

**DEPARTMENT OF EDUCATION**  
**S.V.UNIVERSITY**  
**MASTER OF EDUCATION (M.Ed.)**

**Programme Outcomes for M.Ed Course:**

The two year M.Ed programme is a professional programme in the field of teacher educators. It aims at Deeping the knowledge of the students on the philosophy and sociology of Education.

1. Understand the concept principles and theories of educational psychology
2. Understand the various problems of education as primary, secondary, higher education, vocational education, women's education and educational of the physically challenged.
3. Acquisition knowledge about the fundamentals of educational research tools and techniques  
applies the knowledge of statistics in analysing the data.
4. Analysis the issues like problem, practices and professionalism in teacher education and the national policy on education.
5. Synthesis the teacher education and its different forms influencing the system like admission policies, procedures, recruitment of teacher educators.
6. Evaluation the impact of education on social and economic issues like poverty unemployment place education, national integration and international understanding.
7. Develops the skills and competencies in constructions and standardisation of tests.
8. Continuous and comprehensive education.
9. Choice based credits system role of computers in teaching and evaluation and  
Develops knowledge about approaches principles of curriculum construction, implementation and evaluation, educational planning management, educational financing and quality issues in educators.
10. Comprehensive the scope of types and the role of different agencies in guidance and counselling.
11. Synthesis the last practices and methods of solving the problems in guidance and counselling.
12. Evaluates the role of ICT is improving the educational system.

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**Programme Specific Out Comes for M.Ed Course**

1. Enable comprehend the development in physical, cognitive, social and emotional areas, contemporary issues and educational policies of educational system in India, teaching learning methods, strategies, epistemological basis of education, school management and professional ethics.
2. Understand the individual differences among students, measuring the attainment, evaluate progress and assessing learning abilities, guidance programmes and administering psychological tools, ICT based communication and inculcate the real experiences of class room teaching and online teaching for remote areas students by using ICT and its different tools and software.
3. Understand the classroom diversities and enable them to deal with diverse learners in inclusive classroom setup, education for human rights and women empowerment, environmental education and developing online content.

**COURSE OUTCOMES**  
**COURSE – 1**  
**PERSPECTIVES OF EDUCATIONAL PSYCHOLOGY**

**Objectives**

To enable the students to

1. Understand concepts and principles of Educational Psychology as an applied science.
2. Understand himself / herself and the learner.
3. Understand implications of psychological theories and expositions for education.
4. Acquire the student with the process of development and assessment of various abilities and traits.
5. Enable the student to design the learning situations suitable to the nature of learners and learning material
6. Acquire the student with the states of mental health and ill health.
7. Emphasize the students holistic development, (Human Resources Development)

**Out comes**

After completion of the course, the student will be able to

1. Understand concepts and principles of Educational Psychology as an applied science.
2. Understand himself / herself and the learner.
3. Understand implications of psychological theories and expositions for education.
4. Acquire the student with the process of development and assessment of various abilities and traits.
5. Enable the student to design the learning situations suitable to the nature of learners and learning material
6. Acquire the student with the states of mental health and ill health.
7. Emphasize the students holistic development, (Human Resources Development)

**Course Content**

## **Unit -1: Educational Psychology**

### **1: Scope of Educational Psychology**

1. Concept, Nature and Scope of Educational Psychology.
2. Methods of educational psychology.
3. Contribution of psychology and Indian psychology to Education.
4. Current concerns and trends in educational psychology.

### **2. Human Development: Implications for Education**

1. Concept, Principles and sequential stages of human/personality development - Infancy, childhood, adolescence, early adulthood, later adulthood and old age.
2. Factors influencing development and their relative role in each stage, general characteristics of each stage and problems of each stage.
3. Theories of Piaget, Freud, Erickson, Chomsky and Kohlberg.
4. Indian theory of psychological Development.

### **Unit-2: Learning: Implications for Education**

1. Concept and Various view points on theories of learning, Laws of Learning (Thorndike).
2. Theories of Learning- Pavlov, Skinner, Hull, Gestalt, Lewin and Tolman.
3. Information processing – Sternberg, Vygotsky-Constructivism.
4. Gagne's levels of learning

### **Unit-3: Individual Differences-Implications for Education**

1. Concepts of intra and inter individual differences and their implications.
2. Intelligence-cognitive and affective abilities, Identification or testing intelligence.
3. Theories of intelligence- Guilford, Gardner and Goleman.
4. Creativity-Nature and process, Identification or testing creativity, Fostering and guiding creative children.

### **Unit 4: Personality, Adjustment and Mental Health**

- 1. Personality:** Concept and Theories of Personality, Trait and type theory of Eyesenck, Psychoanalytic approaches – Freud and Jung, Social – Learning Theory – Bandura, Humanistic Approach – Roger's and Maslow.
- 2. Indian Theories of Personality:** Vedic (Upanishadic) view of Personality, Buddhistic view of Personality, J-Krishnamurti's view of Personality, Aurobindo's view of Personality.

3. **Personality Assessment:** Personality inventories interview, checklists, observation, Sociometry and situational tests Projective Techniques– Rorschach, TAT, CAT, Story completion, Sentence completion.
4. **Adjustment and Mental Health:** Concept and mechanisms of adjustment, Principles of mental hygiene – preventive, constructive and curative measures – at personal level and environmental level, Introduction to mental ill health - Neurosis, Psychosis and Psycho-somatic disorders.

## **COURSE – II**

### **EDUCATIONAL STUDIES**

#### **Objectives**

To enable the students

- (1) To acquaint the students with the general development and progress of education prior to independence.
- (2) To acquaint the students with general development and progress of education after independence.
- (3) To enable the students to understand the concept and meaning of problems of Education (social, economic, political)
- (4) To enable the students to understand the various problems of education at different stage Primary, Secondary, Higher Secondary, higher education, Vocational, women, Handicapped etc.
- (5) To enable the students to find out the reasons and evaluate the solutions to the education for different stages.
- (6) To enable the students to understand the problems related to the policies of Government and to find out remedies.

#### **Out Comes**

After completion of the course, the student will be able

- (1) To acquaint the students with the general development and progress of education prior to independence.
- (2) To acquaint the students with general development and progress of education after independence.
- (3) To enable the students to understand the concept and meaning of problems of Education (social, economic, political)

- (4) To enable the students to understand the various problems of education at different stage Primary, Secondary, Higher Secondary, higher education, Vocational, women, Handicapped etc.
- (5) To enable the students to find out the reasons and evaluate the solutions to the education for different stages.
- (6) To enable the students to understand the problems related to the policies of Government and to find out remedies.

## **Course Content**

### **Unit – 1: History of Education**

1. History of Ethics and Moral Education.
2. Philosophy of life and characteristics of Education.
3. Philosophy of life originates in the Vedas – aspect of religion, aspects of supremacies of karma action, place of spiritual and materialistic education.
4. Education during Buddhist Era and Islamic Education.

### **Unit – 2: Secondary Education in India**

1. Educational Planning – Quality Education.
2. Vocationalization of Secondary Education. Report of working group on vocationalization of education. Report of National review committee on Higher Secondary Education.
3. Programmes of CBSE Schools, Programs of Kendriya Vidyalayas and Sarva Shiksha Abhiyan.
4. Secondary Educational Policies.

### **Unit – 3: Emerging Issues in Higher Education**

1. Privatization in Education, Problem of Brain drain
2. Center - State relationship on education
3. Problem of protective discrimination
4. The language problem
5. Learning without burden
6. Religion and Education
7. Technical skills of learning
8. Challenges in Higher Education

### **Unit – 4: Education and Issues in Development**

1. Health Education, Population Education, Education for rural development, Environmental Education, Science Education, Value Education, Girls Education, Education for Minorities – Religious, Ethnic, Linguistic, Tribal's.
2. Education of the disadvantaged section
3. Education of children with special needs
4. Information and communication technology
5. Role of UNO.

### **COURSE – III**

#### **FUNDAMENTALS OF EDUCATIONAL RESEARCH**

##### **Objectives**

To enable the students to

- (1) Describe the nature, purpose, scope and types of research in education.
- (2) Understand the important features of different types of research.
- (3) Explain the characteristics of qualitative and quantitative research in education.
- (4) Conduct a literature search and select a problem for a research study.
- (5) Select a sampling technique appropriate for a research study.
- (6) Explain the procedure for construction of tool for a research study.
- (7) Select and apply suitable statistical techniques for the analysis of data.

##### **Out Comes**

After completion of the course, the student will be able to

- (1) Describe the nature, purpose, scope and types of research in education.
- (2) Understand the important features of different types of research.
- (3) Explain the characteristics of qualitative and quantitative research in education.
- (4) Conduct a literature search and select a problem for a research study.
- (5) Select a sampling technique appropriate for a research study.
- (6) Explain the procedure for construction of tool for a research study.
- (7) Select and apply suitable statistical techniques for the analysis of data.

##### **Course Content**

###### **Unit – 1: Introduction to Educational Research**

1. Meaning, Purposes, Nature and Scope of Educational Research.

2. Types of Educational Research: Basic, Applied and Action research; Research paradigms in Education: Quantitative, Qualitative and Mixed research.
3. Research Problem: Sources of research problem, characteristics of good research problem, Definition of the research problem, evaluation of the research problem.
4. Related Literature – Purposes of Review; conducting the literature search using Internet and databases.

### **Unit - 2: Variables, Hypothesis and Sampling of Educational Research**

1. Meaning and Classification of Variables.
2. Meaning, Types/Forms of hypotheses and characteristics of good hypothesis.
3. Population, Sample and characteristics of good sample.
4. Sampling Techniques.

### **Unit – 3: Tools and Techniques of Data Collection**

1. Tools of Data Collection: Questionnaires, Tests, Inventories and Rating Scales - Types, uses and merits and limitations.
2. Methods or Techniques of Data Collection: Observation and Interview, their types, use, merits and limitations.
3. Principles of Construction of tools and techniques, Administration of tools and techniques.
4. Basic attributes of a good Research tool – Reliability, Validity and Usability.

### **Unit - 4: Descriptive Analysis of Quantitative Data**

1. Scales of Measurement – Nominal , Ordinal ,Interval and Ratio Scales; Measures of Central tendencies – Mean, Median, Mode; Graphical Representation of Data – Bar Graph, Histogram, Frequency Polygon, Cumulative frequency curve, Ogive and Pie-diagram.
2. Measures of Dispersion – Range, Q.D., A.D. and S.D.
3. Measures of Relative Position – Percentile, Percentile Rank and Standard Scores: Z-Scores, T-Scores
4. Normal Distribution – Characteristics and Uses of N.P.C; Applications of N.P.C; Deviations of Normality: Skewness and Kurtosis.

**COURSE – IV**  
**TEACHER EDUCATION**

**Objectives**

To enable the students to

1. Concept, development and agencies of Teacher Education
2. Teacher Education programmes at different levels – their objectives, structure, curriculum, role and competencies.
3. Need for Teacher Education
4. Issues, problems and innovative practices in Teacher Education
5. Research and professionalism in Teacher Education.

