

**Govt. College for Women,
Parade Ground, Jammu
Autonomous College under University of Jammu**



**Bachelors of Arts (Education)
(Effective from academic year 2021, 2022, 2023)**

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Preamble

The endeavour of any university programme is to prepare its students to be upright and productive citizens. Accordingly, GCW Parade Ground Jammu is moulding its undergraduate programmes to a Learning Outcome-based Curriculum Framework (LOCF).

The LOCF approach is envisioned to provide a focussed, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The undergraduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it aims to inculcate at the point of graduation. These attributes encompass values related to wellbeing, emotional stability, critical thinking, social justice and skills for employability. In short, each programme prepares students for sustainability and lifelong learning.

The new curriculum of B.A. (programme) in Education offers a rigorous basis for much of the advanced thinking in the Education discipline. It provides the student with a logical paradigm for conceptualising and interpreting the behaviour and interactions of households, private, and government institutions. The curriculum allows students to choose elective courses from a set of courses with contemporary relevance, thereby offering students the flexibility to prepare for careers in academia, government and many other fields. The programme is consistent with national standards in the Education discipline. It offers training that is comparable to that of an undergraduate student at the national level.

G C W Parade, Jammu hopes that the LOCF approach of the B.A. (programme) in Education will help students in making an informed decision regarding the goals that they wish to pursue in further education and life.

1. Course Structure

1.1 Alignment with CBCS

The B.A. Education programme is aligned with Choice Based Credit System (CBCS) adopted by G C W Parade, Jammu.

1.2 Types of Courses

The following types of courses are offered under CBCS:

Core Courses (CC). A core course is a compulsory course. A student of B.A. Education has to take ten such Education courses over six semesters.

1. **Elective Courses (EC).** An elective course is a course that is to be chosen from a specified set of courses. These courses are of two types:

Discipline Specific Electives (DSE). These are elective courses that provide advanced undergraduate training in specialised areas of Education. A set of four, semester-specific, courses of this kind are offered in the fifth and sixth semesters of the B.A programme. In each of these semesters, a student has to take two such courses from the relevant semester's set of four courses.

Generic Electives (GE). These courses, in disciplines other than Education, are intended to broaden the training of a student in the Education B.A programme. A student of Economics will take one such course, offered by another department, in each of Semesters V to VI.

2. **Skill Enhancement Course (SEC).** A student is to take one such course in Semester III,IV,V,VI,

1.3 Number of Courses and Credits

1. Core Courses (CC): 4 (6 credits each)
2. Discipline Specific Electives (DSE): 2(6 credits each)
3. Generic Electives (GE): 2 (6 credits each)
4. Skill Enhancement Courses (SEC): 4 (4 credits each)

Total number of courses (credits) taken by a student: 12(64)

2. Learning Outcome-based Approach

The B.A. Education provides a firm basis for much of the advanced thinking in the Education discipline. It provides the student with a logical paradigm for modelling and interpreting various educational policies, educational practices and government institutions.

The curriculum allows students to choose elective courses from a set of courses with contemporary relevance, thereby offering students the flexibility to prepare for careers in academia, government, and many other fields.

3. Graduate Attributes

Upon completion of this programme, a student will have the necessary skills to understand and analyse in a logical manner all major educational phenomena.

A student will be able to analyse educational policies and regulations, and demonstrate their significance. Knowing how education functions, and how decisions are made by educational administrators, educational managers, teachers and other stakeholders, the student will have the necessary skills to identify, analyse, and solve problems in a logical and efficient way. The programme provides the basic ingredients of educational theory and the opportunity to learn how to process and analyse educational theories and practices based on sound statistical principles, in order to arrive at educationally meaningful conclusions.

4. Qualification Description

Upon successfully completing the programme, a student will be awarded the degree of B.A.

5. Programme Objectives

The programme aims to:

1. Help the students to gain knowledge about the various stages of education.
2. Discuss real world educational issues that exist in the Indian society.
3. Equip the students with various processes related to assessment.
4. Enable students to understand proper policy responses to educational problems.
5. Enable the students to understand various aspect of psychology that are a part of the educational process.
6. Equip the students with the concept of different statistical method and their computation, that are useful in educational settings,.

