

## 4<sup>th</sup> Semester

**Course No. EDUCP-17401**

**Course Name: Methodology of Educational Research-II**

**Marks =100 (External =80 +Internal= 20)**

**4 Credits**

### **Objectives:**

- Understand the concept of Research Methods.
- Understand the types Research Methods.
- Understand the steps involved in Historical, Philosophical, Descriptive and Experimental research.
- Understand preparation of Research Reporting and Bibliography.
- Understand inferential statistics.

### **Unit-I Methods of Educational Research-I**

- i) Historical research:
  - a) Concept and nature of Historical research
  - b) Values of Historical Research in education
  - c) Types of Historical research
- ii) Philosophical research:
  - a) Concept and nature of Philosophical research
  - b) Procedure of Philosophical research
  - c) Steps of Philosophical research

### **Unit-II Methods of Educational Research-II**

- i) Descriptive research:
  - a. Concept and meaning
  - b. Types of Descriptive research
  - c. Steps of Descriptive research
- ii) Experimental research
  - a) Concept and characteristics of Experimental research
  - b) Experiment design and its types
  - c) Variables and its types

### **Unit-III Quantitative Analysis**

- i) Inferential Statistics:
  - a. Parametric test: t-test
  - b. Non-parametric test: chi square
- ii) Hypotheses Testing:
  - a) Null hypothesis and its testing
  - b) Tests of significance, One-tailed and Two-tailed test,
  - c) Type-I and Type-II error

### **Unit-IV Report writing**

- i) Preliminary Section
- ii) Main Body Section
- iii) Reference section

### iii)References Section

#### Practicum:

- a) Writing of two different types of research report/dissertation/thesis.
- b) Write an abstract of any one of the research papers.
- c) Bibliography writing of three different types of research projects and papers on APA and MLA standards.
- d) Calculation of parametric tests between two sets of data by applying statistical technique.

#### Suggested Readings:

1. Best, John W. and Kahn James V (1995), *Research in Education*, Prentice Hall, New Delhi
2. Bhabagrahi biswal p. c. (2006) *statistics in education and psychology*, Dominant Publishers and Distributors, new delhi
3. Burns, R.B. (1991), *Introduction to Research in Education*, Prentice Hall, New Delhi
4. Gupta S.C and Kapur (2011), *Fundamentals of Mathematical Statistics* New Delhi, Sultan Chand and Co.
5. Garrett, H.E. (2008). *Statistics in Psychology and Education*. Delhi: Surjeet Publication
6. Gupta, S.K. (1994). *Applied Statistics for Education*. Mittal Publications
7. Robert V. Hogg and Allen T. Craig (1978) *Introduction to Mathematical Statistics*, McMillan Publishing Co.
8. Kerlinger, F.N. (1973), *Foundation of Behavioral Research*, Holt, Rinehart and Winston, New York.
9. Koul, Lokesh (1988), *Methodology of Educational Research*, Vikas vikas publishing house pvt. Ltd. Noida
10. Mcmillion, James H. and Schumarcher, S. (1989), *Research in Education: A Conceptual Introduction*, Harper and Collins, New York.
11. Mangal, s.k. *statistics in psychology and education*, tata mcgraw hill [ublishing co,mpanu ltd., new delhi
12. Mouly, A.J. (1963), *The Science of Educational Research*, Euroasia, New Delhi.
13. Nadeem N.a. Faizan, F.A. (2011) *Statistics in Education and Psychology* Dilpreet Publishing House F 198 Vishnu Garden, New Delhi 110018
14. R.A.Sharma ; *Fundamentals of Educational Research* : Meerut ,Loyal Book Depot,2003
15. Rawat, D.S. (1970). *Measurement, Evaluation and Statistics in Education*. New Delhi:New Raj Book Depot.
16. R.P.Bhatnagar (Ed.) *Methodology of research in Education*; Meerut , R Lall book  
a. Depot,200214
17. Travers, R.M .W. (1978), *An Introduction to Educational Research*, Macmillan, New York
18. Van Delen, D.B. (1962), *Understanding Educational Research*, Me Graw Hill, New York.

**Course No. EDUCP-17402**

**Course Name: Historical and Political Perspectives of Education**

**Marks =100 (External =80 +Internal= 20)**

**4 Credits**

**Objectives:**

- Understand the pre-independence and post-independence development of education in India.
- Understand the factors from historical perspective that contributed to present education system.
- Explain the important features of various reports, commissions and policies of education during pre and post-independence development of Education - in India.
- Understand that development of Education is influenced by political forces of the time.