**Out Comes**

To develop an understanding of

1. Concept, development and agencies of Teacher Education
2. Teacher Education programmes at different levels – their objectives, structure, curriculum, role and competencies.
3. Need for Teacher Education
4. Issues, problems and innovative practices in Teacher Education
5. Research and professionalism in Teacher Education.

**Course Content**

**Unit -1: Introduction to Teacher Education**

1. Meaning and nature of teacher education.
2. Need, scope and objectives of teacher education.
3. Changing context of teacher education in the Indian scenario.
4. Changing context of teacher education in the global scenario.

**Unit - 2: Development of Teacher Education**

1. Teacher Education in Pre-independence India.
2. Teacher Education in post-independence India.
3. National policy on teacher education, 1986.
4. Current trends in teacher education – interdisciplinary approach, internship, community living, orientation course, correspondence course, action research, team teaching and programmed instruction etc.

**Unit – 3: Agencies and Institutions of Teacher Education.**

1. Agencies of Teacher Education at the state level and their role and functions.
2. Agencies of teacher education at the national level and their role and functions.
3. Agencies of Teacher Education at the international level and their role and functions.
4. Institutions of Teacher Education, DIET, CTE, IASE, RIE.

**Unit – 4: Major Issues and Problems of Teacher Education**

1. Maintaining standards in Teacher Education – admission policies and procedures, recruitment of teacher educators.
2. Service conditions of teacher educators.
3. Quality management in teacher education.
4. Privatization, Globalization and Autonomy in Teacher Education.

**COURSE – V**  
**FOUNDATIONS OF EDUCATIONAL PHILOSOPHY**

**Objectives**

To enable the students

1. To enable the student to understand the nature and functions of Philosophy of Education.
2. To enable the student to understand the important Philosophies of Education
3. To enable the student to understand Indian Philosophical suppositions and their contribution to Education.
4. To enable the student to understand and use Philosophical methods in studying educational data.
5. To sensitize the student for critical appraisal of contributions made to education by prominent educational thinkers – Indian and Western.
6. To enable the student to understand concepts and process of social organization, social stratification and institution in relation to education.
7. To enable the student to understand relationship among culture, society and education.
8. To enable the student to know issues of equality and inequality in education.

**Out comes**

To develop an understanding of

1. The nature and functions of Philosophy of Education.
2. the important Philosophies of Education
3. Indian Philosophical suppositions and their contribution to Education.
4. To enable the student to understand and use Philosophical methods in studying educational data.
5. Critical appraisal of contributions made to education by prominent educational thinkers – Indian and Western.
6. Concepts and process of social organization, social stratification and institution in relation to education.
7. Relationship among culture, society and education.
8. Issues of equality and inequality in education.

**Course Content**

### **Unit 1: Philosophy and Education**

- 1) Definition, meaning, nature, scope and branches of Philosophy.
- 2) Relationship between Philosophy and Education. Educational Philosophy and its functions-Speculative, Normative and Critical.
- 3) Definition, meaning and nature of Education. Types, Processes and Aims of Education.
- 4) Utility of the subject Educational Philosophy to the prospective teacher educators.

### **Unit 2: Philosophical Bases of Education**

- 1) Contribution of Idealism, Naturalism, Pragmatism, Realism, and Existentialism to Education (Aims, curriculum, methods of teaching, teacher and discipline.)
- 2) Contribution made to educational thought and practice by- Plato, Gandhi, Dewey, Rousseau and Tagore.
- 3) Epistemology-Meaning, Kinds and Instruments of knowledge.
- 4) Metaphysical problems and Education-with reference to nature of man, problem of freedom and the concept of God.

### **Unit 3: Democracy and Education**

- 1) Education for citizenship- Fundamental Rights and Duties.
- 2) Nature of inequalities and measures to address them, Constitutional Provisions
- 3) Equity, Equality and Democratization of Education.
- 4) Secularism- contribution of Bhagavat Gita, Islam, Buddhism and Christianity to value formation.

### **Unit 4: Current Issues in Education and their Implications**

- 1) Poverty, Unemployment and Education.
- 2) Violence and Peace Education.
- 3) Problems of Nation and solutions through Education.
- 4) National Integration and International Understanding.

## **MEASUREMENT AND EVALUATION**

### **Objectives**

To enable the students

1. To The basic concepts and practices adopted in educational measurement and evaluation.
2. To Relationship between measurement and evaluation in education.
3. To orient the student with tools and techniques of measurement and evaluation.
4. To develop the skills and competencies in construction and standardization of tests.
5. To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
6. To enable students to prepare and use different kinds of psychological tests.
7. To equip students with skills to handle data and interpret results.
8. To enable students to participate in examination reforms.
9. To help students to carry out examination and evaluation work.

### **Out comes**

To develop an understanding of

1. The basic concepts and practices adopted in educational measurement and evaluation.
2. Relationship between measurement and evaluation in education.
3. Tools and techniques of measurement and evaluation.
4. The skills and competencies in construction and standardization of tests.
5. How various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
6. Prepare and use different kinds of psychological tests.
7. Skills to handle data and interpret results.
8. Students to participate in examination reforms.
9. Carry out examination and evaluation work.

### **Course Content**

#### **Unit 1: Introduction to Measurement and Evaluation**

1. Levels of Measurement– Nominal, Ordinal, Interval and Ratio; Concept of Measurement and Evaluation; Role of Evaluation in Education – Diagnosis, Improvement of teaching, Guidance, Prognosis survey and Placement.
2. Differences between Measurement and Evaluation; Types of Evaluation; Steps in the process of Evaluation.
3. Criterion referenced and Norm referenced evaluation.
4. Teacher made tests and standardized tests; General steps of Test Construction (or Standardization)

#### **Unit –2: Essentials of Test Construction**

1. Item Analysis: Meaning and purpose; Item analysis of power test; Item analysis of speed test; problems of item analysis.
2. Reliability: Meaning of reliability; Methods (or Types) of reliability; Factors influencing reliability of test scores.
3. Validity: Meaning of validity; Types of validity; Factors influencing validity; Relation of validity and reliability.
4. Norms for Interpretation of Test Scores – Age, Grade, Percentile and Standard score norms (Z-scores, T-Scores, C-Scores).

#### **Unit 3: Trait Measurement Devices**

1. Measurement of Attitudes: Thurston’s method of equal-appearing intervals, Likert’s method of Summated ratings, Guttman’s scale.
2. Measurement of Interest: Strong Campbell interest inventory, Kuder preference Records.
3. Measurement of Intelligence: individual and group tests, verbal and non-verbal tests and performance test.
4. Measurement of Assessment: Self Report technique: Rating Scales, Problem check-lists and Projective techniques: Rorschach and Thematic Apperception Test

#### **Unit 4: New Trends in Measurement and Evaluation**

1. Continuous and Comprehensive evaluation
2. Marking and reporting methods (concept and current use): Written description of performance, Letter grades, Number grades, percentage grades, Pass-fail report, Profiles, Parent-teacher conference, Progress report.
3. Choice Based Credit System and Evaluation.
4. Computers in Evaluation.

### **COURSE – VII**

### **CURRICULUM STUDIES**

## **Objectives**

To enable the students to

1. Understand the meaning, need, scope, foundations and issues of curriculum.
2. Know about Planning of curriculum, principals, consideration and trends in curriculum planning.
3. Develop awareness about Development of curriculum – approaches, process, role of teachers and administrators in curriculum development, implementation and evaluation.
4. Acquire theoretical bases about curriculum evaluation, different aspects and approaches of curriculum evaluation.

## **Out comes**

To develop an understanding of

1. The meaning, need, scope, foundations and issues of curriculum.
2. Principals, consideration and trends in curriculum planning.
3. Develop awareness about Development of curriculum – approaches, process, role of teachers and administrators in curriculum development, implementation and evaluation.
4. Acquire theoretical bases about curriculum evaluation, different aspects and approaches of curriculum evaluation.

## **Course Content**

### **Unit 1: Introduction to Curriculum**

1. Meaning and definitions of Curriculum need and scope of Curriculum, concept of Curriculum and Syllabus and their differences.
2. Bases of Curriculum; Foundations of curriculum - philosophical, sociological, psychological and educational
3. The Curriculum process and its stages
4. Curriculum Issues – Discipline based issues, Subject-wise National Curriculum Framework –NCF 2005, NCTECF 2009, and APSCF 2011.

## **Unit 2: Curriculum Planning**

1. Meaning of Curriculum Planning, Principles of Curriculum Construction
2. Basic considerations in Curriculum Planning – Developmental, Social, Economic, Environmental, Institutional and Teacher related
3. Curriculum Planning at Various Levels, Trends in Curriculum - Curriculum in 20<sup>th</sup> century and possible future trends
4. Principles and approaches of curriculum organization.

## **Unit 3: Curriculum Development and Transaction**

1. Approaches to curriculum development, models of curriculum development, process of curriculum development, development try-out.
2. Role of teachers in curriculum development, instructional systems, instructional techniques and  
Materials – learner centered and teacher centered
3. Role of Administrators in implementation and evaluation of curriculum.
4. Need and strategies for curriculum change in 21<sup>st</sup> century.

## **Unit 4: Curriculum Evaluation**

1. Concept, need and importance of Curriculum Evaluation
2. Sources of Curriculum Evaluation, aspects of Curriculum Evaluation – pre-testing/post- testing.
3. Norm-referenced and Criterion-referenced testing, evaluation approaches related to individual and group.
4. Methods of Curriculum Evaluation - evaluation during development & implementation, restructuring curriculum.

## **Objectives**

To enable the students

1. To enable the students to understand basic concepts of educational administration and management
2. To enable the students to acquire necessary knowledge and expertise of the principles and procedures of educational administration and management
3. To develop an understanding and appreciation of the role of different agencies of educational administration
4. To enable the students to understand how different branches of education are managed and administered and appreciate various aspects of educational planning and finance
5. To enable them to understand contemporary developments in educational management, planning and finance

## **Out comes**

To develop an understanding of

1. basic concepts of educational administration and management
2. acquire necessary knowledge and expertise of the principles and procedures of educational administration and management
3. appreciation of the role of different agencies of educational administration
4. different branches of education are managed and administered and appreciate various aspects of educational planning and finance
5. contemporary developments in educational management, planning and finance

## **Course Content**

### **Unit - 1: Principles and Practices of Educational Management**

1. Meaning, scope and importance of educational management.
2. Growth of educational management – Historical perspective.
3. Objectives and Principles of educational management.
4. Educational Administration at various levels: a. Centre b. State c. Local bodies and d. Private agencies

### **Unit - 2: Concepts of Educational Planning**

1. Need, Importance and Goals of educational planning

2. Micro and macro models of educational Planning, Approaches of educational planning - Social demand approach , Rate of return approach and Man power requirement approach
3. Planning process: National and State level, Education in five year plans – inter sector allocation – education Decentralized planning – process, advantages and disadvantages.
4. Sources of finance for Education in India a. Public funding of education b. Fees c. Student loans d. Education cess e. External aid for education Budgeting: control of funds, grant in –aid policy at National & State levels

### **Unit - 3: Educational Finance**

1. Importance of financing education, Effects of educational financing
2. Demand factors for finance in education, Budgetary control, management and reforms
3. Theoretical basis of educational finance Issues in the finance of education
4. Financing elementary, secondary and higher education

### **Unit - 4: Quality Management in Education**

1. Meaning and importance of Quality
2. Quality in Higher Education
3. Accreditation Concept- Meaning, parameters.
4. Role of NAAC

**COURSE – IX**  
**ADVANCED EDUCATIONAL RESEARCH**

**Objectives**

To enable the students to

1. Describe the characteristics of different research methods in education.
2. Understand the difference between quantitative and qualitative research procedures.
3. Select a research method appropriate for a research study.
4. Prepare a research proposal for a research study.
5. Select and apply suitable correlation technique in a research study.
6. Select and use appropriate inferential statistical technique for a research study.
7. Prepare a research report in an appropriate format for a research study.

