

**DEPARTMENT OF EDUCATION (D.N.C. COLLEGE, AURANGABAD, MURSHIDABAD)**

DAYS	CLASSES	10:00-11:00	11:00-12:00	12:00-01:00	01:00-02:00	02:00-03:00	03:00-04:00
MONDAY	SEM-I	SEM-I(H), R-6, AI EDU-H-CC-T-1			SEM-I(P), R-3, EN EDU-G-CC-T-1	SEM-I(H), R-6, MH EDU-H-CC-T-2	
	SEM-III	SEM-III(P), R-24, SP	SEM-III(H), R-6, SP EDU-H-CC-T-5	SEM-III(GE), R-5, DK EDU-H-GE-T-3	SEM-III (H) SEC, R-18, DK EDU-H-SEC-T-1: A	SEM-III (H), R-16, AD EDU-H-CC-T-6	SEM-III (H), R-6, EN EDU-H-CC-T-7
	SEM-V	SEM-V(H), R-9, MH EDU-H-CC-T-11	SEM-V(H), R-4, DK EDU-H-DSE-T-1: A	SEM-V(H), R-6, AI EDU-H-CC-T-11	SEM-V(P), R-9, AD EDU-G-SEC-T-3: A	SEM-V(H), R-19, EN EDU-H-CC-T-12	SEM-V(P), R-5, DK EDU-G-DSE-T-1: A EDU-G-DSE-T-2: C
TUESDAY	SEM-I		SEM-I(H), R-6, SS EDU-H-CC-T-1		SEM-I(GE), R-6, AD EDU-H-GE-T-1	SEM-I(H), R-6, DK EDU-H-CC-T-2	
	SEM-III	SEM-III(H), R-25, DB EDU-H-CC-T-5		SEM-III(H), R-24, AM EDU-H-CC-T-6	SEM-III(H), R-5, DK EDU-H-CC-T-7 SEM-III(P) SEC, R-3, DB EDU-G-SEC-T-1	SEM-III(GE), R-25, AI EDU-H-GE-T-3	
	SEM-V		SEM-V(H), R-17, DK EDU-H-DSE-T-1: A	SEM-V(H), R-16, DB EDU-H-DSE-T-2: C			
WEDNESDAY	SEM-I	SEM-I(H), R-6, DK EDU-H-CC-T-1	SEM-I(P), R-3, AM EDU-G-CC-T-1		SEM-I(GE), R-12, MH EDU-H-GE-T-1	SEM-I(H), R-6, SP EDU-H-CC-T-2	
	SEM-III	SEM-III(H), R-23, DB EDU-H-CC-T-5	SEM-III(H), R-23, DK EDU-H-CC-T-6	SEM-III(P), R-6, SS EDU-G-CC-T-3	SEM-III(P), R-17, AD EDU-G-CC-T-3		SEM-III(H), R-5, DB EDU-H-CC-T-7
	SEM-V		SEM-V(H), R-26, DB EDU-H-DSE-T-1: A	SEM-V(H), R-26, DK EDU-H-DSE-T-2: C			
THURSDAY	SEM-I		SEM-I(H), R-6, EN EDU-H-CC-T-1	SEM-I(GE), R-4, AM EDU-H-GE-T-1	SEM-I(P), R-3, AD EDU-G-CC-T-1	SEM-I(H), R-6, DB EDU-H-CC-T-2	
	SEM-III	SEM-III(H), R-6, AI EDU-H-CC-T-5		SEM-III(H), R-24, DB EDU-H-CC-T-6	SEM-III(GE), R-17, MH EDU-H-GE-T-3		SEM-III(H), R-6, MH EDU-H-CC-T-7
	SEM-V	SEM-V(H), R-11, DB EDU-H-CC-T-12	SEM-V(P), R-8, DB EDU-G-GE-T-1		SEM-V(H), R-6, AM EDU-H-CC-T-11		
FRIDAY	SEM-I	SEM-I(H), R-6, EN EDU-H-CC-T-2		SEM-I(GE), R-3, DK EDU-H-GE-T-1		SEM-I(H), R-6, DB EDU-H-CC-T-1	
	SEM-III	SEM-III(H), R-4, SP EDU-H-CC-T-7		SEM-III(H), R-23, SS EDU-H-CC-T-6	SEM-III(H) SEC, R-6, DB EDU-H-SEC-T-1: A SEM-III(P) SEC, R-3, DK EDU-G-SEC-T-1		SEM-III(H), R-16, DK EDU-H-CC-T-5
	SEM-V		SEM-V(H), R-6, AI EDU-H-DSE-T-2: C	SEM-V(H), R-16, DB EDU-H-DSE-T-2: C	SEM-V(H), R-4, SS EDU-H-CC-T-11	SEM-V(H), R-11, AM EDU-H-CC-T-12	
SATURDAY	SEM-I	SEM-I(H), R-6, DK EDU-H-CC-T-2	SEM-I(H), R-6, DB EDU-H-CC-T-1		SEM-I(GE), R-10, SS EDU-H-GE-T-1		
	SEM-III	SEM-III(H), R-22, DB EDU-H-CC-T-5	SEM-III(P), R-25, SP EDU-G-CC-T-3	SEM-III(H), R-22, DK EDU-H-CC-T-6	SEM-III(H), R-23, EN EDU-H-CC-T-7		
	SEM-V	SEM-V(H), R-17, MH EDU-H-CC-T-11	SEM-V(H), R-16, DK EDU-H-CC-T-12	SEM-V(H), R-12, DB EDU-H-DSE-T-1: A	SEM-V(P), R-8, DB EDU-G-DSE-T-1: A EDU-G-DSE-T-2: C		