6. Programme Learning Outcomes

Students will:

1. Get an understanding of various stages of education.
2. Learn the educational and statistical techniques necessary for a proper understanding of the subject.
3. An introduction to real world educational issues and problems that exist in the country.
4. Gain an understanding of proper responses to educational problems.
5. Get trained to solve basic statistical problems.
6. Learn to use various psychological methods in the educational settings for the benefits of the students.

7. Teaching Learning Process

Teaching and learning in this programme involves classroom lectures as well tutorials. The tutorials allow a closer interaction between the students and the teacher as each student gets individual attention. In tutorials, the teacher can keep track of each student.

COURSES OFFERED FOR B.A. EDUCATION				
SEMESTER	CORE COURSE	D. S. E.	SKILL	G.E
I	EDUCATION AND SOCIETY	X	X	X
II	EDUCATIONAL PSYCHOLOGY AND STATISTICS	X	X	X
III	EDUCATION IN MODERN INDIA	X	GUIDANCE AND COUNSELLING	X
IV	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION	X	STATISTICS IN EDUCATION	X
V	X	1.DEVELOPMENT OF EDUCATION SYSTEM IN INDIA OR 2.PRINCIPLES OF EDUCATION	PEDAGOGY OF TEACHING LEARNING PROCESS	FOUNDATIONS OF EDUCATION
VI	X	1.EDUCATIONAL THINKERS OR 2.PRACTICUM	SPECIAL EDUCATION	EDUCATIONAL EVALUATION AND STATISTICS IN EDUCATION

	4	2	4	2
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SCHEME FOR INTERNAL ASSESSMENT AND EXTERNAL EXAMINATION

Examination(Theory)	Syllabus to be covered in the examination	Time allotted	% Weightage (Marks)
Internal Assessment Test	Upto 50% (after 45 days)	1hour	15 % (15marks)
External End Semester	Upto 100 % (after 70 days)	3hour	80% (80marks)
			Attendance= marks(5%)
Total			100

Scheme for Internal assessment Test: The question paper would comprise of five short answer type questions of 3 marks each. Total marks for assignment test is 15.

Scheme for End Semester Examination: The question paper comprises of three sections section A, B and C.

Section A contains 05 short answer type questions (one from each unit) carrying 3 marks each. All the questions in this section are compulsory.(15 Marks).

Section B contains 05 medium answer type questions (one from each unit) and each question carries 7 marks. (35Marks).

Section C contains 05 long answer type questions each carrying 15 marks one from each unit and the candidate is required to attempt any two questions. (30 Marks).



EDUCATION

Semester-III

Title: Education in Modern India

Course code: UEDTC-301

Duration of Exam: 3 hrs

Credit: 6

Total marks: 100

External Semester End Examination: 80

Internal Assessment marks: 20

OBJECTIVES OF THE COURSE

To enable the students to understand the stages at which education is imparted.

To help the students to understand the important issues of education in Modern India

To make the students to understand the process of development and problems of education in J&K State at all levels

To acquaint the students with basic concepts of Elementary Education

To understand the concept and relevance of Secondary Education and Higher Education.

To make the students to understand the concept and relevance of Women Education, Population and Adult Education.

To make the students to understand the concept and relevance of distance education, Environmental Education, Educational Technology and Teacher Education.

Unit-I

Stages of Education

- **Elementary Education:** concept, objectives of Elementary Education. Concept of Universalization of Elementary Education (UEE), promotion of UEE through Sarva Shiksha Abhiyan(SSA)
- **Secondary Education:** concept, objectives of secondary Education, main problems and secondary Education and remedial measures to solve the problems.
- **Higher Education:** concept, objectives of Higher Education as per National Education Policy 2020, main problems of Higher Education and remedial measures to solve the problems.

UNIT-II

Important issues in Indian Education

- **Women Education:** Concept of women Education, Need for prioritizing Women Education, Problems of women Education and suggestive remedial measures, NEP 2020 recommendations for girls education
- **Population Education:** concept of population need and objectives of Population Education.

UNIT-III

Important issues in Indian Education (continued)

- **Adult Education:** concept of Adult Education, Functions of Adult Education, National Adult Education Programme (NAEP) Meaning and its features, National Literacy Mission (NLM)
- **Distance Education:** Concept of Distance Education, scope of Distance Education in Indian. Modes of Distance Education Viz.
- Correspondence Courses and
- Open learning system.
- MOOCs

UNIT-IV

Issues Related to Environmental Educational and Educational Technology.