**Out comes**

To develop an understanding of

1. Describe the characteristics of different research methods in education.
2. The difference between quantitative and qualitative research procedures.
3. Select a research method appropriate for a research study.
4. Prepare a research proposal for a research study.
5. Select and apply suitable correlation technique in a research study.
6. Select and use appropriate inferential statistical technique for a research study.
7. Prepare a research report in an appropriate format for a research study.

**Course Content**

**Unit – 1: Methods of Educational Research**

1. Phenomenology, Philosophical and Ethnological Research.
2. Historical Research and Case Studies.
3. Survey Research, Analytical Studies, Correlation Studies and Causal-Comparative Studies.
4. Experimental Research and Action Research.

**Unit – 2: Research Proposal and Research Report**

1. Format of Research Proposal.
2. Format of Research Report.
3. Style of writing the Report, References and Bibliography.
4. Evaluation criteria for Research Report and Research Paper.

### **Unit – 3: Examining Relationship or Association**

1. Correlation Techniques: Rank order, Product moment, Biserial and Point-biserial.
2. Regression and Prediction.
3. Chi-Square Test: Properties and Uses of Chi-Square Test; Chi-Square as a goodness of fit and test of independence (or association), Contingency coefficient and its uses.
5. Computer Data Analysis.

### **Unit – 4: Inferential Analysis of Quantitative Data**

1. Fundamental Concepts of Inferential Statistics – Concept and uses of Inferential statistics, the ‘t’ distribution, Sampling distribution, Standard error, Confidence interval and Levels of Significance, Degrees of freedom, Two-tailed and One-tailed test of significance, Errors in testing of hypothesis: Type-I and Type-II.
2. Testing the Significance of Statistical measures, viz., mean, S.D., Correlation coefficient and percentages.
3. Testing the Significance of difference between the following statistics for independent and correlated samples – Means (Including small samples), Percentages, Correlation coefficients.
4. ANOVA (One Way) and ANCOVA (One Way) – Concept, assumptions and computation.

## **Objectives**

To enable the students

1. To enable the student to understand the concept, the need and scope of guidance.
2. To enable the student to understand the principles and problems of different types of guidance.
3. To enable the student to understand the concept and process of counseling.
4. To acquaint the student with the aims and principles of guidance programme.
5. To develop in student an understanding of various procedures of organizing various guidance services.
6. To enable the student to identify the situations for individual and group guidance services.
7. To enable the student to choose and use appropriate psychological tests to render guidance.

## **Out comes**

To develop an understanding of

1. The concept, the need and scope of guidance.
2. The principles and problems of different types of guidance.
3. The concept and process of counseling.
4. The aims and principles of guidance programme.
5. Procedures of organizing various guidance services.
6. Identify the situations for individual and group guidance services.
7. Choose and use appropriate psychological tests to render guidance.

## **Course Content**

### **Unit 1: Fundamental Concepts of Guidance**

1. Concept, Assumptions and Need of guidance. Purpose and Functions of Guidance. Scope, Types of Guidance and Significance of Guidance.
2. Guidance at different levels – Primary, Secondary and Higher Secondary School stages.
3. Agencies of Guidance – National, State and local levels.
4. Role of the teacher in Guidance.

### **Unit 2: Educational and Vocational Guidance**

1. Principles of Educational Guidance. Problems of Guidance. Guidance and classroom learning. Guidance for special learners. Induction Programme. Guidance and curriculum.
2. Strategies of Vocational Guidance- Career Corner , Career talk and Career Conference , Industrial Visit, Simulated Interview, Vocational Counseling.
3. Theories of Vocational Guidance - Super, Ginzberg, Havinghurst, Holland, Hoppock, and Anne Roes Theory of Guidance.
4. Nature of work, various motives associated with work. Occupational Information.

### **Unit 3: Personal and Group Guidance**

1. Nature and Scope of Personal Guidance. Role of Counselor in Personal Guidance.
2. Concept, Scope and principles of Group Guidance. Advantages of Group Guidance. Planning of Group Guidance.
3. Procedure and techniques of group guidance.
4. Family, Health, Marital, Legal, Educational and Vocational guidance.

### **Unit 4: Counseling Process and Testing in Guidance Service**

1. Concept, nature, principles of counseling. Characteristics of good counseling. Counseling for adjustment. Conducting counseling and Counseling for exceptional children. Difference between guidance and counseling.
2. Counseling approaches – Directive, Non-directive. Group counseling Vs. Individual counseling.
3. Use of tests in Guidance and Counseling. Tests of intelligence, aptitude, creativity, interest and personality; administering, scoring and interpretation of test scores.
4. Various types of Guidance Services - Orientation Service, Student Information Service, Counseling Service, Placement Service, Referral Service, Remedial Service, Follow up Service, Research Service and Evaluation Service. Evaluation of Guidance programme.

## **COURSE – XI**

### **ISSUES AND RESEARCH IN TEACHER EDUCATION**

## **Objectives**

To enable the students

1. To develop in the student understanding of the concept, objectives and principles of teacher education.
2. To acquaint the student with existing practices regarding structure, curriculum and evaluation in the education.
3. To enable the student to understand teaching and training techniques.
4. To enable the student to organize various types of student teaching programme.
5. To enable the student to know the concept and practice of evaluation in teacher education.
6. To acquaint the student with the innovative practice in teacher education.
7. To develop in the student professional ethics and to develop in the student the commitment to the profession.
8. To acquaint the student with different agencies of teacher education in India and their rules and functions.
9. To acquaint the student with the role of professional organization of teacher educators.
10. To help the student to understand major issues and problems of teacher education.

## **Out comes**

To develop an understanding of

1. The concept, objectives and principles of teacher education.
2. Existing practices regarding structure, curriculum and evaluation in the education.
3. Teaching and training techniques.
4. Various types of student teaching programme.
5. The concept and practice of evaluation in teacher education.
6. The innovative practice in teacher education.
7. Professional ethics and to develop in the student the commitment to the profession.
8. Different agencies of teacher education in India and their rules and functions.
9. The role of professional organization of teacher educators.
10. Major issues and problems of teacher education.

## **Course Content**

### **Unit 1: Teacher Education at Pre-Primary and Primary Levels**

1. Objectives of Teacher Education Programme at pre Primary and Primary Levels as Recommended by the NCTE.
2. Structure of Teacher Education Programme at Pre Primary and Primary Levels as Recommended by the NCTE.
3. National Curriculum Framework for Teacher Education Programme at Pre Primary and Primary Levels as Recommended by the NCTE.
4. Role and Competencies Required of the Teacher at the Pre Primary and Primary Levels.

### **Unit 2: Teacher Education at Secondary and Higher Secondary Levels**

1. Objectives of Teacher Education Programme at Secondary and Higher Secondary Levels as Recommended by the NCTE.
2. Structure of Teacher Education Programme at Secondary and Higher Secondary Levels as Recommended by the NCTE.
3. National Curriculum Framework for Teacher Education Programme at Secondary and Higher Secondary Levels as Recommended by the NCTE.
4. Role and Competencies Required of the Teacher at the Secondary and Higher Secondary Levels

### **Unit 3: Teacher Education as a Profession**

1. Concept of Profession and Professionalism
2. Developing Professionalism, Professional Ethics and Professional Code of Ethics of Teacher Educators.
3. Meaning and Components of Teacher Effectiveness through Performance Appraisal of Teachers and Teacher Educators.
4. Relationship between Teacher Effectiveness and Professional Ethics.

### **Unit 4: Research in Teacher Education**

1. Nature and Scope of Research in Teacher Education.
2. Areas of Research in Teacher Education (Teaching, Teacher Characteristics, Teacher Performance, Teacher Education, Accountability Teacher Educators and Teacher Education Institutions)
3. Trends in Research in Teacher Education
4. Implications of Research for Teacher Education.

## **FOUNDATIONS OF EDUCATIONAL SOCIOLOGY**

### **Objectives**

To enable the students

1. To enable the students understand the nature and functions of Educational Sociology.
2. To enable the students understand concepts and process of social organization, social stratification and institution in relation to education.
3. To enable the students understand relationship among culture, society and education.
3. To enable the students develop sociological imagination about the ramifications of culture, socialization, social change and education.
4. To enable the students understand the determinants of Socialization.

### **Out comes**

To develop an understanding of

1. The nature and functions of Educational Sociology.
2. Concepts and process of social organization, social stratification and institution in relation to education.
3. Relationship among culture, society and education.
4. Sociological imagination about the ramifications of culture, socialization, social change and education.
5. the determinants of Socialization

### **Course Content**

#### **Unit - 1: Sociology and Education**

1. Meaning, Nature and Scope of Sociological Foundations of Education.
2. Functions of Sociology and utility of Sociology to Teachers.
3. Sociological Aims of Education.
4. Education and Social Mobility.

#### **Unit - 2: Concept of Social Organization**

1. Characteristics of Social organization.
2. Social Groups and Characteristics.
3. Social Stratification and Education.

4. Concept of Equality in Education and Need for equality of Educational Opportunities to All.

### **Unit - 3: Education and Social Change**

1. Social Change - Definition, concept and Factors leading to Social Change.
2. Determinants of Socialization. (family, school, peer group and media).
3. Modernization – meaning and characteristics, relationship between education and modernization.
4. Culture – meaning and nature, relationship between culture and education, cultural conflict, cultural lag, pluralism, relativism.

### **Unit - 4: Sociological Determinants of Education**

1. Religion, Culture, Science and Technology, Economic and Political conditions, Urbanization and Globalization.
2. Social Problems: Poverty, Unemployment and Crime.
3. Educational Programmes for Developing Social Values (NSS, NCC, Scouts and Guides, Social Service activities).
4. Functions of Society towards Education.