**H.O.D. (DEPT. OF EDUCATION)**

**DEPARTMENT OF EDUCATION (D.N.C. COLLEGE, AURANGABAD, MURSHIDABAD)**

**NUMBER OF CLASSES ALLOTTED TO THE TEACHERS (TOTAL-70)**

**DB- DIPAK BHATTACHARYA (ASSISTANT PROFESSOR AND HEAD): 17**

**DK- DEEPANJANA KHAN (ASSISTANT PROFESSOR): 16**

**SS- SONATAN SARKAR (SACT): 05**

**AM- AMAR MANDAL (SACT): 05**

**AD- AMRITA DAS (SACT): 05**

**EN- ESHA NABI (SACT): 06**

**MH- MODASSAR HOSSAIN (SACT): 06**

**SP- SOMA PRAMANIK (SACT): 05**

**AI- ASIKUL ISLAM (SACT): 05**

**DEPARTMENT OF EDUCATION (D.N.C. COLLEGE, AURANGABAD, MURSHIDABAD)**

**SEMESTER-I**

**EDU-H-CC-T-1: PHILOSOPHICAL FOUNDATION OF EDUCATION-I**  
**EDU-H-CC-T-2: SOCIOLOGICAL FOUNDATION OF EDUCATION**  
**EDU-H-GE-T-1 (GENERIC): PHILOSOPHICAL PHILOSOPHY**  
**EDU-G-CC-T-1 (PROGRAMME): EDUCATIONAL PHILOSOPHY**

**SEMESTER-III**

**EDU-H-CC-T-5: EDUCATIONAL EVALUATION AND STATISTICS**  
**EDU-H-CC-T-6: PHILOSOPHICAL FOUNDATION OF EDUCATION-II**  
**EDU-H-CC-T-7: INCLUSIVE EDUCATION**  
**EDU-H-SEC-T-1: A. STATISTICAL ANALYSIS**  
**EDU-H-GE-T-3(GENERIC): EDUCATIONAL SOCIOLOGY**  
**EDU-G-CC-T-3 (PROGRAMME): EDUCATIONAL SOCIOLOGY**  
**EDU-G-SEC-T-1 (PROGRAMME): A. STATISTICAL ANALYSIS**