**Unit-I: Education in India before Independence**

**i) Ancient Education**

- a) Vedic Period
  - b) Buddhist Period
  - c) Brahmanic Period
- ii) Medieval Period**

With reference to aims, curricula, methods of education.

**Unit-II Education in British Period**

- i) 1835-Lord Macaulay's Minutes
  - ii) 1854-Woods Despatch
  - iii) 1882-Hunter Commission
- with special reference to recommendations on Primary, Elementary, Secondary and higher Education

**Unit-III: Indian Education after Independence**

- i) University Education Commission 1948
- ii) Secondary Education Commission 1952-53
- iii) Education Commission: 1964-66
- iv) National Policy on Education 1986 and its revise NPE 1992

**Unit IV: Constitutional Provisions & Education**

- i) Right to Education, Article 21-A
- ii) Impediments in implementation of RTE.
- iii) Education of Disadvantaged sections of society

**Suggested Readings**

1. Aggarwal, J.C. (2004) Development of Education System in India. New Delhi: Shipra.

2. Aggarwal, J.C. (2004) Modern Indian Education. New Delhi: Shipra.
3. Sharma, R L. (2006) Comprehensive History of Modern Education. New Delhi: Cyber Tech Publications.
4. Report of the Education Commission (1964-66) Education and National Development. New Delhi: NCERT.
5. Report of the Secondary Education Commission (1952-53) Ministry of Education and Social Welfare. New Delhi: Government of India.
6. Report of the University Education Commission (1948-49) Ministry of Education Government of India.
7. Kabir, H. (1959) Education in New India. London: Allen & Unwin Ltd.
8. Nurullah, S. and Naik, J.P. (1975) A Student's History of Education in India (1800-1961).
9. Revised Fourth Edition. Bombay: MacMillan and Co. Ltd.
10. Sharma, S. (2005) History and Development of Higher Education in free India. Jaipur; ABD Publishers.
11. Singh, B.P. (1990). Aims of Education in India. New Delhi: Ajanta Publication.

**Course No. EDUCP-17403**

**Course Name: Teacher Education**

**Marks =100 (External =80 +Internal= 20)**

**4 Credits**

**Objectives:**

- Understand the meaning, scope and system of teacher Education. Examine the development of teacher Education in India after Independence.
- Understand the Problems and challenges related to teacher education in National and Global context.
- Familiarize with the emerging Trends in Teacher Education.
- Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher Education.
- Use various methods and Techniques for Transacting curriculum of teacher education.
- Develop an understanding of process of in service teacher Education.
- Use various Techniques for the evaluation of in-service teacher Education Programmes.
- Develop understanding regarding organizations and supervision of school experience programme.
- Understand various innovations and researches in Teacher Education Programme.

**Unit-I Conceptual Framework of Teacher Education**

- i) Teacher education- concept, aims, need and scope.
- ii) Structure of Teacher education at elementary and secondary level.
- iii) Challenges and initiatives in Teacher education
- iv) Pre-service and in-service teacher education programmes.

**Unit-II Historical Background of Teacher Education in India**

- i) Development of Teacher Education in India-pre-independence.
- ii) Evolution and development of Teacher Education in India-post-independence.
  - a) UEC 1948
  - b) SEC 1952-53
  - c) IEC 1964-66
  - d) NPE 1986
- iii) Chattopadiya commission, NCF 2005 and NCFTE 2009

**Unit-III Organizations of Teacher Education**

- i) Assessment of Teaching Proficiencies –criteria, Tools nad Techniques- aptitude, attitude and effectiveness
- ii) In-service Teacher Education Programme- Concept, need and objectives

#### Unit-IV Agencies of Teacher Education

- i) National Agencies
    - a) UGC
    - b) NUEPA
    - c) NCERT
    - d) NCTE
  - ii) State Agencies
    - a) SIE
    - b) SCERT
  - iii) District agencies
    - a) DIETs
- With special reference to composition and functions  
Practicum/Field Work for internal assessment.
- a) Prepare a Report of teacher education institute on the basis of quality criteria determined by the NAAC.
  - b) To prepare a review of a research conducted in the area of teacher education.