## **Objectives**

To enable the students

1. To make the students understand the nature and historical development of elementary education.
2. To enable the students to examine the development of elementary education policy in India after independence; and
3. To enable the students to understand the concept and objectives of elementary education and the rationale for universal elementary education;
4. To enable the students to know different policies and provisions of elementary education.
5. To develop an understanding in students about different strategies of improving elementary education.
6. To make the students to understand and apply the techniques useful in realizing universalization of elementary education.
7. To enable the students to describe and discuss emerging approaches to varying problems of elementary education.

## **Out comes**

To develop an understanding of

1. The nature and historical development of elementary education.
2. The examine the development of elementary education policy in India after independence; and
3. the concept and objectives of elementary education and the rationale for universal elementary education;
4. Different policies and provisions of elementary education.
5. Students about different strategies of improving elementary education.
6. Apply the techniques useful in realizing universalization of elementary education.
7. Emerging approaches to varying problems of elementary education.

## **Course Content**

### **Unit 1: Elementary Education in India**

1. History and status of elementary education and recommendations of different education commissions and policies [Kothari, NPE,1986 & Yashpal].
2. Aims, objectives and rationale of elementary education.
3. Constitutional provisions and directive principles related to elementary education.

4. Elementary education as a fundamental right, as an instrument of empowerment and as a national development goals.

### **Unit 2: Universalisation of Elementary Education**

1. Concept, meaning, objectives and justification of UEE.
2. Challenges & problems in the way of achieving UEE (access, enrollment, retention and drop out).
3. Measures towards realization of UEE [non-detention policy, free supply of uniform dress to girls and other backward communities, provision of mid-day meals, attendance scholarship for girls and SC/ST children].
4. Participation of NGOs in achieving UEE goals.

### **Unit 3: Strategies and Programmes in Elementary Education**

1. Involvement of Panchayat Raj and Village Education Committees in Educational Planning & Management and DPEP.
2. SSA, OBB, Access to school and school mapping.
3. MDMS, Retention of children and Prevention of dropout rate.
4. Early Childhood Care and Education (ECCE), Integrated Education for Disabled Children (IEDC), Mahila Samakhya (MS) and Kasturba Gandhi Balika Vidyalaya (KGBV).

### **Unit 4: Curriculum and Evaluation in Elementary Education**

1. Objectives, principles and organization of curriculum.
2. Innovative practices in curriculum at elementary level [Multi-Grade Teaching (MGT), Peer Learning (PL) and Co-operative Learning (CL)].
3. Evaluation at elementary education [principles, strategies and tools-term evaluation, competency based evaluation and continuous comprehensive evaluation].
4. Problems and Critical appraisal of present evaluation system in elementary education.

## **COURSE – XIV SECONDARY EDUCATION**

### **Objectives**

To enable the students

1. To enable the students understand the nature, significance and the historical development of Secondary Education.
2. To enable the students understand the rationale and objectives of Secondary Education.
3. To enable the students to know about the different Institutions which provide Secondary Education?
4. To enable the students understand the different challenges and problems at the Secondary Education stage.
5. To enable the students know the various efforts of the State in the provision of Secondary Education.
6. To enable the students know the importance of Secondary Education and the need to make this stage of education very strong and practical.

### **Out comes**

To develop an understanding of

1. The nature, significance and the historical development of Secondary Education.
2. The rationale and objectives of Secondary Education.
3. The about the different Institutions which provide Secondary Education?
4. The students understand the different challenges and problems at the Secondary Education stage.
5. The students know the various efforts of the State in the provision of Secondary Education.
6. The importance of Secondary Education and the need to make this stage of education very strong and practical.

### **Course Content**

#### **Unit 1: Concept, Objectives and Rationale of Secondary Education.**

1. What is meant by Secondary Education? Significance and major objectives of Secondary Education
2. Secondary Education, the most important link between the Primary and Higher Education. What is expected of a student on the completion of Secondary Education?
3. An overall view of the historical development of Secondary Education in the pre and post Independent India, with special reference to Wood's Despatch, Hunter Commission, Sadler Commission, Hartog Commission, Sargent Commission.
4. The Secondary Education Committee Report of 1952-53 or The Mudaliar Commission Report and its recommendations.

## **Unit 2: Indian Government, Constitution and Secondary Education.**

1. National and State Policies on Secondary Education, with special reference to Kothari Commission Report, National Policy on Education 1968, Eshwarbhai Patel Commission Report, New Education Policy 1986, Malcom Adisheshaiah Commission Report, Janardhan Reddy Commission Report 1992, Yashpal Committee Report, and the POA 1992.
2. Constitutional Provisions and their respective implications for Secondary Education.
3. Different types of Institutions providing Secondary Education; Residential schools like Navodaya Schools, A.P. Residential Schools, Gurukul Pathashalas, Non – Residential schools like Kendreeya Vidyalayas, CBSE schools etc.
4. RMVA Rashtreeya Madhyamika Vidya Abhiyan. Status of Secondary Education with reference to the principles of equity and equality- class, caste, gender, tribe and groups.

## **Unit 3: Secondary Education- A Preparation for educational future of the students**

1. Secondary Education- Personality Development- Inculcation of various kinds of Values through different curricular and co-curricular activities.
2. Secondary Education a 'Runway' for future education and careers.
3. Secondary Education- A terminating point or a 'Y' junction for the youth.
4. SUPW, Work Experience, Vocationalization of Secondary Education, Earn while you learn and other such concepts that have attempted to make Secondary Education productive.

## **Unit 4: Challenges and Problems of Secondary Education**

1. Problems of enrollment and continuance.
2. Education of the differently - abled children.
3. Quality and Quantity of facilities- material and human.
4. Private and Government schools.

## **COURSE – XV**

### **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION**

#### **Objectives**

To enable the students to

1. Explain the concept and scope of ET.
2. Explain the different instructional designs.
3. Understand the nature and scope of ICT in Education.
4. Appreciate the applications of ICT in Education.
5. Understand the process of ICT integration in teaching and learning.
6. Appreciate the scope of ICT for improving the personal and professional competence of teachers.
7. Understand the components and basic functionality of computer.
8. Know the instructional applications of internet and Web resources.
9. Understand the process of locating research studies available in the Internet and the use of online Journals and books.
10. Develop various skills to use computer technology for sharing information and ideas through the E-mail, Blogs and Chatting groups.

#### **Out comes**

To develop an understanding of

1. The concept and scope of ET.
2. The different instructional designs.
3. The nature and scope of ICT in Education.
4. The applications of ICT in Education.
5. The process of ICT integration in teaching and learning.
6. The scope of ICT for improving the personal and professional competence of teachers.
7. The components and basic functionality of computer.
8. the instructional applications of internet and Web resources.
9. The process of locating research studies available in the Internet and the use of online Journals and books.
10. Develop various skills to use computer technology for sharing information and ideas through the E-mail, Blogs and Chatting groups.

#### **Course Content**

### **Unit 1: Introduction to Information and Communication Technology**

1. Meaning, Nature, Scope and Significance of ICT.
2. ICT resources for teaching and learning.
3. Uses of ICT: Teaching-learning process, Evaluation, Research and Administration.
4. Role of ICT in personality development and professional development.

### **Unit 2: Computer, Internet and World Wide Web**

1. Fundamentals of Computer: Meaning of Hardware and various Hardware components of a computer; Concept and types of Computer Software; Computer memory and its types; Meaning, types and functions of Operating System; Computer VIRUS and protection measures.
2. The Internet: Meaning of Internet, H/W and S/W requirements for Internet, Internet terminology, Applications of Internet in Education.
3. The World Wide Web: Concept of W.W.W; Distinction between Internet and W.W.W; Web pages and H.T.M.L; Web browsers and Web Search Engines; Web Surfing.
4. Educational Multimedia: Meaning and significance of Multimedia; Elements of Multimedia; Development of Multimedia Courseware.

### **Unit 3: Information Storage and Management**

1. Data and Information: Types of data, File management.
2. Data storage and Data base management.
3. Meaning, Characteristics and benefits of cloud computing.
4. Management information systems in the field of education.

### **Unit –4: ICT in Education**

1. E-Learning: Meaning, nature and characteristics of E-learning; E-learning and Class room dynamics; Advantages and limitations of E-learning.
2. Web Based Learning–Online Learning: Meaning, principles and categories of Web based learning; Merits and limitations of Web based learning; Meaning, significance, functions and advantages of Virtual Campus.
3. E–Journals and E–Books: Meaning, types, salient features and availability of E-Journals; Meaning, nature and significance of E – Books.
4. Electronic portfolio.

## **COMPARATIVE EDUCATION**

### **Objectives**

To enable the students

1. To help the students to understand comparative education as an emerging multi-education as discipline (with its scope and major concepts) of education.
2. To acquaint the students with educational systems in terms of factors and approaches of comparative education.
3. To orient the students with skills to assess the efficacy of educational systems of various countries in terms the prevailing trends in those countries.
4. To help the students to use the results of assessment made by various countries and to know the role of UNO and its various bodies for the promotion of Indian education.
5. To create a perspective in the students about the implications of education for solving the prevailing problems in India.

### **Out comes**

To develop an understanding of

1. Comparative education as an emerging multi-education as discipline (with its scope and major concepts) of education.
2. Educational systems in terms of factors and approaches of comparative education.
3. Skills to assess the efficacy of educational systems of various countries in terms the prevailing trends in those countries.
4. The students to use the results of assessment made by various countries and to know the role of UNO and its various bodies for the promotion of Indian education.
5. Create a perspective in the students about the implications of education for solving the prevailing problems in India.

### **Course Content**

#### **Unit 1: Comparative Education**

1. Introduction to Comparative Education: Meaning, scope, objectives and need for comparative education.
2. Major concepts of comparative education.
3. Sociological, scientific, historical, ecological, structural and functional factors – Cross disciplinary approach used in comparative education.
4. Approaches to comparative education.

#### **Unit 2: Comparative Education at National and International Levels**

1. Modern trends in comparative education– National and Global.
2. Role of U.N.O. in improving educational opportunities among the member countries – protection of human rights.
3. Official organs of the U.N.O. and their educational activities.
4. Multi culturalism in education.

### **Unit 3: Comparative Study of the Education Systems of various Countries**

1. School Education (Elementary & Secondary) : USA, UK, Russia, Japan, India.
2. Higher Education: USA, Russia, UK, India.
3. Teacher Education: USA, Russia, UK, India.
4. Open Learning : India, Japan, USA, Russia, U.K.

### **Unit 4: Issues and Challenges in Comparative Education**

1. Causes and solutions for Problems prevailing in developing countries
2. Poverty, Unemployment and Terrorism
3. Population explosion, Casteism and communalism
4. Illiteracy

**COURSE – VII**  
**INCLUSIVE EDUCATION**

**Objectives**

To enable the students

On completion of this course the students will be able to

1. Understand the global and national commitments towards the education of children with diverse needs,
2. Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
3. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for Inclusive Education,
4. Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
5. Analyze special education, integrated education, mainstream and Inclusive Education practices,
6. Identify and utilize existing resources for promoting inclusive practice.

