b>						
<ul style="list-style-type: none"> <li>• Problems in Modern Indian Education</li> <li>• Problems of nationalization,</li> <li>• Equality of educational opportunities</li> <li>• Diversification of curriculum</li> </ul>										
<b>Unit-5</b>	<b>Number of lectures=09</b>			<b>Initiatives of The Government of India</b>						
<ul style="list-style-type: none"> <li>• Sarva Shiksha Abhiyan (SSA),</li> <li>• Rashtriya Madhyamik Shiksha Abhiyan (RMSA),</li> <li>• Mid-day Meal</li> <li>• Schemes for girls, SC, ST and Marginalised Group,</li> <li>• ICT In School Education: - National Repository of Open Educational Resources (NROER),</li> <li>• Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)</li> </ul>										
<b>11. CO-PO mapping</b>										
<b>COs</b>	<b>Attributes</b>			<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	Understand different commissions and policies of education post-independence era.			1	3	3	1	2	1	2
<b>CO2</b>	Understand issues and policies of secondary education system.			1	3	3	1	2	1	2

<b>CO3</b>	Discuss about contemporary education system.	<b>1</b>	<b>3</b>	<b>2</b>	1	<b>2</b>	<b>1</b>	2
<b>CO4</b>	Discuss about issues of contemporary education system.	<b>1</b>	<b>3</b>	<b>2</b>	1	<b>2</b>	<b>1</b>	2
<b>CO5</b>	Explain initiatives taken by the government to develop education system in India.	<b>1</b>	<b>3</b>	<b>1</b>	1	<b>2</b>	<b>1</b>	2

3 Strong contribution, 2 Average contribution, 1 Low contribution

**12. Brief description of self learning / E-learning component**

<https://ilizone.iul.ac.in/mod/url/view.php?id=347912>

<https://ilizone.iul.ac.in/mod/resource/view.php?id=347910>

**13. Books recommended:**

1. Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.
2. Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.
3. Govt. of India (1992). Programme of Action (NPE). Min of HRD.
4. Govinda, R. (2011). Who goes to school?: Exploring exclusion in Indian education. Oxford University Press.
5. Krishnamurti, J. (1992). Education and world peace. In Social responsibility. Krishnamurti Foundation.
6. Kumar, K. (2013). Politics of education in colonial India. India: Routledge.
7. Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
8. Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi.
9. Mohanty, J., (1986). School Education in Emerging Society, Sterling Publishers.
10. Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot, Baroda