- Environmental Education: Concept of Environmental Education at various stages of Education. Recommendation of National Policy on Education 1986 and 2020 on Environmental Education.
- Educational Technology: Concept of Educational Technology, various approaches to implement Educational Technology towards quality Education Role of ICT in Education.

UNIT-V

Issues of Teacher Education, Evaluation Assessment and Certification.

- Teacher Education: concept of Teacher Education, Objectives of Teacher Education in India. Problems of Teacher Education, Role of NCTE in improving the quality of Teacher Education in India, Teacher Education as per NEP 2020
- Evaluation, Assessment and certification, Need for evaluation in Education. Short comings in the present systems of Evaluation and suggestive remedial measures continuous and comprehensive Evaluation (CCE) – concept, function and problems.

QUESTION PAPER SETTING –

Each theory paper/course shall be of 100 marks -20% of which shall be reserved for internal assessment. -80% of which shall be reserved for external examinations to be conducted by the University / Colleges

INTERNAL ASSESSMENT TEST (20 MARKS): The internal assessment test under choice based credit system shall be of 1 hour duration and shall comprise two parts.

PART-A:Total weight age of part-A will be 10 marks and shall comprise of 8 short answer type questions selecting at least from 2 to 3 units (50% of syllabus covered) . A candidate will have to attempt any 5 questions each carrying 2 marks.

PART-B: Total weight age of part-B will be 10 marks and shall comprise of 2 long answer type questions selecting at least from 2 to 3 units (50% of syllabus covered). A candidate will have to attempt only 1 question of marks 10.

EXTERNAL END SEMESTER EXAMINATION (80 MARKS):The external examination in theory shall consist of 3 sections:

SECTION-A: Section-A shall be of 15 marks and will comprise of 5 short answer type questions, one from each of the units and carrying 3 marks each. Answer should

be precise having 70 to 80 words only and without any detailed explanation (All Compulsory). The duration of each question is approximately 6 minutes.

SECTION-B: Section-B shall be of 35 marks and will comprise of 5 medium answer type questions, one from each of the units and carrying 7 marks each. Answer should be comprehensive having 250 to 300 words only and with detailed explanation (All Compulsory). The duration of each question is approximately 12 minutes.

SECTION-C: Total weight age of section-C shall be 30 marks and will comprise of 5 long answer type questions one from each unit. A candidate will have to attempt only 2 questions from all the questions and will carry 15 marks each. Answer should be 500 to 600 words with detailed analysis/explanation/critical evaluation to the question. The duration of each question is approximately 30 minutes.

Books recommended

1. Aggarwal J.C. (1987). Modern Indian education and its problem New Delhi : Arya Book Depot.
2. Bhatnagar Suresh and Saxena A. (2002). Modern Indian education and its problem. Meerut : R. Lall Book Depot.
3. Bhatia R. L and Ahuja B.N. (2000). Modern Indian education and its problem. Delhi: Surjeet Publications.
4. Chauhan C.P.S (2004). Modern Indian education: Policies, progress and problem New Delhi : Kanishka Publisher, Distributors.
5. MohantyJaganath (2000). Current trends in higher education. New Delhi : Deep and Deep Publications Pvt. Ltd.
6. MohantyJagannath (2002). Primary and elementary education New Delhi: Deep and Deep Publications Pvt. Ltd.
7. Singha H.S. (1991). School education in India : Contemporary issues and trends New Delhi : Sterling Publishers Pvt. Ltd.
8. Shrivastava K.K. (2004). Environmental education: Principles, concepts and management New Delhi : Kaniska Publishers, Distributors.'

Sharma R.A. (2001). Technological foundation of education : Theory, practice and research. Meerut : R. Lall Book Depot



EDUCATION

Semester-IV

Title: Psychological Foundations of Education

Course code: UEDTC-401

Duration of Exam: 3 hrs

Credit:6

Total marks:100

External Semester End Examination: 80

Internal Assessment marks: 20

OBJECTIVES OF THE COURSE

- To enable the students to understand concept of educational psychology and its objectives
- To help the students to understand the methods of studying human behaviour
- To acquaint the students with various types of special children and educational provisions for these children
- To enable the students to understand motivation, adjustment and adjustment mechanisms
- To enable the students to understand personality and its assessment
- To develop competence among students about uses and computation of measures of variability

UNIT-I

Educational Psychology and Methods of Studying Behaviour

Concept and objectives of studying educational psychology

Methods of studying human behaviour

Observation - Meaning and definitions, types -controlled and uncontrolled, steps involved during observation, merits and limitations.