**Out comes**

To develop an understanding of

1. Understand the global and national commitments towards the education of children with diverse needs,
2. Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
3. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for Inclusive Education,
4. Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
5. Analyze special education, integrated education, mainstream and Inclusive Education practices,
6. Identify and utilize existing resources for promoting inclusive practice.

## **Course Content**

### **Unit 1: Introduction to Inclusive Education**

1. Definition, Concept and Importance of Inclusive Education.
2. Historical perspectives on education of children with diverse needs.
3. Difference between special education, integrated education and Inclusive Education.
4. Advantages of Inclusive Education for all children.

### **Unit 2: Inclusive Education- Recommendations of Education Commissions and Committees**

1. International Initiatives of IE: The World Declaration on Education for all and, The UNICEF World Summit for Children, (1990).
2. National Initiatives of IE: Kothari Commission, IEDC, NPE (1986-92), PIED, DPEP, PWD and SSA.
3. Initiatives for the gifted and talented children.
4. Current Laws and Policy Perspectives supporting Integrated Education.

### **Unit 3: Preparation for Inclusive Education at Elementary level**

1. Concept and meaning of diverse needs.
2. Educational approaches: concept of remedial education, special education, Integrated Education and Inclusive Education.
3. Building inclusive learning, friendly classrooms, overcoming barriers for Inclusion.
4. Role of teachers, parents and other community members for supporting Inclusion of children with diverse needs.

### **Unit 4: Children with Diverse Needs**

1. Sensory (hearing, visual, physically challenged and multiple disabilities).
2. Intellectual (gifted, talented and intellectually challenged children).
3. Developmental disabilities (autism, cerebral palsy, children specific learning disabilities), Slow learners and underachievement; Role of teachers in Inclusive Education.
5. Utilization of Resources: Human and Material resources and Community resources.

**COURSE – XVIII**  
**ECONOMICS OF EDUCATION**

**Objectives**

To enable the students

1. To enable the students to understand Human Capital, Education and Employment analysis of earning, manpower planning and financing of education.
2. To acquaint the students with the political economy of education.
3. To develop among students understanding of labour markets.
4. To enable the students to forecast man power requirements in various streams.
5. To develop among the students an understanding of the financial aspects of education.
6. To develop awareness among students about the importance of economics to the field of education
7. To develop understanding about education both as consumption and investment
8. To develop understanding about the benefits and the costs of education and its role in human and economic development
9. To develop various abilities to understand the internal efficiency of the system of education
10. To enable them understand the contemporary developments in economics of education.

**Out comes**

To develop an understanding of

1. The students to understand Human Capital, Education and Employment analysis of earning, manpower planning and financing of education.
2. The students with the political economy of education.
3. Develop among students understanding of labour markets.
4. Forecast man power requirements in various streams.
5. The students and understanding of the financial aspects of education.
6. Awareness among students about the importance of economics to the field of education
7. Education both as consumption and investment

8. The benefits and the costs of education and its role in human and economic development
9. The internal efficiency of the system of education
10. The contemporary developments in economics of education.

### **Course Content**

#### **Unit 1: Basic Concepts of Economics of Education**

1. Concept, scope, significance, recent trends in economics of education.
2. Education as consumption and investment.
3. The concept and measurement of Human Capital.
4. Education and its relation to Human Resource Development.

#### **Unit 2: Education and Economic Development**

1. Education and economic growth - methods and comparisons.
2. Education, Poverty and Politics of Development, Liberalization, Privatization, Globalization and Education.
3. Contemporary Economic reforms in India and their impact on Education, Education and employment.
4. Labor, Market and Education, Education and Migration (Internal and External).

#### **Unit 3: Cost - Benefit Analysis in Education**

1. Determinants of Educational Costs.
2. Problems in the Measurement of Costs and Benefits in Education.
3. Cost-Benefit Analysis in Education.
4. Concept of Rate of Returns and Returns to Education.

#### **Unit 4: Economic Reforms and Education**

1. Relationship between Poverty, Schooling and Education.
2. Privatization of State Education - Public - Private partnership in education.
3. Globalization and Education.
4. Economic Liberalization Policies in India and their impact on Education.

## **SPECIAL EDUCATION**

### **Objectives**

To enable the students

- 1 To The student is able to acquire knowledge regarding various disabilities
- 2 To equip the students with ability to identify individuals with disabilities
- 3 To make students understand the need and types of rehabilitative measures
- 4 To train students to apply the techniques of educational interventions
- 5 To create awareness among public on the issues of disabilities and rehabilitation
- 6 To motivate students to act as agents in controlling the disabilities

### **Out comes**

To develop an understanding of

- 1 acquire knowledge regarding various disabilities
- 2 ability to identify individuals with disabilities
- 3 the need and types of rehabilitative measures
- 4 the techniques of educational interventions
- 5 awareness among public on the issues of disabilities and rehabilitation
- 6 motivate students to act as agents in controlling the disabilities

### **Course Content**

#### **Unit 1: Meaning and Scope of Special Education**

1. Concept of Impairment, Disability and Handicap, Classification of Exceptional Children, Brief History of Special Education.
2. Nature and Scope of Special Education, Importance and need of Segregated – Integrated - Inclusive Education.
3. Concessions and facilities for persons with Disabilities.
4. Recommendations given in NPE 1986, POA 1992 and PWD (Persons with disability Act) 1995; National Institutes of Handicapped and the Role of Rehabilitation Council of India (RCI).

#### **Unit 2: Children with Sensory Physical Impairment**

1. Visual Impairment : Blind and Low Vision, Identification, Characteristics, Causes, Preventive Measures, Educational Provisions, Aids and Appliances
2. Hearing Impairment: Nature, classification, Identification, Characteristics, Etiological factors, Preventive measures, Educational Provisions, Amplification Devices, and Methods of Communication with Hearing Impaired.
3. Nature, Definition and Categories. Identification and Characteristics. Causes - Prenatal, Perinatal and Postnatal
4. Preventive measures and Educational Provisions. Barrier-Free School Environment.

### **Unit 3: Children with Mental Retardation and Learning Disability**

1. Definition, Nature, Classification, Identification and Characteristics of mental retarded.
2. Causes of mental retardation – Chromosomal anomalies, congenital defects, Bio-Chemical irregularities, Prenatal, Peri-natal and Post-natal causes. Preventive measures of mental retarded. Different types of Educational Programmes for mentally retarded.
3. Meaning, Nature, Identification, Characteristics and Classification of learning disability – Dyslexia, Dysgraphia, Dyscalculia, Aphasia.
4. Preventive measures of learning disability. Educational Provisions – Multisensory Approach and Behavioural approach.

### **Unit 4: Educational Intervention and Preparation of Special Teachers**

1. Nature and objectives of special schools. Concept of main streaming; integrated schools and support services provided within them' viz. Resource room, resource teacher, counselor, etc.
2. Concept of remedial teaching (specially for learning disabled children). Role of other (peer) members of the school (children as well as teachers). Family of the “concerned child” and the community in educating the child who is an exceptional one.
3. Roles and responsibilities of the teachers in the Special Education schools. Preparing psychological readiness among teachers to accept the responsibilities for learners with diverse needs and problems. Competencies of teachers & teacher educators – categories of competencies, methods of developing the competencies at pre-service and in-service levels.
4. Curriculum for teacher preparation and transaction modes.

## **COURSE – XX**

### **ENVIRONMENTAL EDUCATION**

#### **Objectives**

To enable the students

1. Understand the relationship between Human Beings and their Environment.
2. Develop sensitivity towards Environmental Disaster Management.
3. Acquire an understanding of the process of Environmental Education.
4. Develop skills and competencies as teachers for Management of Environmental Awareness Programmes.

### **Out comes**

To develop an understanding of

1. The relationship between Human Beings and their Environment.
2. Sensitivity towards Environmental Disaster Management.
3. The process of Environmental Education.
4. Develop skills and competencies as teachers for Management of Environmental Awareness Programmes.

### **Course Content**

#### **Unit 1: Introduction**

1. Concept, importance, scope, Aims and Objectives of Environmental Education
2. Guiding principles and foundations.
3. Relationship between man and Environment.
4. Ecological and psychological perspective

#### **Unit 2: Environmental Hazards**

1. Environmental pollution: physical, air, water, noise, chemical
2. Extinction of flora and fauna, deforestation, soil erosion
3. Need for conservation, preservation and protection of rich environmental heritage.
4. Programme of environmental education for primary education institutions.

#### **Unit 3: Features of Curriculum for Environmental Education**

1. Special nature of curriculum on environmental education.
2. Concept of environment and ecosystem. Nature system earth and biosphere abiotic and biotic components. Natural resources, abiotic resources.
3. Human systems - Human beings as part of environment, human adaptations to environment, population and its effect on environmental resources.

4. Technological system- industrial growth, scientific and technological invention and their impact on the environmental system.

#### **Unit 4: Methods and Approaches in Environmental Education**

1. Strategies and approaches, treating environment education as a separate subject, topical units, integration and interdisciplinary approaches. Methods - discussion, seminar, workshop. Dialogue, Problem Solving Field Surveys, project and Exhibition. Role of Media, print Films and TV.
2. Conservation of Natural Resources: Concept, need and Importance. Ways of Conservation of Natural Resource: Refuse, Reuse, Recycle, Reduce, Replace, Restore, Regenerate, and Reshape. Need for conservation, preservation and protection of rich environmental heritage.
3. Programme of environmental education for primary, secondary and higher education institutions.
4. Programmes for Environmental Protection Environment and Legislation: The water (prevention and control pollution) Act, 1974. The Environment (protection) Act, 1986. The wild life (Protection) Act, 1972. The Motor Vehicles Act, 1988. The Air (Prevention and Control of pollution) Act, 1 989. The Indian Forest Act, 1927.

**COURSE – XXI**  
**LIFE SKILLS EDUCATION**

**Objectives**

To enable the students

1. The need and significance of Life Skills Education.
2. Different components of each skill.
3. To participate in all the activities meant for the development of life skills
4. To use various strategies and gain mastery over each of the ten core life skills.
5. To identify the necessary life skills appropriate to the context and implement them.

**Out comes**

To develop an understanding of

1. The need and significance of Life Skills Education.
2. Different components of each skill.
3. To participate in all the activities meant for the development of life skills
4. To use various strategies and gain mastery over each of the ten core life skills.
5. To identify the necessary life skills appropriate to the context and implement them.

**Course Content**

**Unit 1: Concept and Scope of Life Skills at early age**

1. Need for the development of skills.
2. Understanding of human resources.
3. Significance of Life Skills Education.
4. Development of the learners through Life Skills Education.

**Unit 2: Cognitive Skills Development**

1. Concept of Creative Thinking, Critical Thinking, Decision Making and Problem Solving.
2. Components of each Cognitive Skill.
3. The various strategies to be used for the development of Cognitive Skills (Brain storming, Block busting).
4. Qualities of the skill developed person in each Cognitive Skill.