## SEMESTER-IV

<b>1. Name of the Department: Education</b>												
<b>2. Course Name</b>	<b>PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION</b>					<b>L</b>	<b>T</b>	<b>P</b>				
<b>3. Course Code</b>	ED503					3	1	0				
<b>4. Type of Course (use tick mark)</b>					<b>Core (√)</b>		<b>DE ( )</b>		<b>FC ( )</b>			
<b>5. Pre-requisite (if any)</b>	GRADUATION		<b>6. Frequency (use Tick marks)</b>		Even ( )	Odd (√)	Either Sem ( )		Every Sem ( )			
<b>7. Total Number of Lectures, Tutorials, Practical's</b>												
Lectures = 30			Tutorials = 10			Practical = Nil						
<b>8. COURSE OBJECTIVES:</b> The course is aimed at making students recognize the contribution of great educators in the field of education.												
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>												
<b>COURSE OUTCOME (CO)</b>		<b>ATTRIBUTES</b>										
CO1		Recognize the role of great educators in reviving education										
CO2		Express the contribution of ancient great educators Plato, Socrates and Aristotle in the field of education										
CO3		Identify the work and contribution of great educators Rousseau and Herbert in the medieval time.										
CO4		Explain the contribution of Modern educators such as Maria Montessori and John Dewey.										
CO5		Recognize the contribution and work of modern Indian Great educators										
<b>10. Unit wise detailed content</b>												
<b>Unit-1</b>	<b>Number of lectures</b>		<b>06</b>									
<b>Reflections on Education:</b> Role of educator in education , Modern developments in education ,Impact of new developments in education , Perspectives of education in present scenario												
<b>Unit-2</b>	<b>Number of lectures</b>		<b>10</b>									
<b>Ancient Great Educators:</b> Socrates, Aristotle, Plato, - With special reference to-Their life sketch and philosophy, Aims of education. Curriculum, methodology, student, teacher discipline in education, Literature and contribution in education												
<b>Unit-3</b>	<b>Number of lectures</b>		<b>08</b>									
<b>Medieval Great Educators:</b> Rousseau, Herbert Spencer, With special reference to- Their life sketch and philosophy, Aims of education. Curriculum, methodology, student, teacher, discipline in education, Literature and contribution in education												
<b>Unit-4</b>	<b>Number of lectures</b>		<b>08</b>									
<b>Modern Great Educators:</b> Madam Maria Montessori , Rabindranath Tagore, John Dewey With special reference to- Their life sketch and philosophy, Aims. Curriculum, methodology student, teacher and discipline in education, Literature and contribution in education												
<b>Unit-5</b>	<b>Number of lectures</b>		<b>08</b>									
<b>Modern Indian Educators:</b> Mahatma Gandhi, APJ Abdul Kalam S. Radhakrishnan, With special reference to- Their life sketch and philosophy, Aims. Curriculum, methodology student, teacher and discipline in education, Literature and contribution in education												
<b>11. CO-PO mapping</b>												
<b>COs</b>	<b>Attributes</b>					<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	
						<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	
						<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	
						<b>7</b>						
CO1	Recognize the role of great educators in reviving education					3	1	1	1	1	1	2
CO2	Express the contribution of ancient great educators Plato, Socrates and Aristotle in the field of education					3	1	1	1	1	1	3
CO3	Identify the work and contribution of great educators Rousseau and Herbert in the medieval time					3	1	1	2	1	2	3
CO4	Explain the contribution of Modern educators such as Maria Montessori and John Dewey					3	2	1	1	1	1	2
CO5	Recognize the contribution and work of modern Indian Great educators					3	2	1	1	1	2	3
<b>3 Strong contribution, 2 Average contribution , 1 Low contribution</b>												
<b>12. Brief description of self-learning / E-learning component</b>												
<a href="https://ilizone.iul.ac.in/mod/resource/view.php?id=323164">https://ilizone.iul.ac.in/mod/resource/view.php?id=323164</a> <a href="https://ilizone.iul.ac.in/mod/resource/view.php?id=347089">https://ilizone.iul.ac.in/mod/resource/view.php?id=347089</a>												
<b>13. Books recommended: CO1, PO2, BT2</b>												
<ol style="list-style-type: none"> <li>Dhiman O.P., Principles and Techniques of Education, Ludhiana ; Sharda Brothers .,</li> <li>Paliwal M.R Social Change and Education, New Delhi; Uppal Publishing House Mukhopadhyay M.,</li> <li>R.P. Bhatnagar, International Publishing House, Meerut, 2003</li> <li>R.P.Pathak, , Philosophical and Sociological principles of Education Dorling Kinderseley (India) Pvt. Ltd., 2012.</li> <li>R.N. Sarma, Philosophy and Sociology of Education surjeet Publications, Delhi-07, 1992</li> <li>Bhatia &amp; Bhatia, The Philosophical &amp; Sociological foundations of Education, Doaba House, Delhi-110006, 1995</li> </ol>												