**SEMESTER-V**

**EDU-H-CC-T-11: EDUCATIONAL MANAGEMENT**  
**EDU-H-CC-T-12: EDUCATIONAL TECHNOLOGY**  
**EDU-H-DSE-T-1: A. VALUE EDUCATION**  
**EDU-H-DSE-T-2: C. PEACE EDUCATION**  
**EDU-G-GE-T-1: EDUCATIONAL EVALUATION AND STATISTICS**  
**EDU-G-DSE-T-1: A. VALUE EDUCATION**  
**EDU-G-DSE-T-2: C. PEACE EDUCATION**  
**EDU-G-SEC-T-3: A. GUIDANCE SERVICES**

## SEMESTER-I

**EDU-H-CC-T-1: PHILOSOPHICAL FOUNDATION OF EDUCATION-I**

**EDU-H-CC-T-2: SOCIOLOGICAL FOUNDATION OF EDUCATION**

**EDU-H-GE-T-1 (GENERIC): PHILOSOPHICAL PHILOSOPHY**

**EDU-G-CC-T-1 (PROGRAMME): EDUCATIONAL PHILOSOPHY**

### **EDU-H-CC-T-1: PHILOSOPHICAL FOUNDATION OF EDUCATION-I**

<b>Topic</b>	<b>Allotted to the Faculty Members</b>
<b>Unit-I: Concept, Scope and Aim of Education</b> a) Meaning, Nature and Scope of Education. b) Individualistic and socialistic aim. c) Report of Delor's commission (UNESCO, 1996) d) Meaning and scope of Educational Philosophy; Relation between education and philosophy.	<b>DK</b>
<b>Unit-II: Factors of Education:</b> a) Child: Meaning and characteristics of child centric education system. b) Teacher: Qualities and duties of a good teacher. Teacher as a motivator, mentor, facilitator and problem solver. c) Curriculum: Meaning and Types. Co-curricular activities. d) School: vision and functions.	<b>DB</b>
<b>Unit-III: Schools of Philosophy:</b> a) Sankhya, and Yoga in terms of knowledge, reality and value. b) Buddhism and Jainism	<b>AI</b>
<b>Unit-IV: Great Educators and their educational philosophy:</b> a) Indian: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi.	<b>SS</b>
b) Western: Rousseau, Dewey, Froebel.	<b>EN</b>

## EDU-H-CC-T-2: SOCIOLOGICAL FOUNDATION OF EDUCATION

Topic	Allotted to the Faculty Members
<p><b>Unit-I: Educational Sociology</b></p> <p>a) Meaning, nature and scope of Educational sociology.</p> <p>b) Relation between education and sociology.</p> <p>c) Concept of Educational sociology and sociology of education.</p>	<b>MH</b>
<p><b>Unit-II: Social factors, issues and Education</b></p> <p>a) Culture: Concept, role of education in culture, cultural lag.</p> <p>b) Meaning of Human Resource Development and its significance in the present society.</p> <p>c) Social issues: unemployment, poverty, education of socially and economically backward classes, disadvantage section of Indian society (SC, ST and OBC).</p>	<b>SP</b>
<p><b>Unit-III: Social groups and Education</b></p> <p>a) Social groups- meaning and types (Primary, Secondary and Tertiary)</p> <p>b) Socialization: Meaning, process and factors of socialization, role of the family and school.</p> <p>c) Social Institutions and Agencies of Education: (i) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion</p>	<b>DK</b>
<p><b>Unit-IV: Social change and Education</b></p> <p>a) Social change: definition, characteristics, factors, constraints and education as an instrument of social change.</p> <p>b) Social change in India (Privatization and Globalization)</p>	<b>EN</b>
<p>c) Education and social stratification: Definition and characteristics</p> <p>d) Education and Social Mobility</p>	<b>DB</b>