### **Unit 3: Development of Other Psycho-Social Skills**

1. Concept of Self- Awareness, Empathy, Inter-personal relationship and Effective Communication skills.
2. Components of each psycho-social skill.
3. The various strategies to be used to develop these skills (Group discussion, Role-play, Narration, Sharing).
4. Qualities of the person with psycho-social skills development.

### **Unit 4: Development of Coping Skills**

1. Concept of coping skills-Coping with Emotions and Coping with Stress.
2. Components of coping with emotions and coping with stress.
3. The various strategies to be used to develop these skills (Yoga, Meditation, Relaxation exercises).
4. Development in the process of coping with emotions and stress.

**COURSE – XXII**  
**TEACHING STRATEGIES FOR TEACHERS**

**Objectives**

To enable the students to

1. Acquire competency in different teaching skills
2. Understand the context of application of different strategies of teaching and also implement them.
3. Understand and appreciate the role of communication in effective teaching
4. Understand the impact of teacher communication on student's personality development

**Out comes**

To develop an understanding of

1. Acquire competency in different teaching skills
2. The context of application of different strategies of teaching and also implement them.
3. appreciate the role of communication in effective teaching
4. the impact of teacher communication on student's personality development

**Unit – 1 : Essential Teaching Skills and the Teaching of Thinking**

1. Essential Teaching Skills : The Foundation for Teaching Effectiveness
2. Beyond Effective Teaching : Teaching for Thinking and Understanding and Higher – Order and Critical Thinking
3. The Model Approach to Teaching
4. Information Processing

**Unit – 2: The Inductive Model: A Constructivist View of Learning**

1. The Inductive Model : An Overview, Goals for the Inductive Model
2. Planning Lessons with the Inductive Model
3. Implementing Lessons Using the Inductive Model
4. Assessing Student Learning

### **Unit – 3 : Teaching Organized Bodies of Knowledge**

1. The Integrative Mode : An Overview, Goals for the Integrative Model
2. Planning Lessons with the Integrative Model and Implementing Lessons Using the Integrative Model, Assessing Integrative – Model Activities,
3. The Lecture – Discussion Model – An Overview, Theoretical Perspectives
4. Planning for Lecture – Discussion Lessons, Implementing Lecture – Discussion Lessons and Assessing Student Understanding in Lecture – Discussion Lessons

### **Unit – 4: The Direct-Instruction Model**

1. Direct Instruction : An Overview, Direct Instruction : Theoretical Perspective
2. Planning Lessons with the Direct – Instruction Model
3. Implementing Lessons Using the Direct – Instruction Model
4. Assessing Student Understanding

**COURSE – XXIII**  
**VALUE EDUCATION**

**Objectives**

To enable the students

1. To enable the students understand the need, nature and scope of Value Education.
2. To enable the students understand the importance of values and classification of values.
3. To enable the students understand the role of different people and media in fostering values.
4. To enable the students understand the approaches, teaching strategies and models of Value Education.
5. To enable the students understand the importance of Value Education and the different ways to execute the syllabus at various levels.

**Out comes**

To develop an understanding of

1. The need, nature and scope of Value Education.
2. The importance of values and classification of values.
3. The role of different people and media in fostering values.
4. To enable the students understand the approaches, teaching strategies and models of Value Education.
5. The importance of Value Education and the different ways to execute the syllabus at various levels.

**Course Content**

**Unit 1: Need, Nature and Concept of Value Education**

1. Concept, Need and Nature of values.
2. Meaning and Classification of Values.
3. Sources of Values.
4. Values and Education – Their relationship and Significance of Value Education.

**Unit 2: Models of Value Education**

1. Value Clarification Model.
2. Social Action Model.
3. Consideration Model.
4. Rationale Building Model.

**Unit 3: Approaches and Teaching Strategies for Inculcation of Values**

1. Form and content of Value Education at different stages.
2. Different approaches to Value Education- Direct, Indirect and Integrated approaches.
3. Strategies and Techniques for Value Education at different stages.
4. Contribution made by some eminent leaders of the world to Value Education.  
(Individual Studies may be taken up by the students)

**Unit 4: Role of different Social Agencies in Value Formation**

1. Role of Parents and Peer Group
2. Role of School and Teachers
3. Role of Religion and Media
4. Need of Orientation in Value Education to Prospective Teachers

**COURSE – XXIV**  
**HUMAN RIGHTS EDUCATION**

**Objectives**

To enable the students to

1. understand the concept, meaning of human rights
2. understand the need for human rights education
3. select and use the appropriate methods of teaching with respect to human rights education
4. understand the evolution of human rights movement at the international and national level
5. understand the role and functions of international and national level institutions to enforce human rights
6. understand and analyze the issues related to human rights violations with regard to the marginalized sections
7. understand the role of various agencies in promoting human rights education

**Out comes**

To develop an understanding of

1. the concept, meaning of human rights
2. the need for human rights education
3. select and use the appropriate methods of teaching with respect to human rights education
4. the evolution of human rights movement at the international and national level
5. the role and functions of international and national level institutions to enforce human rights
6. analyze the issues related to human rights violations with regard to the marginalized sections
7. the role of various agencies in promoting human rights education

## **Course Content**

### **Unit 1: Concept, Meaning and History of Human Rights**

1. Concept, Meaning, Need, Objectives and Principles of human rights education,
2. Classification of Human Rights.
3. Evolution and Historical Development of Human Rights in the global context.
5. Education as an agency to sensitize students towards human rights.

### **Unit 2: Indian Constitution and Commissions on Human Rights**

1. Human Rights in Indian constitution: Constitutional provisions of Human Rights: Fundamental Rights, Directive Principles of State Policy, Women and Child Rights.
2. Human Rights Commissions: NHRC, SHRC, Human Rights Courts, Their composition and functions.
3. International Councils and Commissions on Human Rights: International court of Justice, International criminal Tribunals and criminal courts. Amnesty International, International Red Cross.
4. Barriers in implementing Human Rights.

### **Unit 3: Curriculum, Methods of Teaching and Agencies of Human Rights Education**

1. Curriculum of HRE at different Levels: Primary, Secondary and Higher Education.
2. Methods and Techniques of Teaching Human Rights: Lecture – Discussion – Case Study – Role Play and Simulation – Mock Trials– Cooperative Learning – Social Activities.
3. Agencies promoting Human Rights Education: Role of Family, Peer-group, Religious and Social Organisations, Media, School/Educational Institutions.
4. Training teachers for Human Rights Education.

### **Unit 4: Human Right Violations and Emerging Issues**

1. Ragging - Eve Teasing, Human Trafficking – War and Terrorism, Child Labour – Exploitation of Labour, Patriarchism – Domestic Violence – Sexual Harassment – Female Infanticide.
2. Tribal rights and forest protection.
3. Environmental issues and sustainable development.
4. Traditions, culture and Human Rights.

## **ADVANCED EDUCATIONAL TECHNOLOGY**

### **Objectives**

To enable the students

1. To enable the student teacher to understand about the meaning, nature and scope and significance of Educational Technology and its important components in terms of Hardware and Software.
2. To help the student teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.
3. To acquaint student teachers with levels, strategies and models of teaching for future improvement.
4. To enable the student teachers to understand about the importance of programmed instructions and researches in Educational Technology.
5. To acquaint the student teachers with emerging trends in Educational Technology
6. To develop awareness about uses of computer and information technology in the field of education
7. To develop understanding about the various aspects of information systems and multimedia developments.
8. To develop various skills to use computer technology for the purpose of education.
9. To inculcate interest about the use of technology in educational research.
10. To make students to understand the contemporary developments in the emerging technologies of education.

### **Out comes**

To develop an understanding of

1. The meaning, nature and scope and significance of Educational Technology and its important components in terms of Hardware and Software.
2. Distinguish between communication and instruction so that they can develop and design a sound instructional system.
3. Strategies and models of teaching for future improvement.
4. The importance of programmed instructions and researches in Educational Technology.
5. The student teachers with emerging trends in Educational Technology
6. Uses of computer and information technology in the field of education
7. The various aspects of information systems and multimedia developments
8. Various skills to use computer technology for the purpose of education
9. The use of technology in educational research.
10. The contemporary developments in the emerging technologies of education.

## **Course Content**

### **Unit 1: Introduction to Information Technology**

1. Definition Need and Scope of Information Technology.
2. Categories of Information: Data, Information, Knowledge, Intellect.
3. Types of Information: By Source, By Channel, By Media, By Need.
4. Information Services; Library, Institute, Internet and developments in information technology and their uses to the field of education.

### **Unit 2: Communication and Instructional Technology**

1. Theory of communication, Concept, Nature, Process, Components, Types and Classroom Communication.
2. Models of teaching: Meaning, Nature, Functions and Types of families of Models of Teaching.
3. Programmed instruction (linear/branching model) - Origin and types - linear and branching - Development of the programmed instruction material.
4. Future priorities in Educational Technology.

### **Unit 3: Technology of Teaching**

1. Concept, Structure and Levels of Teaching (Memory Level, Understanding Level and Reflective level).
2. Innovations in teaching (Team Teaching, Educational Games, Simulation, Personalized System of Instruction PSI, CAI, CCTV and SITE etc.).
3. Techniques of Higher Learning (Seminar, Symposium, Workshop, Conference and Panel Discussion).
4. Action Research (Reflective Process – Progressive Problem Solving).

### **Unit 4: Interactive Learning Environments**

1. Mass Media Approach in Education.
2. Instructional Resource Centers.
3. Concept and uses of Multimedia, Multimedia Building Block: Text, Graphics, Digital Video or Animation and Digital Audio.
4. Computer and Data Analysis: Data Base Packages - MS - Excel, - Data Entry - Variables - Import and Export of files - Data Manipulation - Data Transformation.

**COURSE – XXVI**

**PSYCHOLOGY – LEARNER AND LIFE**

## **Objectives**

To enable the students

1. To enable the students to understand psychology as an applied subject
2. To enable the students to understand himself / herself
3. To enable the students to understand emotions
4. To design a good learning situation
5. To acquaint the student with states of mental health
6. To enable the student to develop into a holistic personality.

## **Out comes**

To develop an understanding of

1. psychology as an applied subject
2. understand himself / herself
3. emotions
4. learning situation
5. the student with states of mental health
6. enable the student to develop into a holistic personality.

## **Course Content**

### **Unit 1: Meaning and Nature of Psychology**

1. Meaning and Methods of psychology.
2. Cognitive capacities-perception, cognition, memory, thinking, reasoning, problem solving, imagination.
3. Affective capacities-feelings, attention, attitudes and interests.
4. Human development.

### **Unit – 2: Emotions and Emotional Disorders**

1. Emotions- Meaning and types.
2. Emotional expressions, bodily expressions, vocal expressions, Gestures and communications.
3. Emotions and social behavior.
4. Emotional disorders- fear, anxiety, anger and violence.