#### Suggested Readings:

1. Arora, G.L.(2005) Teachers and their Teaching : Need for New Perspectives. Ravi Book, Delhi.
2. Joyce, B., and Weal, M. (2003). Modals of Teaching (7 Ed.). Boston: Allyn & Bacon.
3. Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale.
4. Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to
5. NCTE(1998) Policy Perspective in teacher education-critique and documentation,
6. NCFTE. (2009). National Curriculum Framework for Teacher Education. New Delhi:
7. NCERT. (2005). National Curriculum Framework – 2005. New Delhi: NCERT
8. Rahman, Hifzue (2005). Key issues in teacher education; Teachers for secondary schools, Sanjay Prakashan, Delhi.
9. Raina, V.K. (1998) Teacher educators: A Perspective. Vikas Publishing House. New Delhi.
10. Ram, S. (1999): Current Issues in Teacher Education. Sarup & Sons Publications, New Delhi.
11. Rao, Digumarti Bhaskara(1998). Teacher education in India. Discovery publishing House. New Delhi.
12. National Council of Educational Research & Training. (2000). National curriculum Framework for School Education. New Delhi: NCERT
13. Schon, D. (1987): Educating the Reflective Practioner: Towards a New Design for Teaching
14. Sharma, Shashi Prabha (2003). Teacher Education Principles. Theories and Practices, New Delhi, Kanishka Publishers Distributors,
15. Sheela Mangala (2001), "Teacher Education – Trends and Strategies", Radha Publications New Delhi.

**Course No. EDUDCE-17404**  
**Course Name: Social Psychology**  
**Marks =100 (External =80 +Internal= 20)**  
**4 Credits**

**Objectives:**

- To enable the students to attain a detailed understanding of the nature & scope of social psychology.
- To enable the students to attain a understanding of the methods in social psychology
- To attain an understanding of self-esteem and self-concept in light of various theories of self development.
- To understand various interpersonal processes & interpersonal attraction.
- To understand group dynamics.
- To attain an in depth understanding of school and class as a social group.

**Unit I: Introduction to Social Psychology**

- i) Nature and scope of Social Psychology
- ii) Major perspectives of Social Psychology
- iii) Methods in Social Psychology
  - a) Experimental method
  - b) Correlation Method
  - c) Case study method

**Unit II: Development Of Self**

- i) Nature & origin of self
- ii) Self Concept & self esteem
- iii) Theories of self development:
  - a) Cooley: looking glass
  - b) Mead: I & Me
  - c) Carl Rogers: Self Theory

**Unit III: Interpersonal Processes**

- i) Social interaction
  - a) Cooperation
  - b) Competition
  - c) Conflict and peace making
- ii) Meaning and Concept of Interpersonal attraction
- iii) Theories of interpersonal attraction
  - a) Reinforcement theory
  - b) Social exchange theory.

**Unit IV: Group Dynamics And Group Behaviour**

- i) Concept and Significance of group behaviour

- ii) Classification of group behaviour
- iii) Group interaction
  - a) School as social group
  - b) Class as a social group

**Suggested Reading:**

1. Allport, G.E "Pattern and growth in personality" {New York: Holt Rinehart & Winston, 1961.
2. Bales. R.F "Interaction Process Analysis" {Cambridge Addition- Wesley Press, Inc. 1950}
3. Benedict, R. "Pattern of Culture" {New York; Penquine Book Inc. 1946}.
4. Bonner. H. "Group Dynamics {New York; The Ronald}.
5. Cooley, C.H "Human Nature and the Special Order" {New York: Charles Scribers Son, 1902.
6. Lindzcy G. & Aronsen "The Handbook of Special Psychology{2nd Edition, Vol.2, Addism Weekly Publishing Company Inc.1968}.
7. Linton, R. "The Tree of Culture {New york: 1955}.
8. Mead, G.H "Mind Self and Society (Chicago: University of Chicago Press).
9. Sorokin, P. A "Society, Culture ru1d Personality". The structure and Dynamics. {New York: Harper and Brother 1947}.
10. Turner, R. H "Collective Behavior" {Cliffs, N.J. Prentice Hall Inc. 1957}.
11. Robert A. Baron, Nyla R. Branscombe "Social Psychology" 11th ed. Boston: Pearson, Allyn and Bacon.
12. Hogg, M. and Vaughan, G. (2014). *Social psychology*. 7th ed. Harlow: Pearson Education Limited.
13. Jay M. Jackson Lawrence "Social Psychology, Past and Present: An Integrative Orientation" Erlbaum Associates, 1988.
14. Roderick M. Kramer; Oliver P. "The Psychology of the Social Self Tom R. Tyler" John Lawrence Erlbaum Associates, 1999.
15. Blackwell, "Theories in Social Psychology" Wiley publishers 2011.
16. Frederick Rhode walt "Personality and Social Behavior" Psychology Press, 2008.
17. William Ickes; Steve Duck John Wiley "The Social Psychology of Personal Relationships, 2000.