### EDU-H-GE-T-1 (GENERIC): PHILOSOPHICAL PHILOSOPHY

Topic	Allotted to the Faculty Members
<b>Unit-I: Concept, Scope and Aim of Education</b> a) Meaning, Nature and Scope of Education. b) Individualistic and socialistic aim. c) Meaning and scope of educational Philosophy; Relation between education and philosophy.	<b>DK</b>
<b>Unit-II: Factors of Education:</b> a) Child: Meaning and characteristics of child centric education system. b) Teacher: Qualities and duties of a good teacher. c) Curriculum: Meaning and Types. Co-curricular activities.	<b>AM</b>
<b>Unit-III: Schools of Philosophy and National Values</b> a) Indian schools of Philosophy: Sankhya, Yoga, Buddhism; in terms of knowledge, reality and value.	<b>AD</b>
b) Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.	<b>MH</b>
<b>Unit-IV: Great Educators and their educational philosophy</b> a) Swami Vivekananda, Rabindranath Tagore, Rousseau, Dewey.	<b>SS</b>

### EDU-G-CC-T-1 (PROGRAMME): EDUCATIONAL PHILOSOPHY

Topic	Allotted to the Faculty Members
<b>Unit-I: Concept, Scope and Aim of Education</b> a) Meaning, Nature and Scope of Educaion. b) Individualistic and socialistic aim. c) Meaning and scope of educational Philosophy; Relation between education and philosophy.	<b>EN</b>
<b>Unit-II: Factors of Education:</b> a) Child: Meaning and characteristics of child centric education system. b) Teacher: Qualities and duties of a good teacher. c) Curriculum: Meaning and Types. Co-curricular activities.	<b>AM</b>
<b>Unit-III: Schools of Philosophy and National Values</b> a) Indian schools of Philosophy: Sankhya, Yoga, Buddhism; in terms of knowledge, reality and value. b) Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.	<b>AD</b>
<b>Unit-IV: Great Educators and their educational philosophy</b> a) Swami Vivekananda, Rabindranath Tagore, Rousseau, Dewey.	<b>EN</b>

**SEMESTER-III**

**EDU-H-CC-T-5: EDUCATIONAL EVALUATION AND STATISTICS**  
**EDU-H-CC-T-6: PHILOSOPHICAL FOUNDATION OF EDUCATION-II**  
**EDU-H-CC-T-7: INCLUSIVE EDUCATION**  
**EDU-H-SEC-T-1: A. STATISTICAL ANALYSIS**