### **Unit 3: Learning, Memory, Motivation and Creativity**

1. Learning- meaning and types, learning difficulties

2. Memory-types, improvement of memory and reasons for forgetting
3. Motivation-types, motivation and achievement, self motivation, attributions for success and failures
4. Creativity – Concept, process , development of creativity , blocks for creativity

#### **Unit 4: Personality and Mental Health**

1. Meaning and theories of personality, assessment
2. Positive attitude towards life, Successful social life and importance of fitness
3. Mental disorders, defense mechanisms
4. Personality in the new era

## **COURSE – XXVII**

### **ENVIRONMENTAL CONCERNS IN SECONDARY EDUCATION**

#### **Objectives**

To enable the students to

1. Understand the concept, scope and objectives of environmental education.
2. Acquaint the student with environmental problems and hazards.
3. Develop competencies and problems solving skills for environmental protection.

#### **Out comes**

To develop an understanding of

1. the concept, scope and objectives of environmental education.
2. Acquaint the student with environmental problems and hazards.
3. Develop competencies and problems solving skills for environmental protection.

#### **Unit I: ENVIRONMENTAL EDUCATION – CONCEPT, MEANING AND IMPORTANCE**

1. Environmental Education - Characteristics and principles
2. Nature and scope of Environmental Education
3. Aims and objectives of Environmental Education
4. Environmental Awareness, Important issues in Environmental Education.

#### **Unit II: ENVIRONMENTAL POLLUTION AND PROGRAMMES AT DEFFERENT LEVELS**

1. Man and his relationship with environment, Environmental hazards and pollution - soil, air, noise, water, chemical and thermal, extinction of flora and fauna,
2. Need for conservation, preservation and protection of rich environmental heritage
3. Programme of environmental education for primary, secondary and higher education institutions
4. Biodiversity and conservation - Global warming, ozone depletion, acid rain, population explosion, urbanization, poverty and deforestation.

#### **Unit III: CURRICULUM AND ENVIRONMENTAL ASPECTS**

1. Salient Features of Curriculum for Environmental Education, Concept of environment and ecosystem, Natural system, Natural Resources, Human Systems
2. Technological System, Remote sensing - Steps in preparation for Environmental curriculum at different levels of education. Environmental education

3. Role and Responsibilities of teachers, Problems of Environmental education.
4. Role of Government and Non-government Agencies for environmental protection. Nature study and Eco-clubs.

#### **Unit IV: ENVIRONMENTAL EDUCATION STRATAGIES**

1. Strategies and Methods of Environmental Education, approaches
2. Treating environmental issues as a separate subject, integrated approach, Discussion, seminar, workshop, dialogue, problem solving, field trips, projects, exhibition, role of media, films and television,
3. Study of environmental projects,
4. National organizations for Environmental Protection, National Policy on Environment and Environmental laws.

## **COURSE – XXVIII**

### **HUMAN VALUES AND PROFESSIONAL ETHICS**

#### **Objectives**

To enable the students

1. To help the students appreciate the essential complementary in between ‘values ‘ and ‘SKILL’ to ensure sustained happiness and prosperity which are the core aspirations of all human beings.
2. To facilitate the development of a holistic perspective among students towards life, it’s realities, professions and happiness, based on a correct understanding of the human reality and the rest of Existence, such a holistic trustful perspective forms the basis of values based living in a natural way.
3. To highlights plausible implications of such a Holistic understanding in terms of esthetical human conduct, trustful and mutually satisfying human behaviors and mutually enriching interaction with Nature.

Thus, this course is intended to provide a much needed orientation input in values education to the young enquiring minds.

#### **Out comes**

To develop an understanding of

1. Help the students appreciate the essential complementary in between ‘values ‘ and ‘SKILL’ to ensure sustained happiness and prosperity which are the core aspirations of all human beings.
2. facilitate the development of a holistic perspective among students towards life, it’s realities, professions and happiness, based on a correct understanding of the human reality and the rest of Existence, such a holistic trustful perspective forms the basis of values based living in a natural way.
3. highlights plausible implications of such a Holistic understanding in terms of esthetical human conduct, trustful and mutually satisfying human behaviors and mutually enriching interaction with Nature.

Thus, this course is intended to provide a much needed orientational input in values education to the young enquiring minds.

#### **Course methodology**

1. The methodology of this course is universally adaptable, involving a systematic and rational study of the human being vis-à-vis the rest of existence.
2. It is free from any dogma or value prescriptions.

3. It is a process of self-investigation and self- exploration, and not of giving sermons. Whatever is found as truth or reality is stated as proposal and student are facilitated to verify it in their own right based on their natural acceptance experiential validation,.
4. This process of self exploration takes the form of a dialogue between the teacher and the student to begin with, and within the student himself/herself finally.
5. This self-exploration also enables them to evaluate their pre-conditionings and present beliefs.

### **Course Content**

#### **Unit - 1: Concept, Need, Nature and Process for Value Education**

1. Concept, need and nature of human values in education.
2. Basic principles of value education; (i) Self exploration: its concept and process; Natural acceptance and experiential validation as the mechanism for self exploration (ii) Continuous happiness and prosperity - a look at basic human aspirations (iii) Right of understanding, relationship and physical facilities- the basic requirement for fulfillment of aspirations of every human beings with their correct prosperity (iv) Understanding happiness and prosperity correctly – a critical appraisal of the current scenario .
3. Method to fulfill the above human aspirations: understanding and living in harmony at various levels.

#### **Unit - 2: Understanding Harmony in the Family and Society- Harmony in Human Relationship**

1. (i) Understanding the characteristics and activities of 'I' and harmony in 'I'. (ii) Understanding the harmony of I with the Body: Samyam and Swasthya: correct appraisal of physical needs, meaning of prosperity in detail Programs to ensure Samyam and Swasthya. (iii) Understanding harmony in the family – the basic unit of human interaction.
2. Understanding values in human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay-Tripli; Trust (Viswas) and respect (Samman) as the foundational values of relationship.
3. (i) Understanding the meaning of Viswas; Difference between intention and competence. (ii) Understanding the meaning of Sommon, Difference between respect and differentiation; the other salient values in relationship. (iii) Understanding the harmony in the Sah-Astitva as comprehensive Human Goals.
4. Visualizing a universal harmonious order in society: Undivided society (Akhand – Samaj) Universal Order (Sarvabhum –Vyawastha)-from family to world family!

### **Unit - 3: Understanding Harmony in Nature and Existence – Whole existence as Co-existence**

1. Understanding harmony in nature.
2. Inter-connectedness and self regulation in nature
3. Understanding existence as co-existence (Sah-Astiva) of mutually interacting units in all pervasive space.
4. Holistic perception of harmony at all levels of existence.

### **Unit - 4: Implications of the above Holistic understanding of Harmony on Professional Ethics**

1. (i) Natural acceptance of human values (ii) Definitiveness of ethical human conduct.
2. (i) Basis for humanistic education, humanistic constitution and humanistic universal order (ii) Strategy for transition from the present state to universal human order.
3. Competence in professional ethics.
  - a. Ability to utilize the professional competence in education for augmenting universal human order,
  - b. Ability to identify the scope and characteristics of people friendly and echo friendly production system in the educational process,
  - c. Ability to identify and develop appropriate technologies and management patterns in the teaching and learning process,
4. (i) Case studies of typical holistic technologies, management modules and production systems. (ii) At the level of individual: as socially and ecologically responsible, professionals. (iii) At the level of society: as mutually enriching institutions and organizations.

**COURSE – XXIX**  
**LIFELONG EDUCATION**

**Objectives**

To enable the students to

1. Understand the concept of Life Long Education.
2. Know the meaning and concept of Non-Formal Education.
3. Aware of existing programmes and strategies for Life Long Learning.
4. Develop skill in Vocational Guidance.
5. Understand strategies for self-employment.

**Out comes**

To develop an understanding of

1. The concept of Life Long Education.
2. The meaning and concept of Non-Formal Education.
3. Aware of existing programmes and strategies for Life Long Learning.
4. Develop skill in Vocational Guidance.
5. Understand strategies for self-employment.

**UNIT - I LIFE LONG LEARNING**

1. Life Long Learning–Meaning, Concept, Aims and Objectives, Need and Importance,
2. Problems and Measures,
3. Various Programme of Life Long Learning in India with Special reference to: NAEP, NPE & NLM,
4. Adult Learner–Characteristics, Problem and Motivation Life Long Teaching – Different Methods, Role of Mass Media, Evaluation of Life Long Learning.

**UNIT - II NON-FORMAL EDUCATION**

1. Non-formal Education: Meaning, Concept, Scope,
2. Aims and Objectives,
3. Growth and Development, Curriculum Development.
4. Non-formal Education Instructors, Teaching Methods, Media and Materials.

**UNIT - III DISTANCE EDUCATION**

1. Distance Education: Meaning, Definition, Function, Objectives, Nature and Characteristics, Scope and Limitation.
2. IGNOU (Indira Gandhi National Open University), Organization (NCERT) National Council for Education Research and Training),
3. CAGE (The District Level Central Advisory Board of Education).
4. Models: CAPE (Comprehensive Approach for Primary Education Programme) – The Programme Envisaged in the New Policy on Education 1986.

#### **UNIT - IV VOCATIONAL GUIDANCE AND SELF EMPLOYEMENT**

1. Vocational Guidance: Meaning, Definition, Objectives, Aims, Need, Characteristics.
2. Process of Vocational Guidance: Vocational Guidance in India – Classification of occupations – Source of Information – Purpose Factors, Function of Vocational Guidance
3. Influence of Vocational Guidance on Educational Guidance.
4. Self – Employment: Meaning, Definition, Objectives, Characteristics, Traits Required, And Barriers to self-Employment: Generation of Awareness and Motivation – Referral Services.

**COURSE – XXX**  
**EDUCATION FOR RURAL DEVELOPMENT**

**Objectives**

To enable the students to

1. Know the concept, meaning of rural development.
2. Understand the theories and approaches in rural development.
3. Understand the role of various agencies in promoting rural development.
4. Acquire the knowledge of the local governance of rural development.
5. Understand the principles and methods of social work.

**Out comes**

To develop an understanding of

1. The concept, meaning of rural development.
2. The theories and approaches in rural development.
3. Understand the role of various agencies in promoting rural development.
4. Acquire the knowledge of the local governance of rural development.
5. the principles and methods of social work.

**UNIT - I CONCEPT AND APPROACHES TO RURAL DEVELOPMENT**

1. Rural Development - Growth and Development and Importance
2. Poverty and Rural Development 3
3. Role of Voluntary Organization VOs and NGOs. Approaches to Rural Development in India: Broad Front Approach, Sectoral Approach, Participatory Approach, Area Approach, Target Group Approach. Programmes
4. Poverty Alleviation Programmes, Programmes for Self and Wage Employment and Social Security, Other Development Programmes.