Introspection Method - Meaning and definitions, steps involved in introspection method, merits and limitations

Experimental Method - Meaning and definitions, steps involved in experimental method, merits and limitations

UNIT-II

Special Children: Types and Educational Provisions Special Children

Concept and Types

Gifted and Creative Children

Meaning and definitions of gifted and creative children

Difference between gifted and creative children

Characteristics, identification and educational provisions for the gifted children

Delinquent Children

Concept, causes responsible for delinquent acts among children

Measures to prevent and treat delinquent children

UNIT-III

Motivation and Adjustment

Motivation Concept, Types of motivation (intrinsic and extrinsic), Bases of motivation needs (physiological and psychological)

Adjustment: Concept of adjustment and adjustment mechanism, Types of adjustment mechanism (Rationalization and Sublimation)

UNIT-IV

Personality and its Assessment

Concept & Types of personality

Assessment of Personality

Subjective Techniques (Autobiography and Case Study)

Objective Techniques (Interview and Rating Scale)

Projective Techniques (Thematic Apperception Test-TAT and Rorschach Inkblot Test)

UNIT-V

Statistics in Education: Measures of Variability

Mean Deviation: Concept, Merits, Demerits and computation

Standard Deviation: Concept, Merits, Demerits and computation

Quartile Deviation: Concept, Merits, Demerits and computation

QUESTION PAPER SETTING –

Each theory paper/course shall be of 100 marks -20% of which shall be reserved for internal assessment. -80% of which shall be reserved for external examinations to be conducted by the University / Colleges

INTERNAL ASSESSMENT TEST (20 MARKS): The internal assessment test under choice based credit system shall be of 1 hour duration and shall comprise two parts.

PART-A:Total weight age of part-A will be 10 marks and shall comprise of 8 short answer type questions selecting at least from 2 to 3 units (50% of syllabus covered) . A candidate will have to attempt any 5 questions each carrying 2 marks.

PART-B: Total weight age of part-B will be 10 marks and shall comprise of 2 long answer type questions selecting at least from 2 to 3 units (50% of syllabus covered). A candidate will have to attempt only 1 question of marks 10.

EXTERNAL END SEMESTER EXAMINATION (80 MARKS):The external examination in theory shall consist of 3 sections:

SECTION-A: Section-A shall be of 15 marks and will comprise of 5 short answer type questions, one from each of the units and carrying 3 marks each. Answer should be precise having 70 to 80 words only and without any detailed explanation (All Compulsory). The duration of each question is approximately 6 minutes.

SECTION-B: Section-B shall be of 35 marks and will comprise of 5 medium answer type questions, one from each of the units and carrying 7 marks each. Answer should be comprehensive having 250 to 300 words only and with detailed explanation (All Compulsory). The duration of each question is approximately 12 minutes.

SECTION-C: Total weight age of section-C shall be 30 marks and will comprise of 5 long answer type questions one from each unit. A candidate will have to attempt only 2 questions from all the questions and will carry 15 marks each. Answer should be 500 to 600 words with detailed analysis/explanation/critical evaluation to the question. The duration of each question is approximately 30 minutes.

Books Recommended

1. Aggarwal, J.C. (2001): Essentials of Educational Psychology. New Delhi: Vikas Publishing House.
2. Bhatia, H.R. (1968) : Elements of Educational Psychology. 3rd Edition, Calcutta, Orient Longman.
3. Bhatnagar, Suresh (2001). Advanced Educational Psychology. Meerut: R. Lal Book Depot.
4. Bower, Gordon and Hillgard, R. Earnst (1986): Theories of Learning Eastern Economy Edition. New Delhi : Prentice Hall of India.
5. Carlson, Neil, R. (1996): “Psychology: The Science of Behaviour” New York : Allyon and Bacon.