<b>1. Name of the Department: Education</b>								
<b>2. Course Name</b>	<b>TEXT BOOK AND CURRICULUM DEVELOPMENT</b>			<b>L</b>	<b>T</b>	<b>P</b>		
<b>3. Course Code</b>	<b>ED504</b>			3	1	0		
<b>4. Type of Course (use tick mark)</b>				<b>Core (√)</b>	<b>DE ( )</b>	<b>FC ( )</b>		
<b>5. Pre-requisite (if any)</b>	Graduation with any Discipline	<b>6. Frequency (use tick marks)</b>	Even (√)	Odd ( )	Either Sem ( )	Every Sem ( )		
<b>7. Total Number of Lectures, Tutorials, Practicals</b>								
Lectures = 30			Tutorials = 10		Practical = Nil			
<b>8. COURSE OBJECTIVES:</b> The course is aimed to develop deep understanding of the concept , importance and status of curriculum development in India								
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>								
<b>COURSE OUTCOME (CO)</b>	<b>ATTRIBUTES</b>							
<b>CO1</b>	Explain the concept, domains and different types of curriculum.							
<b>CO2</b>	Describe the nature, need and importance of Text Book							
<b>CO3</b>	Analyze the influence of society and culture in the planning and development of curriculum							
<b>CO4</b>	Identify various methods and approaches used in curriculum evaluation							
<b>CO5</b>	Acquaint with the development of curriculum in Indian context							
<b>10. Unit wise detailed content</b>								
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: NATURE OF CURRICULUM</b>						
Meaning and concept, Domains of curriculum, objective, concept learning experiences and evaluation. Types of curriculum: Subject centered, Learner centered, core curriculum and Integrated curriculum, History of curriculum development								
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: NATURE OF TEXT BOOK</b>						
Meaning, nature, need and importance of Text Book, Merits and demerits of Text Book								
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: BASES AND DETERMINANTS OF CURRICULUM</b>						
Philosophical considerations, Psychological considerations, Sociological considerations, Discipline oriented considerations								
<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: CURRICULUM EVALUATION</b>						
Nature and need , Approaches to Curriculum Evaluation-Formative and Summative Evaluation. Methods of Curriculum Evaluation , Interpretation of Evaluation Results.								
<b>Unit-5</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: CURRICULUM DEVELOPMENT IN INDIA</b>						
Curriculum at Primary, Secondary and University level in the light of Mudaliyar Commission Report, Kothari Commission Report. NPE 1986, Role of NCERT and SCERT in Curriculum Development.								
<b>11. CO-PO mapping</b>								
<b>COs</b>	<b>Attributes</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	Explain the concept, domains and different types of curriculum.	1	3	2	1	3	3	3
<b>CO2</b>	Describe the nature, need and importance of Text Book	1	2	2	2	3	2	2
<b>CO3</b>	Analyze the influence of society and culture in the planning and development of curriculum	1	3	2	2	3	2	2
<b>CO4</b>	Identify various methods and approaches used in curriculum evaluation	1	3	2	3	3	2	3
<b>CO5</b>	Acquaint with the development of curriculum in Indian context	1	2	1	2	2	1	1
3 Strong contribution, 2 Average contribution , 1 Low contribution								
<b>12. Brief description of self learning / E-learning component</b>								
<a href="https://classroom.google.com/c/MjY1ODQzNjI4MTIx/p/Mjk4NTEyNDg0MjY4/details">https://classroom.google.com/c/MjY1ODQzNjI4MTIx/p/Mjk4NTEyNDg0MjY4/details</a> <a href="https://classroom.google.com/c/MjY1ODQzNjI4MTIx/p/Mjk4NTI1MDI2NzYw/details">https://classroom.google.com/c/MjY1ODQzNjI4MTIx/p/Mjk4NTI1MDI2NzYw/details</a> <a href="https://classroom.google.com/c/MjY1ODQzNjI4MTIx/p/Mjk4NTI4OTg2Nzc5/details">https://classroom.google.com/c/MjY1ODQzNjI4MTIx/p/Mjk4NTI4OTg2Nzc5/details</a> <a href="https://classroom.google.com/c/MjY1ODQzNjI4MTIx/m/NTkxOTQyOTg3NjFa/details">https://classroom.google.com/c/MjY1ODQzNjI4MTIx/m/NTkxOTQyOTg3NjFa/details</a> <a href="https://classroom.google.com/c/MjY1ODQzNjI4MTIx/m/MzExMTYxMDkzMDk3/details">https://classroom.google.com/c/MjY1ODQzNjI4MTIx/m/MzExMTYxMDkzMDk3/details</a>								
<b>13. Books recommended:</b>								
1- Albery and Albery , Reorganising the Secondary School Curriculum 2- Hyman Ronald T, Approaches to Curriculum 3- Stratemyer Developing Curriculum for Modern Living								