**Course No. EDUDCE-17405**

**Course Name: Educational Planning & Financing**

**Marks =100 (External =80 +Internal= 20)**

**4 Credits**

**Objectives:**

1. To enable the students to understand basic concepts of educational planning and financing.
2. To enable the students to acquire necessary knowledge of the principles and procedures of educational planning.
3. To enable students to understand the different approaches to educational planning.
4. To enable the students to acquire necessary knowledge of the principles and procedures of educational financing.
5. To enable the student to understand the problems of educational financing.
6. To help them to understand the sources of education finance.

**Unit I Educational Planning**

- a) Concept and scope Educational Planning.
- b) Significance & Principles of Educational Planning..
- c) Steps in educational Planning.
- d) Kinds of Educational Planning- Institutional, Strategic, Operational.

**Unit III: Approaches to Educational Planning:**

- a) Social Demand Approach
- b) Man-Power Approach.
- c) Rate of Return of Investment approach.
- d) Centralized & decentralized planning- Process, advantages and disadvantages.

**Unit III Educational Financing & Management**

- a) Concept, Nature and Principles of Educational Financing
- b) Resources, Budgeting and Allocation of Funds from various agencies.
- c) Problems of Educational Financing: Internal & External; Education (as Investment & as Consumption).
- d) Sharing and distribution of financial responsibility

**Unit IV: Financing of Education**

- a) Education as Investment
- b) Financing of Education in India since Independence
- c) Sources of Educational Finance
- d) Provisions of Financing Education in Five Year Plans.

### **Suggested Readings**

1. Rao, V.K.: Education and Human Resource Development, Allied Publishers, New Delhi, 1965.
2. Natarajan, S.: Introduction to Economics of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1990.
3. Naik, J.P., Education Planning in India. · Naik, J. P. & Syed Nurullah, Education in India during British Period, Bombay, Macmillan, 1949.
4. Aggarwal Y.P. & Thakur, R.S. 2003, Concepts and Terms in Educational Planning: A Guidebook; NUEPA .
5. Patteti, A.P and Thamarasseri, I. (Eds) (2014) Economics of Education, APH Publishing Corp., New Delhi.
6. Chandrakanth L.S., Educational Administration, What is means, Delhi, Manager of Publications, 1957.
7. Henry, H.B., Changing concepts in Education Administration, University of Chicago Press, 1955.
8. Indian Institute of Public Administration, The Organisation of Government of India, Bombay, Asia Pub., 1958.
9. Mohilman, School Administration, New York, Houghten Miffin, 1951.
10. Mort, P.B., Principles of School Administration, McGraw Hill, 1946.
11. Mukherji, L., Problems of Administration of Education in India, Allahabad, Kitab Mahal, 1960.
12. Mukherji, S N., Administration of Education in India, Baro Acharya Book Depot. 1963.
13. Naik, J.P., the Role of Government of India in Education, Delhi Ministry of Education, 1963. 9. NCERT, First Year Book of Education, New Delhi, 1061.

**Course No. EDUDCE-17406**

**Course Name: Educational Measurement and Evaluation**

**Marks =100 (External =80 +Internal= 20)**

**4 Credits**

**Objectives:**

- Understand the concept of measurement and evaluation;
- Understand the characteristics of good measuring devices;
- To learn about the importance and types of evaluation tools;
- Comprehend the Appraisal of the present system of Examination

**Unit-I Conceptual Framework:**

- i) Concept and Scales of Measurement.
- ii) Concept and types of Evaluation – Formative & Summative,
- iii) Educational Measurement and Evaluation Purpose and difference.

**Unit-II Characteristics of a Measurement Instrument**

- i) Objectivity-concept and importance
- ii) Reliability – Concept, Types, Methods of estimation
- iii) Validity – Concept, Types, Methods of estimation

**Unit-III Tools of Examination and Evaluation**

- i) Essay – type test. Merits and demerits
- ii) Short answer type test- Merits and demerits
- iii) Objective tests- Merits and demerits
- iv) Open Book and online examination

**Unit IV Techniques of Evaluation**

- i) Case study, questionnaire, and Interview-their merits and demerits
- ii) Observation Techniques- Nature, types, merits and demerits .
- iii) CCE and grading System