6. Chauhan, S.S. (1978): Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
7. Dutt, N.K. (2003). Psychological Foundations of Education. New Delhi: Doaba House.
8. Garrett, H.E. (1979): Statistics in Psychology and Education. Bombay, Vakils, Feffer and Simons Ltd.
9. Guiford JP Fruchter Benjamin (1978): Fundamental Statistics in Psychology and Education. Singapore : McGraw Hill Company.
10. Hurlock, B. Elizabeth (1981). Developmental Psychology - A Life Span Approach. New Delhi : TATA McGraw Hill.
11. Kuppaswamy (1988). Advanced Educational Psychology. New Delhi: Sterling Publishers.
12. Kulshreshtha, S.P. (2001). Educational Psychology. Meerut: R. Lal Books Depot.
13. Mangal, S.K. (1999): Advanced Educational Psychology. New Delhi: Prentice Hall of India Pvt. Ltd.
14. Morgan, C.T. (1961). An Introduction to Psychology. New York: McGraw Hill.
15. Sharma, R.A. (2001). Fundamentals of Educational Psychology. Meerut: R. Lall Book Depot.
16. Sharma, R.N. (1987). Advanced Educational Psychology. Meerut : Rastogi Publications.
17. Verma, L.K. and Sharma N.R. (2007). Statistics in Education and Psychology. Jalandhar : Narindra Publications.
18. Woolfolk, Anita (2004). Educational Psychology. 2004 Ninth Ed Indian Reprint Edition (2005) New Delhi: Pearson Education Inc.

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Preamble

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The new curriculum of B.A. (programme) in Education offers a rigorous basis for much of the advanced thinking in the Education discipline. It provides the student with a logical paradigm for conceptualising and interpreting the behaviour and interactions of households, private, and government institutions. The curriculum allows students to choose elective courses from a set of courses with contemporary relevance, thereby offering students the flexibility to prepare for careers in academia, government and many other fields. The programme is consistent with national standards in the Education discipline. It offers training that is comparable to that of an undergraduate student at the national level.

G C W Parade, Jammu hopes that the LOCF approach of the B.A. (programme) in Education will help students in making an informed decision regarding the goals that they wish to pursue in further education and life.

1. Course Structure

1.1 Alignment with CBCS

The B.A. Education programme is aligned with Choice Based Credit System (CBCS) adopted by G C W Parade, Jammu..

1.2 Types of Courses

The following types of courses are offered under CBCS:

Core Courses (CC). A core course is a compulsory course. A student of B.A. Education has to take ten such Education courses over six semesters.

1. **Elective Courses (EC).** An elective course is a course that is to be chosen from a specified set of courses. These courses are of two types:

Discipline Specific Electives (DSE). These are elective courses that provide advanced undergraduate training in specialised areas of Education. A set of four, semester-specific, courses of this kind are offered in the fifth and sixth semesters of the B.A programme. In each of these semesters, a student has to take two such courses from the relevant semester's set of four courses.

Generic Electives (GE). These courses, in disciplines other than Education, are intended to broaden the training of a student in the Education B.A programme. A student of Economics will take one such course, offered by another department, in each of Semesters V to VI.

2. **Skill Enhancement Course (SEC).** A student is to take one such course in Semester III,IV,V,VI,

1.3 Number of Courses and Credits

1. Core Courses (CC): 4 (6 credits each)
2. Discipline Specific Electives (DSE): 2(6 credits each)
3. Generic Electives (GE): 2 (6 credits each)
4. Skill Enhancement Courses (SEC): 4 (4 credits each)

Total number of courses (credits) taken by a student: 12(64)

2. Learning Outcome-based Approach

The B.A. Education provides a firm basis for much of the advanced thinking in the Education discipline. It provides the student with a logical paradigm for modelling and interpreting various educational policies, educational practices and government institutions.

The curriculum allows students to choose elective courses from a set of courses with contemporary relevance, thereby offering students the flexibility to prepare for careers in academia, government, and many other fields.

3. Graduate Attributes

Upon completion of this programme, a student will have the necessary skills to understand and analyse in a logical manner all major educational phenomena.

A student will be able to analyse educational policies and regulations, and demonstrate their significance. Knowing how education functions, and how decisions are made by educational administrators, educational managers, teachers and other stakeholders, the student will have the necessary skills to identify, analyse, and solve problems in a logical and efficient way. The programme provides the basic ingredients of educational theory and the opportunity to learn how to process and analyse educational theories and practices based on sound statistical principles, in order to arrive at educationally meaningful conclusions.

4. Qualification Description

Upon successfully completing the programme, a student will be able to move to the next semester.