1.	<b>1. Name of the Department:</b> Faculty of Education								
2.	<b>2. Course Name</b>	Theory of Psychology Practical and Statistics	<b>L</b>	<b>T</b>	<b>P</b>				
3.	<b>3. Course Code</b>	ED505	3	1	0				
	<b>4. Type of Course (use tick mark)</b>	Core (✓)	DE ( )						
	<b>5. Total Number of Lectures, Tutorials, Practical</b>								
	Lectures = 27	Tutorials = 9	Practical = 0						
	<b>6. COURSE OBJECTIVES: Students will be able to:</b>								
	<ul style="list-style-type: none"> <li>Understand about Tests and Experiment</li> <li>Understand about Statistics and its basic concepts</li> <li>Understand about Presentation of Data – Tabular, Graphical representation of data</li> <li>Understand Descriptive statistics – Measure of Central Tendency, Variability and Correlation</li> </ul>								
	<b>7. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>								
	<b>Course Outcome(CO)</b>	<b>ATTRIBUTES</b>							
	<b>CO1</b>	Students will be able to know about Tests and Experiments, they will know about characteristics of Good Psychological Test, restate different types of Psychological Tests. They will know about variables and its types.							
	<b>CO2</b>	Students will get knowledge of definition and scope of statistics. They will get insight of Quantitative and qualitative data. They will understand different scales of measurements							
	<b>CO3</b>	Students will be able to understand about the presentation of Data. They will be able to compute and apply it in the presentation of data.							
	<b>CO4</b>	Students will be acquainted with measures of Central Tendency. They will understand the concept of measures of variability. They will be able to solve the numerical problems.							
	<b>CO5</b>	Students will be able to understand the concept of Correlation. They will know about different types of correlation. They will be able to solve different numerical problems.							
	<b>08. Unit wise detailed content</b>								
	<b>Unit-1</b>	<b>Number of lectures =6</b>	<b>Title of the unit: Introduction to Psychology Testing</b>						
	<ul style="list-style-type: none"> <li>Introduction of Test – Characteristics of Good Psychological Test, Types of Psychological Test, Uses of Psychological Tests</li> <li>Experiment – Variable &amp; its types</li> <li>Difference between Experiment and Test</li> </ul>								
	<b>Unit-2</b>	<b>Number of lectures =6</b>	<b>Title of the unit : Introduction to Statistics</b>						
	<ul style="list-style-type: none"> <li>Definition and scope of Statistics, Limitations of Statistics, Use of Statistics in Education</li> <li>Data: quantitative and qualitative, Attributes, Variables</li> <li>Scales of Measurement - Nominal, Ordinal, Interval and Ratio.</li> </ul>								
	<b>Unit-3</b>	<b>Number of lectures = 8</b>	<b>Title of the unit: Presentation of Data</b>						