**EDU-H-GE-T-3(GENERIC): EDUCATIONAL SOCIOLOGY**

**EDU-G-CC-T-3 (PROGRAMME): EDUCATIONAL SOCIOLOGY**  
**EDU-G-SEC-T-1 (PROGRAMME): A. STATISTICAL ANALYSIS**



## EDU-H-CC-T-5: EDUCATIONAL EVALUATION AND STATISTICS

Topic	Allotted to the Faculty Members
<p><b>Unit-I: Measurement and Evaluation in Education</b></p> <p>a) Concept, Scope and Need of Evaluation; Relation between Evaluation and Measurement. b) Scales of Measurement- Nominal, Ordinal, Interval and Ratio.</p>	<b>SP</b>
<p><b>Unit-II: Educational Statistics</b></p> <p>a) Concept, Scope and Need of Educational Statistics b) Concept of raw data, score, frequency distribution, range, variable. c) Organization and Tabulation of Data- Frequency distribution table</p>	<b>DK</b>
<p><b>Unit-III: Tools and Techniques of Evaluation</b></p> <p>a) Tools:</p> <ul style="list-style-type: none"> <li>○ Tests- Essay type and Objective type; Short answer type and Oral type.</li> <li>○ Personality Test- Rorschach Ink Blot Test</li> <li>○ Interest Test- Kuder Richardson Test</li> </ul> <p>b) Techniques:</p> <p>Observation, CRC, Interview, Questionnaire and Inquiry.</p> <p>c) Characteristics of a good test:</p> <ul style="list-style-type: none"> <li>○ Reliability- Concept, Characteristics, Causes of low Reliability, Determination of Reliability, Various types.</li> <li>○ Validity- Concept Causes of low Validity, Types, Determination.</li> <li>○ Objectivity- Concept, Characteristics, Types of Objective Test &amp; Essay type test, advantages and disadvantages.</li> <li>○ Norms- Concept, Types and their uses.</li> </ul>	<b>DB</b>
<p><b>Unit-IV: Evaluation Process</b></p> <p>a) Evaluation Process: Concept, Types (Formative and Summative) b) Concept of Norm-Referenced Test and Criterion Referenced Test. c) Concept of Gradation and Credit system.</p>	<b>AI</b>

## EDU-H-CC-T-6: PHILOSOPHICAL FOUNDATION OF EDUCATION-II

Topic	Allotted to the Faculty Members
<b>Unit-1: Philosophical bases of Education</b> a) Philosophical bases of Education b) Concepts and nature of Western Philosophy	<b>AD</b>
c) Concepts and nature of Metaphysics, Epistemology and Axiology d) Role of Metaphysics, Epistemology and Axiology in Education	<b>DK</b>
<b>Unit-2: Idealism and Education</b> <input type="checkbox"/> Idealism: principle of Idealism, influence of idealism on different aspects of Education (Aims, Curriculum, Methods, Teacher & Discipline)	<b>AM</b>
<b>Unit-3: Naturalism and Education</b> <input type="checkbox"/> Naturalism: principle of Naturalism, influence of Naturalism on different aspects of Education (Aims, Curriculum, Methods, Teacher & Discipline)	<b>SS</b>
<b>Unit-4: Pragmatism and Education</b> <input type="checkbox"/> Pragmatism: principle of Pragmatism, influence of Pragmatism on different aspects of Education (Aims, Curriculum, Methods, Teacher & Discipline)	<b>DB</b>

### EDU-H-CC-T-7: INCLUSIVE EDUCATION

Topic	Allotted to the Faculty Members
<b>Unit I: Inclusive Education concept and Nature</b> a) Concept and principles of Inclusion. b) Need of Inclusive education. c) PWD Act (1994)	<b>MH</b>
<b>Unit II: Competencies development for Inclusive Education.</b> a) Theories of Inclusive Education b) Development of Attitude, Positive Behaviour & social skill for Inclusion.	<b>DK</b>
<b>Unit III: Inclusive Education and its Practices.</b> a) Differentiating Instruction. •Peer Tutoring •Co-operative learning •Inclusive lesson planning. b) Inclusive Instructional Strategies at school level. •Remedial Help. •Team Teaching. •Circles of Friends.	<b>EN</b>
<b>Unit -IV: Inclusive School</b> a) Infrastructural facilities for an ideal Inclusive School. b) Teachers Role in Inclusive Classroom	<b>DB</b>

### EDU-H-SEC-T-1: A. STATISTICAL ANALYSIS

Topic	Allotted to the Faculty Members
<b>Unit-I: Descriptive Statistics</b> a) Meaning of Central Tendency- Mean, Median and Mode-their Properties, Calculation and Application. b) Measure of Variability- Range, AD, SD and QD- their Properties, Calculation and Application) c) Percentile and Percentile Rank- Definition, Calculation, Application, Graphical Determination.	<b>DB</b>
<b>Unit-II: Relationship and Inferential Statistics</b> a) Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation, b) Parametric and Non-Parametric Test- (only Concept and Uses).	<b>DK</b>