**Suggested Readings:**

1. Aggarwal, J C. Educational Measurement and Evaluation
2. Ahangar S. D. Groundwork of Psychology

3. Anastasi, A. S Educational Testing
4. Jalota, S. Measurement and Evaluation
5. Lehmann, I. J., & Mehrens, W. A. (1991). Measurement and evaluation in education and psychology. New York: Holt.
6. Panda, P. K. (2017). Educational Measurement and Evaluation. Aggarwal Publications: New Delhi. WEB RESOURC
7. Rather A R. Measurement and Evaluation

**Course Code: EDU17407DCE**  
**Course Title: Dissertation Work**  
**Marks =200 (External =100 +Internal= 100)**  
**8 Credits**

### **OUTLINE FOR PREPARATION OF SYNOPSIS**

The objective of a research proposal is to present and justify the need to study a research problem and to present the practical ways in which the proposed study should be conducted. The design elements and procedures for conducting the research are governed by standards within the predominant discipline in which the problem resides, so guidelines for research proposals are more exacting and less formal than a general project proposal. Research proposal must contain a brief literature reviews. In addition to providing a rationale, a proposal describes detailed methodology for conducting the research consistent with requirements of the professional or academic field and a statement on anticipated outcomes and benefits derived from the study's completion.

#### **Objectives of writing Research proposal**

A research proposal must be framed with the following objectives:

1. To develops skills of thinking about and designing a comprehensive research study.
2. To conduct a comprehensive review of the literature to ensure a research problem have not already been answered [or you may determine the problem has been answered ineffectively.
3. To improves the general research and writing skills.
4. To practices for identifying the logical steps that must be taken to accomplish one's research goals.
- 5.

#### **Chapter-I Introduction**

In higher education, a research proposal is most often written by scholars seeking grant funding for a research project or it's the first step in getting approval to write a doctoral dissertation. Even if this is just a course assignment, treat your introduction as the initial pitch of an idea or a

thorough examination of the significance of a research problem. After reading the introduction, your readers should not only have an understanding of what you want to do, but they should also be able to gain a sense of your passion for the topic and be excited about the study's possible outcomes. Note that most proposals do not include an abstract before the introduction.

### **Significance of the Study**

This section can be melded to state the importance of the study. For this purpose the student can create a separate section to help with the organization and narrative flow of your proposal. This is where you explain the context of your proposal and describe in detail why it's important. Approach writing this section with the thought that you can't assume your readers will know as much about the research problem as you do. Note that this section is not an essay going over everything you have learned about the topic; instead, you must choose what is relevant to help explain the goals for study.

### **Chapter -II Review of Literature**

Literature review should be connected to the background and significance of your study is a section of your proposal devoted to a more deliberate review and synthesis of already carried out studies related to the research problem under investigation. The purpose here is to place your project within the larger whole of what is currently being explored, while demonstrating to your readers that your work is original and innovative. The students have not be afraid to challenge the conclusions of prior research. Assess what you believe is missing and state how previous research has failed to adequately examining the issue that your study addresses. For more information on writing literature reviews, since a literature review is information dense, it is crucial that this section is intelligently structured to enable a reader to grasp the key arguments underpinning your study in relation to that of other researchers. A good strategy is to break the literature into "conceptual categories" rather than systematically describing groups of materials one at a time.

### **Chapter-III Research Procedure, Design and Methods**

This section must be well-written and logically organized because the students are not actually doing the research, yet, they must have

confidence that it is worth pursuing. The reader will never have a study outcome from which to evaluate whether your methodological choices were the correct ones. Thus, the objective here is to convince that your overall research design and methods of analysis will correctly address the problem and that the methods will provide the means to effectively interpret the potential results. Your design and methods should be unmistakably tied to the specific aims of your study

Describe the overall research design by building upon and drawing examples from your review of the literature. This section normally contains the following steps:

- A) Statement of the problem;
- B) Objectives of the study;
- C) Hypotheses for the study;
- D) Selection of sample;
- E) Method for investigation;
- F) Statistical treatment.

#### **Chapter-IV Analysis and Interpretation of data**

This chapter is the most crucial element of research project. All the data pertaining to the research under investigation collected by the scholar needs to be given appropriate statistical treatment in order to come to certain conclusions and generalizations. The raw data are converted into standard and tabular data so that the outcomes can be put in an explicit manner in the form of results and findings.

#### **Chapter-V Summary, Findings and Suggestions**

This chapter deals with the brief summary along with the findings of the study followed by the suggestions in the light of the research findings.