5. Programme Objectives

The programme aims to:

1. Train students in basic theory of Guidance and Statistics.
2. To develop in the students basic skills in guidance and counselling and statistics.
3. Equip students with the guidance and statistical techniques necessary for a proper understanding of the subject.
4. To train the students to understand and compute the measures of central tendency.
5. Enable students to how to design, develop and administer various tools of data collection.
6. To train the students to conduct surveys and case studies.

6. Programme Learning Outcomes

Students will:

1. Get a basic understanding of guidance and statistics.
2. Develop basic skills regarding statistics and guidance.
3. Learn the guidance and statistical techniques necessary for a proper understanding of the discipline.
4. Get an introduction to statistical problems and their computation.
5. Gain an understanding of various tools of data collection and their development.
6. Get trained to administer different tools of data collection and collect primary data.
7. Learn to use survey method and case studies in different settings.

7. Teaching Learning Process

Teaching and learning in this programme involves classroom lectures as well tutorials. The tutorials allow a closer interaction between the students and the teacher as each student gets individual attention. In tutorials, the teacher can keep track of each student.

COURSES OFFERED FOR B.A. EDUCATION

SEMESTER	CORE COURSE	D. S. E.	SKILL	G.E
I	EDUCATION AND SOCIETY	X	X	X
II	EDUCATIONAL PSYCHOLOGY AND STATISTICS	X	X	X
III	EDUCATION IN MODERN INDIA	X	GUIDANCE AND COUNSELLING	X
IV	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION	X	STATISTICS IN EDUCATION	X
V	X	1.DEVELOPMENT OF EDUCATION SYSTEM IN INDIA OR 2.PRINCIPLES OF EDUCATION	PEDAGOGY OF TEACHING LEARNING PROCESS	FOUNDATIONS OF EDUCATION
VI	X	1.EDUCATIONAL THINKERS OR 2.PRACTICUM	SPECIAL EDUCATION	EDUCATIONAL EVALUATION AND STATISTICS IN EDUCATION
	4	2	4	2

SCHEME FOR INTERNAL ASSESSMENT AND EXTERNAL EXAMINATION

Examination(Theory)	Syllabus to be covered in the examination	% Weightage (Marks)
Internal Assessment Test	Upto 50% (after 45 days)	30 % (30)marks
External End Semester	Upto 100 % (after 70 days)	65% (65marks)
Attendance=5 marks(5%)		
Total=100		

SCHEME OF EVALUATION:

A) Internal assessment

1. Internal assessment (10 Marks) as per the adopted procedure for other courses.
2. No marks have been earmarked for attendance, however the eligibility criterion for appearing in the end semester examination shall remain the same as is followed in other courses.

B) External end semester Examination

1. Maximum Marks =40.
2. Question paper shall have three (A, B and C)sections :-
 - i) **Section A** shall comprise of 4 questions of 2 marks each.
 - ii) 2 questions shall be set from each unit of the prescribed course content.
 - iii) All questions shall be compulsory.
 - i) **Section B** shall comprise of 4 questions of 5 marks each
 - ii) 2 questions shall be set from each unit of the prescribed course content.
 - iii) All questions shall be compulsory.
 - i) **Section C** shall comprise of 3 questions of 12 marks each.
 - ii) 1.5 questions shall be set from each unit of the prescribed course content.
 - iii) Students shall be asked to attempt only one question of 12 marks from this section.

Skill Practical course

Guidelines for design:-

1. Total credits = 2
2. Maximum marks 50 (Internal 25, External 25)
3. The course content (Practical/ projects/ field survey etc) shall be set as per the requirements of the course/ or as adopted in other practical courses.

Evaluation strategy

A) Internal assessment

1. Internal assessment (25 Marks) as per the adopted procedure for other courses.
2. 5 marks have been earmarked for attendance, and the eligibility criterion for appearing in the end semester examination shall remain the same as is followed in other courses.

B) External end semester Examination

Maximum Marks =25.

Procedure of the external examination shall be same as is followed in other practical courses.



EDUCATION

Semester-III

**Title: Guidance and Counselling
(Skill Enhancement Course)**

Course code: UEDTS-301

Duration of Theory Exam.: 1 ½ hrs

Credit :4

Total marks :100

External Semester End Examination : 65

Internal Assessment marks: 35

Objectives of the Course:

1. To provide information to the students regarding guidance and counselling.
2. To help the students to gain experiences which will help them in making free and wise choices.
3. To help the students in self direction i.e. to develop in them the abilities and skills to solve their educational and vocational problems for themselves.
4. To assist the students to understand and accept their talents.