### EDU-H-GE-T-3(GENERIC): EDUCATIONAL SOCIOLOGY

Topic	Allotted to the Faculty Members
<b>Unit-I: Educational Sociology</b> a) Meaning, nature and scope of Educational sociology. b) Relation between education and sociology. c) Concept of Educational sociology and sociology of education.	<b>MH</b>
<b>Unit-II: Social factors, issues and Education</b> a) Culture: Concept, role of education in culture, cultural lag. b) Social issues: unemployment, poverty, disadvantage section of Indian society (SC, ST and OBC).	<b>MH</b>
<b>Unit-III: Social groups and Education</b> a) Social groups- meaning and types (Primary, Secondary and Tertiary) b) Socialization: Meaning, process and factors of socialization, role of the family and school. c) Social Institutions and Agencies of Education: (i) Family, (ii) School.	<b>DK</b>
<b>Unit-IV: Social change and Education</b> a) Social change: definition, characteristics, factors, constraints b) Education and social stratification: Definition and characteristics c) Education and Social Mobility	<b>AI</b>

**EDU-G-CC-T-3 (PROGRAMME): EDUCATIONAL SOCIOLOGY**

<b>Topic</b>	<b>Allotted to the Faculty Members</b>
<b>Unit-I: Educational Sociology</b> a) Meaning, nature and scope of Educational sociology. b) Relation between education and sociology. c) Concept of Educational sociology and sociology of education.	<b>SP</b>
<b>Unit-II: Social factors, issues and Education</b> a) Culture: Concept, role of education in culture, cultural lag. b) Social issues: unemployment, poverty, disadvantage section of Indian society (SC, ST and OBC).	<b>SP</b>
<b>Unit-III: Social groups and Education</b> a) Social groups- meaning and types (Primary, Secondary and Tertiary) b) Socialization: Meaning, process and factors of socialization, role of the family and school. c) Social Institutions and Agencies of Education: (i) Family, (ii) School.	<b>AD</b>
<b>Unit-IV: Social change and Education</b> 1. Social change: definition, characteristics, factors, constraints 2. Education and social stratification: Definition and characteristics 3. Education and Social Mobility	<b>SS</b>

**EDU-G-SEC-T-1 (PROGRAMME): A. STATISTICAL ANALYSIS**

<b>Topic</b>	<b>Allotted to the Faculty Members</b>
<b>Unit-I: Descriptive Statistics</b> a) Meaning of Central Tendency- Mean, Median and Mode-their Properties, Calculation and Application. b) Measure of Variability- Range, SD and - their Properties, Calculation and Application	<b>DB</b>
<b>Unit-II: Coefficient of correlation</b> Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation,	<b>DK</b>

**SEMESTER-V**

**EDU-H-CC-T-11: EDUCATIONAL MANAGEMENT**

**EDU-H-CC-T-12: EDUCATIONAL TECHNOLOGY**

**EDU-H-DSE-T-1: A. VALUE EDUCATION**

**EDU-H-DSE-T-2: C. PEACE EDUCATION**

**EDU-G-GE-T-1: EDUCATIONAL EVALUATION AND STATISTICS**

**EDU-G-DSE-T-1: A. VALUE EDUCATION**

**EDU-G-DSE-T-2: C. PEACE EDUCATION**

**EDU-G-SEC-T-3: A. GUIDANCE SERVICES**

## EDU-H-CC-T-11: EDUCATIONAL MANAGEMENT

Topic	Allotted to the Faculty Members
<b>Unit-I: Concept of Educational Management</b> a) Educational Management: Meaning, Nature, Scope, Function and Needs. b) Types of Educational Management: Centralization, Decentralization, Autocratic, Democratic and Laissez-fair.	SS
<b>Unit-II: Educational Administration and Supervision</b> a) Educational Administration: meaning and function. b) Supervision: meaning, purpose; difference between Supervision and Inspection. c) Factors affecting managerial behaviour of teachers: Personal, Social, Cultural, Political and Institutional.	AM
<b>Unit-III: Educational Planning</b> a) Educational Planning: Meaning, Needs and Significance. b) Types of Educational Planning; Strategies and Steps in Educational Planning. c) Brief outline of the last Five Year Plan in Primary and Secondary Education.	MH
<b>Unit-IV: Functions of Various Administrative Bodies</b> a) UGC, b) NAAC, c) NCERT, d) NCTE.	AI