#### **References**

Lists only the literature that you actually used or cited in your proposal.  
**Apply APA**

## **Bibliography**

Lists everything you used or cited in your proposal, with additional citations to any key sources relevant to understanding the research problem. Apply APA

**Course Code: EDUGE17408**

**Course Title: Guidance and counselling**

**Marks =50 (External =40 +Internal= 10)**

**2 Credits**

**Objectives:**

- To develop an understanding about the fundamentals of Guidance and Counselling.
- To understand life and the world around.
- To understand the importance of making right choice in life, education and vocation.
- To be able to describe the importance of working with a group, for a group and in a group.
- To be able to understand the needs of the individual correctly.
- To be able to understand various guidance services.
- To understand the process of counselling.

**Unit-I: Conceptual framework**

- i) Concept and importance of guidance
- ii) Principles of guidance
- iii) Purposes and processes of guidance
- iv) Types of Guidance: Individual and Group

**Unit-II: Counselling**

- i) Concept and Principles
- ii) Counselling approaches: Directive, Non-directive and Eclectic.
- iii) Theories of counselling- Psychoanalytic and Behavioural counselling

**Suggest Readings**

- 1) Atwater, E; 1994; Psychology for living adjustment, Growth and Behaviour Today; 5th ed; New Jersey: Prentice Hall
- 2) Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.
- 3) Caroll HA; 1952; Mental Hygiene: The Dynamics of Adjustment; New York: Prentice Hall

- 4) Chauhan, S.S. Principles and Techniques of guidance. Vikas Publishing House Pvt. Ltd., New Delhi, 1982.
- 5) Crow and Crow an Introduction to guidance. Eurasia Publishing House (P) Ltd., New Delhi, 1962.
- 6) Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan
- 7) Glickman, C & Wolfgang, C. (1981). Solving Discipline Problems: Strategies for Classroom Teachers. Boston: Allyn and Bacon.
- 8) Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan
- 9) Harold, W. Bernard and Daniel, W. Fullmer - Principles of guidance, Thomas Y. Crowell Company, New York, 1969.
- 10) Hasnain Quraishi. Educational Counseling. Anmol Publications
- 11) Hoppock, Robert; Group Guidance: Principles, Techniques, and Education. Tata McGraw Hill, New York.
- 12) Hoppock, Robert; Occupational Information: Where to get it and how to use it in counseling in and in teaching. Tata McGraw Hill New York.
- 13) Jones, J.A. Principles of Guidance, Bombay, Tata McGraw.
- 14) Kochhar, S.K. Guidance and Counseling in Colleges and Universities, Sterling Publishers Private Ltd. New Delhi, 1984.
- 15) Mehdi B. & Stone. Guidance In School, New Delhi NCERT, 1978.
- 16) Miller, F.W. Guidance & Principles of Guidance, New York, McGraw Hill.

**Course Code: EDUOE17408**

**Course Title: Human Values and Professional Ethics**

**Marks =50 (External =40 +Internal= 10)**

**2 Credits**

**Objectives:**

- To enable students to aware about the human values and ethics in profession and instill moral and social values and loyalty and to appreciate the rights of others.
- The course aims at facilitating the development of holistic approach among students towards life and profession as well as towards happiness and prosperity based on understanding of the human reality and existence.

**Unit I: Human Value System**

- i) Values –importance and application
- ii) Formation of values; the process of socialization
  - a) Self and Integrated Personality
  - b) Morality-courage and integrity
- iii) Types of values- social value, aesthetic values,organizational values, psychological values and spiritual values
- iv) Value Crisis- individual, societal and cultural level

**Unit II: Professional Ethics**

- i) Ethics and ethical values
- ii) Types of ethics, ethics of rights and duties, ethics of responsibility, ethics of normal judgement and fairness and work ethics and quality of life at work
- iii) Profession and professionalism, ethics in Teaching Profession
- iv) Violation of code of ethics- conflict ,causes and consequences

**Suggested Readings**

1. R. R. Gaur, r. Sangal, G P Bagaria: a foundation course in human values and professional Ethics, excel books, New Delhi
2. A. N. Tripathy, 2003 Human values New Age International Publishers
3. A. Nagraj 1998 Jeeva vidys Ek Parichy, Divya Path sansthan, amarkantak
4. P L Dhar, R R Gaur, 1990, Science and Humanism, commonwealth Publishers
5. Swubhas palekar, 2002 How to Practice Natural Farming Pracheen (Vaidik) Krishi Tantra Shodh, Amaravati