5. To help the students to develop value sense and to recognize their aspirations in the light of reality with reference to their strengths and weaknesses.

Unit-I: Introduction to Guidance

- Meaning, Nature and Need of Guidance
- Functions of Guidance
- Principles of Guidance
- Relationship between Education and Guidance

Unit-II: Introduction to Counselling

- Concept of Counselling
- Types of Counselling - Directive, Non Directive and Eclectic- Basic assumptions and procedure
- Role of Counsellor
- Professional Ethics of counsellor

Unit-III: Techniques of Guidance (Practical)

- Concept of Techniques of guidance
- Collection of Cumulative record as a technique of Guidance and how to interpret the record for the Guidance
- Collection and Interpretation of Anecdotal record as a technique of Guidance, Different interpretations of Anecdotes
- Collection and Interpretation of Autobiography as a technique of Guidance

Unit-IV: Vocational Guidance and Job analysis (Practical)

- Concept of Vocational Guidance and Job analysis
- Job description as a method of Job Analysis, List of Vocations and the Qualifications
- Job Identification as a method of Job Analysis
- Problems and Prospects of different Vocations.

SCHEME OF EVALUATION:

A) Internal assessment

1. Internal assessment (10 Marks) as per the adopted procedure for other courses.
2. No marks have been earmarked for attendance, however the eligibility criterion for appearing in the end semester examination shall remain the same as is followed in other courses.

B) External end semester Examination

1. Maximum Marks =40.
2. **Question paper shall have three (A, B and C)sections :-**
 - i) **Section A** shall comprise of 4 questions of 2 marks each.
 - ii) 2 questions shall be set from each unit of the prescribed course content.
 - iii) All questions shall be compulsory.
 - i) **Section B** shall comprise of 4 questions of 5 marks each
 - ii) 2 questions shall be set from each unit of the prescribed course content.
 - iii) All questions shall be compulsory.
 - i) **Section C** shall comprise of 3 questions of 12 marks each.
 - ii) 1.5 questions shall be set from each unit of the prescribed course content.
 - iii) Students shall be asked to attempt only one question of 12 marks from this section.

Skill Practical course

Guidelines for design:-

1. Total credits = 2
2. Maximum marks 50 (Internal 25, External 25)
3. The course content (Practical/ projects/ field survey etc) shall be set as per the requirements of the course/ or as adopted in other practical courses.

Evaluation strategy

A) Internal assessment

1. Internal assessment (25 Marks) as per the adopted procedure for other courses.

2. 5 marks have been earmarked for attendance, and the eligibility criterion for appearing in the end semester examination shall remain the same as is followed in other courses.

B) External end semester Examination

Maximum Marks =25.

Procedure of the external examination shall be same as is followed in other practical courses.

Books Recommended:

- Aggarwal, J.C. (1995) : Educational and Vocational Guidance and Counselling, Doaba House, New Delhi.
- Jones, J.A. (1970): Principles of Guidance, Tata McGraw Hill, Bombay.
- Pandey, K.P. (2000): Educational and Vocational Guidance in India, Vishwa Vidyalaya Prakashan, Varanasi.
- Strang, Ruth (1968): Counseling Techniques in Colleges and Secondary Schools, Harper and Row, New York.
- Taxler, A.E. (1964) : Techniques of Guidance, McGraw Hill, New York.
- Kochhar, S.K. (2000): Guidance and Counseling in Colleges and Universities, Sterling, New Delhi.



EDUCATION

Semester-IV

**Title: Statistics in Education
(Skill Enhancement Course)**

Course code: UEDTS-401

Duration of Theory Exam.: 1 1/2 hrs

Credit :4

Total marks :100

External Semester End Examination : 65

Internal Assessment marks: 35

OBJECTIVES OF THE COURSE

- To enable the students to understand the basic concept, meaning and scope of statistics.
- To make the students to understand the importance of statistics in education.
- To enable the students to understand the concepts of data and its different types.
- To acquaint the students with the measures of central tendency..
- To enable the students to understand the concept of mean, median and mode along with its merits and demerits.
- To help the students to understand various steps in the computation of different measures of central tendency.
- To help the students to be aware of the tools of data collection.
- To enable the students to understand various steps involved in the development of different tools of data collection.
- To make the students understand about writing report on different topics

- To enable the students in the development of questionnaire, checklist and rating scale as a tool of data collection.