## EDU-H-CC-T-12: EDUCATIONAL TECHNOLOGY

Topic	Allotted to the Faculty Members
<b>Unit-I: Educational Technology</b> a) Meaning, Nature, Need and Scope of Educational Technology b) Technology in Education and Technology of Education c) Approaches of ET: Hardware, Software, and System	<b>AM</b>
<b>Unit-II: Classroom Communication and Media used</b> a) Meaning, Nature, Types, and Components of Communication b) Barriers of classroom communication and strategies of overcoming barriers in communication c) Media used in education: Audio (Radio), Visual (Projector), Audio-visual (TV)- merits and demerits	<b>EN</b>
<b>Unit-III: Instructional Technology</b> a) Mass Instructional Technology- Seminar, Discussion, Panel Discussion. Team teaching b) Personalized Instructional Techniques- Programmed Instruction- meaning, principles, types, merits and demerits c) Computers and its role in educational instruction	<b>DB</b>
<b>Unit-IV: Phases, Levels, and Models of Teaching</b> a) Phases of Teaching: Pre-active, Inter-active & Post-active. b) Levels of Teaching: Memory, Understanding, Reflective. c) Models of Teaching: Concept, Components, Families, Glaser's Basic Teaching Model, Bruner's Concept Attainment Model.	<b>DK</b>



**EDU-H-DSE-T-1: A. VALUE EDUCATION**

<b>Topic</b>	<b>Allotted to the Faculty Members</b>
<b>UNIT-I: Meaning and nature of Value</b> a) Value: Meaning and Nature b) Values enshrined in Indian constitution. c) Classification of values proposed by NCERT	<b>DB</b>
<b>UNIT-II: Value Education</b> a) Value Education: concept and objective. b) Need for value education in India	<b>DB</b>
<b>UNIT-III: Value Education in School</b> a) Value Education through Curriculum. b) Value Education through Co-Curricular Activities. c) Role of teachers to facilitate development of values among the learners.	<b>DK</b>
<b>UNIT-IV: Strategies of value education</b> a) Storytelling. b) Play-way Method. c) Role plays.	<b>DK</b>

## EDU-H-DSE-T-2: C. PEACE EDUCATION

Topic	Allotted to the Faculty Members
<b>UNIT-1: Concept of Peace Education</b> a) Peace Education : Meaning, nature, aims, objectives & scope b) Need of Peace Education. c) Factors of peace education: unemployment, terrorism, religion.	<b>AI</b>
<b>UNIT-2: Key Thinkers of Peace Education</b> <b>a) Indian Context:</b> <input type="checkbox"/> Rabindranath Tagore, <input type="checkbox"/> Sri Aurobinda <b>b) Global context:</b> <input type="checkbox"/> Montessori <input type="checkbox"/> John Dewey	<b>DK</b>
<b>UNIT-3: Peace Education Programme in School</b> a) Principles of peace education b) Curriculum and Peace Education. c) Quality of a teacher as a peace educator	<b>DB</b>
<b>UNIT-4: Approaches of Peace Education</b> a) Participatory Education b) Co-operative Learning	<b>DB</b>