	<ul style="list-style-type: none"> <li>Presentation of Data – Meaning and Concept, Tabular and Graphical Presentation</li> <li>Computation, Uses, Merits and Demerits – Bar diagram, Histogram, Pie chart, Frequency Polygon and Ogives</li> </ul>								
	<b>Unit-4</b>	<b>Number of lectures = 8</b>	<b>Title of the unit: Measures of Central Tendency and Variability</b>						
	<ul style="list-style-type: none"> <li><b>Central Tendency and its measures :</b> Mean, Median, Mode, Quartile and Percentiles - Computation, Uses, Merits and Demerits</li> <li><b>Measures of Dispersion:</b> Range, Standard Deviation, Coefficient of variation - Computation, Uses, Merits and Demerits</li> </ul>								
	<b>Unit-5</b>	<b>Number of lectures = 6</b>	<b>Title of the unit : Measures of Correlation</b>						
	•Concept, Types, Coefficient of correlation; assumptions, computation, uses and interpretation of rank order and product moment correlation								
	<b>09. CO-PO mapping</b>								
	<b>COs</b>	<b>Attributes</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
	<b>CO1</b>	Students will be able to know about Tests and Experiments, they will know about characteristics of Good Psychological Test, restate different types of Psychological Tests. They will know about variables and its types.	3	2	1	2	3	1	1
	<b>CO2</b>	Students will get knowledge of definition and scope of statistics. They will get insight of Quantitative and qualitative data. They will understand different scales of measurements	3	2	2	1	3	1	1
	<b>CO3</b>	Students will be able to understand about the presentation of Data. They will be able to compute and apply it in the presentation of data.	3	2	1	1	3	1	1
	<b>CO4</b>	Students will be acquainted with measures of Central Tendency. They will understand the concept of measures of variability. They will be able to solve the numerical problems.	3	2	2	1	3	1	1
	<b>CO5</b>	Students will be able to understand the concept of Correlation. They will know about different types of correlation. They will be able to solve different numerical problems.	3	2	1	2	3	1	1
	3 Strong contribution, 2 Average contribution , 1 Low contribution								
	<b>10. Brief description of self-learning / E-learning component</b>								
	<b>11. Books recommended:</b> <ul style="list-style-type: none"> <li>.S. Chauhan, Advanced Educational Psychology, Seventh Edition, PHI Publication</li> <li>S.K. Mangal, Advanced Educational Psychology. PHI Publication</li> <li>Edwards, A. L. Statistical Methods for Behavioural Sciences, New York: Holt, Rinehart and Winston.</li> <li>Ferguson, G. A Statistical Analysis in Psychology and Education, New York: McGraw Hills.</li> <li>Garret, H.E. Statistics in Psychology and Education, Bombay: Vakils</li> <li>Guilford, J. P. &amp; B. Fruchter. Fundamental Statistics in Education and Psychology, Tokyo: McGraw Hill</li> <li>Lindquist, E. F. Statistical Analysis in Educational Research, Boston: Houghton Mifflin Co</li> </ul>								