UNIT-I: Statistics and its use in Education

- Concept and nature of statistics.
- scope of Statistics
- Importance of Statistics in the field of Education
- Concept and types of Data

UNIT-II: Measures of Central Tendency

- Mean: Concept, computation, merits and demerits
- Median: Concept, computation, merits and demerits
- Mode: Concept, computation, merits and demerits
- Computation of Mean, Median and Mode for ungrouped data

UNIT-III: Development of Tools of Data Collection (Practical)

- Concept of Questionnaire and development of a questionnaire for data collection
- Concept of Checklist and development of a checklist for data collection
- Concept of Rating Scales and development of a rating scale for data collection.
- Concept of Attitude scales and development of an attitude scale for data collection.

UNIT-IV: Survey Research (Practical)

- Types of Research: Qualitative and Quantitative
- Concept of Interview and steps involved in conducting an effective Interview.
- Concept of survey, various steps involved in the conduct of a survey and writing a survey report based on a topic of institutional importance
- Concept of case study, various steps involved in the conduct of a case study and prepare a report on a case study conducted on a topic of institutional importance.

SCHEME OF EVALUATION:

A) Internal assessment

1. Internal assessment (10 Marks) as per the adopted procedure for other courses.
2. No marks have been earmarked for attendance, however the eligibility criterion for appearing in the end semester examination shall remain the same as is followed in other courses.

B) External end semester Examination

1. Maximum Marks =40.
2. **Question paper shall have three (A, B and C)sections :-**
 - i) **Section A** shall comprise of 4 questions of 2 marks each.
 - ii) 2 questions shall be set from each unit of the prescribed course content.
 - iii) All questions shall be compulsory.
 - i) **Section B** shall comprise of 4 questions of 5 marks each
 - ii) 2 questions shall be set from each unit of the prescribed course content.
 - iii) All questions shall be compulsory.
 - i) **Section C** shall comprise of 3 questions of 12 marks each.
 - ii) 1.5 questions shall be set from each unit of the pre=ribed course content.
 - iii) Students shall be asked to attempt only one question of 12 marks from this section.

Skill Practical course

Guidelines for design:-

1. Total credits = 2
2. Maximum marks 50 (Internal 25, External 25)
3. The course content (Practical/ projects/ field survey etc) shall be set as per the requirements of the course/ or as adopted in other practical courses.

Evaluation strategy

A) Internal assessment

1. Internal assessment (25 Marks) as per the adopted procedure for other courses.

2. 5 marks have been earmarked for attendance, and the eligibility criterion for appearing in the end semester examination shall remain the same as is followed in other courses.

B) External end semester Examination

Maximum Marks =25.

Procedure of the external examination shall be same as is followed in other practical courses.

BOOKS RECOMMENDED

- Ban; A.S., Robert, A. Davis and Plainer, O. Johnson (1953): Mutational Research and Appraisal. Chicago: J.B. Lippincott.
- Best, John. W. and Kahn, James. V. (1995): Research in Education. 7th edition, New Delhi: Prentice Hall of India.
- Borg, Walter R. (1989): Applying Educational Research, A Practical Guide for Teachers. 2nd edition, New York: Longman.
- Evans, K. M. (1972): Attitudes and Interest in Education. London: Routledge and Kegan Paul.
- Keeves, John. P. (ed.) (1998): Educational Research. Methodology and Measurement, An International Handbook. London: Pergarnon Press.
- Koul, Lokesh (1997): Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.
- Garrett, H.E. (1979): "Statistics in Psychology and Education" Vakils, Feffer and Simons Ltd. Bombay
- Guiford JP Fruchter Benjamin (1978): "Fundamental Statistics in Psychology and Education"McGraw Hill Company, Singapore Hurlock, B. Elizabeth (1981)
- Sukhia, S.P., Mehrotra, P.V., Mehrora, R.N. (1996): Elements of Educational Research. 2nd edition, New Delhi: Allied Publishers Pvt. Ltd.
- Siegal, S. (1956): Non-Parametric Statistics for Behavioural Sciences. Tokyo: Mcgraw Hill Hoga Kusna Ltd.