## EDU-G-GE-T-1: EDUCATIONAL EVALUATION AND STATISTICS

Topic	Allotted to the Faculty Members
<p><b>Unit-I: Measurement and Evaluation in Education</b></p> <p>a) Concept, Scope and Need of Evaluation; Relation between Evaluation and Measurement. b) Scales of Measurement- Nominal, Ordinal, Interval and Ratio.</p>	<b>DB</b>
<p><b>Unit-II: Educational Statistics</b></p> <p>a) Concept, Scope and Need of Educational Statistics b) Concept of raw data, score, frequency distribution, range, variable. c) Organization and Tabulation of Data- Frequency distribution table</p>	<b>DB</b>
<p><b>Unit-III: Tools and Techniques of Evaluation</b></p> <p>a) Tools:</p> <ul style="list-style-type: none"> <li>o Tests- Essay type and Objective type; Short answer type and Oral type.</li> <li>o Personality Test- Rorschach Ink Blot Test</li> <li>o Interest Test- Kuder Richardson Test</li> </ul> <p>b) Techniques:</p> <p>Observation, CRC, Interview, Questionnaire and Inquiry.</p> <p>c) Characteristics of a good test:</p> <ul style="list-style-type: none"> <li>o Reliability- Concept, Characteristics, Causes of low Reliability, Determination of Reliability, Various types.</li> <li>o Validity- Concept Causes of low Validity, Types, Determination.</li> <li>o Objectivity- Concept, Characteristics, Types of Objective Test &amp; Essay type test, advantages and disadvantages.</li> <li>o Norms- Concept, Types and their uses.</li> </ul>	<b>DB</b>
<p><b>Unit-IV: Evaluation Process</b></p> <p>a) Evaluation Process: Concept, Types (Formative and Summative) b) Concept of Norm-Referenced Test and Criterion Referenced Test. c) Concept of Gradation and Credit system.</p>	<b>DB</b>

### EDU-G-DSE-T-1: A. VALUE EDUCATION

Topic	Allotted to the Faculty Members
<b>UNIT-I: Meaning and nature of Value</b> a) Value: Meaning and Nature b) Values enshrined in Indian constitution. c) Classification of values proposed by NCERT	<b>DB</b>
<b>UNIT-II: Value Education</b> a) Value Education: concept and objective. b) Need for value education in India	<b>DB</b>
<b>UNIT-III: Value Education in School</b> a) Value Education through Curriculum. b) Value Education through Co-Curricular Activities. c) Role of teachers to facilitate development of values among the learners.	<b>DK</b>
<b>UNIT-IV: Strategies of value education</b> a) Storytelling. b) Play-way Method. c) Role plays.	<b>DK</b>

### EDU-G-DSE-T-2: C. PEACE EDUCATION

Topic	Allotted to the Faculty Members
<b>UNIT-1: Concept of Peace Education</b> a) Peace Education : Meaning, nature, aims, objectives & scope b) Need of Peace Education. c) Factors of peace education: unemployment, terrorism, religion.	<b>DK</b>
<b>UNIT-2: Key Thinkers of Peace Education</b> <b>a) Indian Context:</b> <input type="checkbox"/> Rabindranath Tagore, <input type="checkbox"/> Sri Aurobinda <b>b) Global context:</b> <input type="checkbox"/> Montessori <input type="checkbox"/> John Dewey	<b>DK</b>
<b>UNIT-3: Peace Education Programme in School</b> a) Principles of peace education b) Curriculum and Peace Education. c) Quality of a teacher as a peace educator	<b>DB</b>
<b>UNIT-4: Approaches of Peace Education</b> a) Participatory Education b) Co-operative Learning	<b>DB</b>

### EDU-G-SEC-T-3: A. GUIDANCE SERVICES

Topic	Allotted to the Faculty Members
<b>Unit-I: Guidance services:</b> Meaning, nature, and importance of the following guidance services: Individual Inventory Services, Testing services, Counselling services, Information service, Placement service, Follow up service	<b>AD</b>
<b>Unit-II: Organizing guidance services at educational institution:</b> a) Pre-requisites for organizing guidance services b) Organizing guidance services at school and college level c) Role of teachers in organizing guidance services.	<b>AD</b>