<b>1.NameoftheDepartment:Education</b>								
<b>2.CourseName</b>		<b>Value Education and Human Rights</b>			<b>L</b>	<b>T</b>	<b>P</b>	
<b>3.CourseCode</b>		ED506			3	1	0	
<b>4.TypeofCourse(use tickmark)</b>					<b>Core(√)</b>	<b>DE()</b>	<b>FC()</b>	
<b>5.Pre-requisite(ifany)</b>		Graduation in any Discipline	<b>6.Frequency(usetick marks)</b>		Even(√)	Odd()	EitherSem()	EverySem()
<b>7.TotalNumberofLectures,Tutorials,Practicals</b>								
<b>Lectures=30</b>			<b>Tutorials=10</b>		<b>Practical=Nil</b>			
<b>8. COURSEOBJECTIVES:</b> The purpose of this graduate course is to impart theoretical and practical knowledge of Value education and Human rights. By studying the different types of values, students will be able to do become good citizen and make contribution with value based society.								
<b>9.COURSEOUTCOMES (CO):</b> <i>Afterthesuccessfulcoursecompletion,learnerswilldevelopfollowingattributes:</i>								
<b>COURSEOUTCOME(CO)</b>		<b>ATTRIBUTES</b>						
CO1		To enable the students to understand the need and importance of value education and education for Human Rights.						
CO2		To enable the students to understand the nature of values, moral values, moral education and to differentiate such values from religious education.						
CO3		To orient the students with the basis of morality and the place of reason and emotions in moral development of the child.						
CO4		To enable the students to understand the process of moral development vis-à-vis their cognitive and social development.						
CO5		To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.						
<b>10.Unitwisedetailedcontent</b>								
<b>Unit-1</b>		<b>Numberoflectures=8</b>		<b>Titleoftheunit:Meaning and Concept of Value Education</b>				
Value Education: Concept, nature and significance Classification of values: Personal and social, Intrinsic and instrumental, Contemporary values- scientific Temper, intellectual Honesty, social service and Protection of Environment. Value Education Constitutional or National Values								
<b>Unit-2</b>		<b>Numberoflectures=8</b>		<b>Titleoftheunit:Dimensions of Values and Human Rights</b>				
Indian Culture and Human Values, Rights of Teacher in Indian Culture,Role of teacher in value Education, Need and importance of Value Education in the existing social scenario, Need and importance of Education for Human Rights in the existing social scenario.								
<b>Unit-3</b>		<b>Numberoflectures=8</b>		<b>Titleoftheunit:Meaning and Concept of Human Rights</b>				
Human Rights: Concept, nature and significance, Contemporary Human Rights - scientific Temper, intellectual Honesty, social service and Protection of Environment, Human Rights Constitutional or National Values, Human Rights Role of teacher in value education.								
<b>Unit-4</b>		<b>Numberoflectures=8</b>		<b>Titleoftheunit:Value Education and learning Theories</b>				
Moral Development of the Child, Concept of Development and concept of Moral Development, Psycho-analytic approach, Learning theory approach, especially social learning theory approach, Cognitive developmental approach- Piaget and Kohlberg, stages of moral development and their characteristic features.								
<b>Unit-5</b>		<b>Numberoflectures=8</b>		<b>Titleoftheunit:Method of Imparting Value Education</b>				
Traditional methods: Storytelling, Ramlleela, Tamasha, street play and folk songs, Practical methods: Survey, role play, value clarification, intellectual discussions, Role of school teacher: Every teacher as teacher as teacher of values, school curriculum as value laden								
<b>11.CO-POmapping</b>								
<b>COs</b>	<b>Attributes</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
CO1	To enable the students to understand the need and importance of value education and education for Human Rights.	3	2	1	2	2	1	3
CO2	To enable the students to understand the nature of values, moral values, moral education and to differentiate such values from religious education.	3	1	3	1	2	1	3
CO3	To orient the students with the basis of morality and the place of reason and emotions in moral development of the child.	3	1	2	1	2	1	3
CO4	To enable the students to understand the process of moral development vis-à-vis their cognitive and social development.	2	2	2	1	2	1	2
CO5	To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.	3	2	2	1	2	1	2
3Strongcontribution,2Averagecontribution,1Lowcontribution								
<b>12.Briefdescriptionofselflearning/E-learningcomponent</b>								

