

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

Topic	Allotted to the Faculty Members
Unit-I: Concept, Scope and Aim of Education 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.	DK
Unit-II: Factors of Education: 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.	DB
Unit-III: Schools of Philosophy: a) Sankhya, and Yoga in terms of knowledge, reality and value. b) Buddhism and Jainism	AI
Unit-IV: Great Educators and their educational philosophy: a) Indian: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi.	SS
b) Western: Rousseau, Dewey, Froebel.	EN

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

Topic	Allotted to the Faculty Members
<p>Unit-I: Educational Sociology</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>	MH
<p>Unit-II: Social factors, issues and Education</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>	SP
<p>Unit-III: Social groups and Education</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>	DK
<p>Unit-IV: Social change and Education</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>	EN
<p>c) Education and social stratification: Definition and characteristics</p> <p>d) Education and Social Mobility</p>	DB

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

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

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

Topic	Allotted to the Faculty Members
Unit-I: Concept, Scope and Aim of Education a) Meaning, Nature and Scope of Educaion. b) Individualistic and socialistic aim. c) Meaning and scope of educational Philosophy; Relation between education and philosophy.	EN
Unit-II: Factors of Education: 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.	AM
Unit-III: Schools of Philosophy and National Values 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.	AD
Unit-IV: Great Educators and their educational philosophy a) Swami Vivekananda, Rabindranath Tagore, Rousseau, Dewey.	EN

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

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

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

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

Topic	Allotted to the Faculty Members
Unit I: Inclusive Education concept and Nature a) Concept and principles of Inclusion. b) Need of Inclusive education. c) PWD Act (1994)	MH
Unit II: Competencies development for Inclusive Education. a) Theories of Inclusive Education b) Development of Attitude, Positive Behaviour & social skill for Inclusion.	DK
Unit III: Inclusive Education and its Practices. 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.	EN
Unit -IV: Inclusive School a) Infrastructural facilities for an ideal Inclusive School. b) Teachers Role in Inclusive Classroom	DB

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

Topic	Allotted to the Faculty Members
Unit-I: Descriptive Statistics 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.	DB
Unit-II: Relationship and Inferential Statistics 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).	DK

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

Topic	Allotted to the Faculty Members
Unit-I: Educational Sociology a) Meaning, nature and scope of Educational sociology. b) Relation between education and sociology. c) Concept of Educational sociology and sociology of education.	MH
Unit-II: Social factors, issues and Education a) Culture: Concept, role of education in culture, cultural lag. b) Social issues: unemployment, poverty, disadvantage section of Indian society (SC, ST and OBC).	MH
Unit-III: Social groups and Education 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.	DK
Unit-IV: Social change and Education a) Social change: definition, characteristics, factors, constraints b) Education and social stratification: Definition and characteristics c) Education and Social Mobility	AI

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

Topic	Allotted to the Faculty Members
Unit-I: Educational Sociology a) Meaning, nature and scope of Educational sociology. b) Relation between education and sociology. c) Concept of Educational sociology and sociology of education.	SP
Unit-II: Social factors, issues and Education a) Culture: Concept, role of education in culture, cultural lag. b) Social issues: unemployment, poverty, disadvantage section of Indian society (SC, ST and OBC).	SP
Unit-III: Social groups and Education 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.	AD
Unit-IV: Social change and Education 1. Social change: definition, characteristics, factors, constraints 2. Education and social stratification: Definition and characteristics 3. Education and Social Mobility	SS

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

Topic	Allotted to the Faculty Members
Unit-I: Descriptive Statistics 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	DB
Unit-II: Coefficient of correlation Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation,	DK

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
Unit-I: Concept of Educational Management a) Educational Management: Meaning, Nature, Scope, Function and Needs. b) Types of Educational Management: Centralization, Decentralization, Autocratic, Democratic and Laissez-fair.	SS
Unit-II: Educational Administration and Supervision 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
Unit-III: Educational Planning 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
Unit-IV: Functions of Various Administrative Bodies a) UGC, b) NAAC, c) NCERT, d) NCTE.	AI

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

Topic	Allotted to the Faculty Members
Unit-I: Educational Technology 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	AM
Unit-II: Classroom Communication and Media used 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	EN
Unit-III: Instructional Technology 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	DB
Unit-IV: Phases, Levels, and Models of Teaching 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.	DK

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

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

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

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

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

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

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

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

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

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

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

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