**13. Books recommended:**

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.



<b>1. Name of the Department: Education</b>											
<b>2. Course Name</b>		<b>EDUCATIONAL GUIDANCE AND COUNSELLING</b>			<b>L</b>	<b>T</b>	<b>P</b>				
<b>3. Course Code</b>		<b>ED 507</b>			3	1	0				
<b>4. Type of Course (use tick mark)</b>					<b>Core (v)</b>	<b>DE ( )</b>	<b>FC ( )</b>				
<b>5. Pre-requisite (if any)</b>		Graduation with any Discipline	<b>6. Frequency (use tick marks)</b>		Even (v)	Odd ( )	Either Sem ( )	Every Sem ( )			
<b>7. Total Number of Lectures, Tutorials, Practical</b>											
Lectures = 30			Tutorials = 10			Practical = Nil					
<b>8. COURSE OBJECTIVES-</b>											
<ul style="list-style-type: none"> <li>To understand the concept, need and importance of guidance &amp; Counselling.</li> <li>To get acquainted with the principles, issues, problems and procedure of guidance &amp; Counselling.</li> <li>To enable the students to understand the concept of Testing in Guidance and counseling.</li> <li>Awareness of Career Information and Training</li> </ul>											
<b>9. COURSE OUTCOMES (CO):</b>											
<i>After the successful course completion, learners will develop following attributes:</i>											
<b>COURSE OUTCOME (CO)</b>		<b>ATTRIBUTES</b>									
<b>CO1</b>		Students will be able to define Guidance.									
<b>CO2</b>		Students will be able to differentiate Guidance and Counselling.									
<b>CO3</b>		Students will be able to understand tools and techniques of Counselling.									
<b>CO4</b>		Students will be able to understand importance of follow-up									
<b>CO5</b>		Students will be able to understand career information.									
<b>10. Unit wise detailed content</b>											
<b>Unit-1</b>		<b>Number of lectures = 04</b>			<b>Title of the unit: - Guidance in School</b>						
<ul style="list-style-type: none"> <li>Meaning, Nature and Need of Guidance.</li> <li>Aims and Principles of Guidance, Role of school in Guidance</li> <li>Procedure of Guidance -steps.</li> <li>Areas - Personal, Educational and vocational Guidance, Group Dynamics and Group Guidance.</li> </ul>											
<b>Unit-2</b>		<b>Number of lectures =04</b>			<b>Title of the unit: - Counseling in School</b>						
<ul style="list-style-type: none"> <li>Meaning, Nature and Need of counseling: Difference between Guidance and Counselling.</li> <li>Aims and Principles of counselling.</li> <li>Counseling Process.</li> <li>Approaches: Directive, Non –directive and Eclectic counselling.</li> <li>Role of counselor in school, Qualities and Qualification of a good counselor.</li> </ul>											
<b>Unit-3</b>		<b>Number of lectures = 04</b>			<b>Title of the unit: -Tool and Implication of Guidance &amp; Counselling</b>						
<ul style="list-style-type: none"> <li>Blanks, Cumulative record cards, Anecdotal records, Rating Scale, Questionnaire</li> <li>Inventories: Interest and Personality.</li> <li>Career awareness skills, Teachers' role in career planning.</li> <li>Ethical and legal Guidance.</li> </ul>											
<b>Unit-4</b>		<b>Number of lectures = 04</b>			<b>Title of the unit: Issues and Techniques in Guidance and Counselling</b>						
<ul style="list-style-type: none"> <li>Problems and concerns, Counselling for parents.</li> <li>Importance of follow-up in counseling, Observation, Interview and sociometry.</li> <li>Techniques of counselling: Lectures, Discussion and Dramatics.</li> </ul>											
<b>Unit-5</b>		<b>Number of lectures = 04</b>			<b>Title of the unit: - Career Information and Training</b>						
<ul style="list-style-type: none"> <li>Information about education and training opportunities at Primary, and Secondary levels of school.</li> <li>New trends in Guidance and counselling</li> </ul>											
<b>11. CO-PO mapping</b>											
<b>COs</b>	<b>Attributes</b>				<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	Students will be able to define Guidance.				2	2	1	2	2	2	2
<b>CO2</b>	Students will be able to differentiate Guidance and Counselling.				2	2	1	2	2	2	2
<b>CO3</b>	Students will be able to understand tools and techniques of Counselling.				2	2	2	2	1	2	1
<b>CO4</b>	Students will be able to understand importance of follow-up				2	2	2	1	1	1	1
<b>CO5</b>	Students will be able to understand career information.				2	1	1	2	2	1	2
3 Strong contribution, 2 Average contribution , 1 Low contribution											
<b>12. Brief description of self-learning / E-learning component</b>											
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**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