**UNIT - II RURAL DEVELOPMENT INSTITUTIONS AND EXPERIMENTS**

1. Cooperative Institutions Concept and Principles of Cooperation
2. Types and Working of Rural Cooperatives: Credit Cooperatives, Marketing Cooperatives, Dairy Cooperatives, Sugar Cooperatives, Weavers Cooperatives.
3. Stakeholder Participation
4. Non-Governmental Organizations: Concept, Structure, Funding, Problems and Limitations. Role of CBOs in Sustainable Rural Development.

### **UNIT - III EXPERIMENTS IN RURAL DEVELOPMENT**

1. Experiments in Rural Development
2. Experiments in Rural Development before Independence
3. Sriniketan, Martandam, Sevagram, Baroda, Firka Development,
4. Nilokheri and Etawa Pilot Project.

### **UNIT - IV LOCAL GOVERNANCE AND RURAL DEVELOPMENT**

1. Early Experiments in Panchayati Raj, 73rd Constitutional Amendment Act and Its Implication: Ashok Mehtha Committee Report, Its Salient Features
2. Role of PRIs in Rural Development. - Tamil Nadu Panchayati Raj Act (1994)
3. Panchayati Raj and Decentralization – Items of Development Activities in 11th Schedule of the Indian Constitution
4. Status of Women in India, Women and Political Participation, Women in Farm and Non Farm Sector, Women and Technology - Policy and Programmes for Women - Women in Local Governance – National Policy for Empowerment of Women (2001).

**COURSE – XXXI**  
**EARLY CHILDHOOD EDUCATION**

**Objectives**

To enable the students to

1. Orient on policy and perspective of ECE in India and world
2. Understand the Psycho-Social context of Pre-School education
3. Understand the quality dimensions i.e. Curriculum, programme and work force for ECE.
4. Know the strategies, approaches-resources for ECE.
5. Develop knowledge and skills for research and evaluation in ECE and training of personnel.

**Out comes**

To develop an understanding of

1. Orient on policy and perspective of ECE in India and world
2. the Psycho-Social context of Pre-School education
3. The quality dimensions i.e. Curriculum, programme and work force for ECE.
4. Know the strategies, approaches-resources for ECE.
5. Develop knowledge and skills for research and evaluation in ECE and training of personnel.

**Unit - I ECE Policy Perspectives and Psycho-Social Context of Pre-School Education**

- (1) ECE: Concept, Significance and Objectives of ECE.
- (2) ECE in India: Policies and Programme in National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action for children, 1992 and 2005; National Curriculum Framework (2005), National Curriculum Framework for Teacher Education (2009). ECE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues.
- (3) Physical, Cognitive, Emotional and Social aspects of Pre - school education, Transition from home to School.
- (4) Socio – Cultural contexts in school and home, Child rearing practices in different cultures.

**Unit - II Curriculum for Pre-School Education**

1. Curriculum for School Readiness

2. Physical, Cognitive, Language and Socio Emotional Dimensions; Characteristics of learning experiences and approaches
3. Different types of Pre-school Curriculum, Montessori, Kindergarten, Balwadi and Anganwadi
4. Support of workforce; Teachers, parents and community support in functioning of ECE centers.

### **Unit - III Strategies/Approaches and Resources for ECE**

1. General principles to curricular approaches
2. Activity based/play - Way, Child
3. Centered, Theme - Based, Holistic, Joyful, Inclusive, Puppetry, Musical and Rhyme exercise, Dramatization, Role play, Art activities, Indoor and Outdoor play, Field trips and explorations as methods in primary and early primary stages.
4. Method of transaction - Local specific community resources; Human and materials and their integration to curricular activities, Preparation & use of learning and play materials. Community involvement in ECE programmes.

### **Unit - IV Training, Research & Evaluation in ECE**

1. Need and significance of personnel involved in ECE programme, Status and nature of training programmes
2. Evaluation Pre-service training programmes.
3. Issues, concerns and problems in ECE; Areas of research studies in ECE
4. A critical Evaluation of ECE programmes with special reference to Indian context.

## **COURSE – XXXII**

### **PERSONALITY DEVELOPMENT AND SOFT SKILLS**

#### **Objectives**

To enable the students to

#### **Develop a positive attitude in life**

1. Keep in good mental health
2. Reduce stress in life
3. Process dynamic and vibrant life
4. Enable then to improve their communicative behavior performance
5. Build capacity for introspection and facilitate development
6. Lead to effective performance in communication and develop self-confidence

#### **Out comes**

To develop an understanding of

#### **Develop a positive attitude in life**

1. Keep in good mental health
2. Reduce stress in life
3. Process dynamic and vibrant life
4. Enable then to improve their communicative behavior performance
5. Build capacity for introspection and facilitate development
6. Lead to effective performance in communication and develop self-confidence

### **UNIT I PERSONALITY DEVELOPMENT AND LEADERSHIP**

1. Personality Development – Concept, Nature and Scope;
2. Development of positive thinking Leadership – Concept, Nature and Scope;
3. Types of Leadership;
4. Motivating the followers.

### **UNIT II STRESS MANAGEMENT**

1. Stress Management – Concept of Stress and its scope.
2. Components of Stress; Techniques of Stress Management.
3. Emotional Intelligence – Concept and Scope;
4. Conflict and its Causes – conflict Management. Time Management – Concept and Scope; Principles of time management – Techniques for time management.

### **UNIT III DEVELOPMENT OF CAREER SKILLS**

1. Functional English: Starting a conversation – responding appropriately and relevantly
2. Role play in different situations, establishing a rapport. Vocabulary Building: Synonyms, Antonyms, one word substitutes, prefixes and suffixes, idioms and phrase. Applying for a job – Resume writing and effective profiling (C.V)
3. Attending interviews – Group Discussion – Telephone Skills – Basic and Telephone Communication,
4. Greetings – How to handle the telephone calls – manners – Giving instruction.

### **UNIT IV SOFT SKILLS**

1. Communication Tasks - Leadership skills - Stress coping strategies - Group discussion
2. Training on Soft Skills - Training on Personality Development
3. Presentation Skills through On-Line and Off-Line
4. Creating and Posting Learning Content on Blogs

**COURSE – XXXIII**  
**YOGA EDUCATION**

**Objectives**

To enable the students to

1. Comprehend the metaphysical concepts which support the yoga philosophy like the Purusha and Prakriti. Budhi (Mahat) and Ahamkar etc
2. Understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration.
3. Understand different types of Yoga – The Ashtang yoga, the Jnana Yoga. Bhakti yoga and other modern off-shoots.
4. Understand the socio-psychological basis leading to a dynamic transformation of personality.
5. Understand the scientific basis and therapeutic values of yoga.

**Out comes**

To develop an understanding of

1. Comprehend the metaphysical concepts which support the yoga philosophy like the Purusha and Prakriti. Budhi (Mahat) and Ahamkar etc
2. Understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration.
3. Different types of Yoga – The Ashtang yoga, the Jnana Yoga. Bhakti yoga and other modern off-shoots.
4. The socio-psychological basis leading to a dynamic transformation of personality.
5. The scientific basis and therapeutic values of yoga.

**Course Contents**

**UNIT I: The Philosophy of yoga and its relationship to individual and social upliftment.**

1. The meaning and definitions of Yoga.
2. Yoga as a way to healthy and integrated living.
3. Yoga as a way to socio-moral upliftment of man.
4. Yoga as a way to spiritual enlightenment – Atmanubhuti Pratykshanubhuti

## **UNIT II: Metaphysical basis of Yoga.**

1. Concept of Purusha (pure consciousness) and Prakriti as basic components of cosmic reality.
2. Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual.
3. Further sub-divisions of Ahamkar – Mana (the mind), karmendris, Jnanedris and Tanmatras (the Suksham Sharir)
4. Nature of knowledge and knowledge getting process through Pramanas.

## **UNIT III: Different Types of Yoga Systems and Characteristics of Yoga Practitioner.**

1. Ashtanga Yoga of Patanjali
2. Jnana Yoga, Bhakti Yoga and Karma Yoga of the Bhagwadgita
3. Internal Yoga of Aurobindo and modern off shoots of Yoga
4. Characteristics of a practitioner of Yoga.

## **UNIT IV: The instrumentals of yoga (Sadhana pad), Scientific basis of yoga – yoga and mental health.**

1. The Ashtangamaarga: The Yama (observances). The Niyama (abstinences). Asana – The right postures, Pranayam – controlling the breath. Pratyahara – controlling the senses. Dharana (concentration) and its methods. Dhyana (meditation) and its kinds. Samadhi – its various types.
2. Yoga and Bio-feedback,
3. Therapeutic values of yoga, Dhyana, and its therapeutic value.
4. Different Asana and their effects to promote a sound physical and mental health.

**COURSE – XXXIV**  
**EDUCATION FOR INTERNATIONAL PEACE**

**Objectives**

To enable the students to

1. Understand the theory and practice of peace education.
2. Create frameworks for achieving Peaceful and Nonviolent societies.
3. Promote awareness about the nature of conflicts and their resolution.
4. Investigate the causes of conflicts and violence within social and political structures of society.
5. Equip children and adults with personal conflict resolution skills.

**Out comes**

To develop an understanding of

1. The theory and practice of peace education.
2. Create frameworks for achieving Peaceful and Nonviolent societies.
3. Promote awareness about the nature of conflicts and their resolution.
4. Investigate the causes of conflicts and violence within social and political structures of society.
5. Equip children and adults with personal conflict resolution skills.

**UNIT - I PEACE EDUCATION**

1. Meaning, Need, and importance, Aims and Objectives of Peace Education.
2. Impact of Globalization, Terrorism, Media and Development of New Technological Communication and Mass Destruction.
3. Peace Education in India: Gandhi's vision of Peaceful World Order and New Education - Basic Education, Adult Education, Education for Health and Hygiene
4. Education for Holistic Development, Satyagraha for Constructive Work.

**UNIT - II CONCEPT OF PEACE**

1. Peace as Love, Mutual Aid, Positive Interpersonal relations, Peaceful resolution of Conflict, Peace and Development.
2. Alternative defense, living with nature and preserving Life and Eco system (Gaia Peace) and Holistic Inner and Outer Peace.
3. Peace as absence and abolition of war, as the minimization and elimination of violence, as removal of structural violence.

4. Peace with Justice, Peace and Nonviolent liberation technique (Satyagraha) and Disarmament.

### **UNIT - III PEACE EDUCATION FOR 21<sup>st</sup> CENTURY**

1. Multidimensional aspect of Peace Education: Value clarification, analysis and creation.
2. Peace as New Life Style, Interpersonal relationship and Intercultural Peace.
3. Justice and Human Rights, Nonviolent Social Change and creating Peaceful structure, Disarmament, Human Security, UN Peace - Keeping Force and vision for Alternative Defense (Shanti Sena).
4. Peace with Nature and Environment - Education for International Understanding and peace - Resolution and Transformation of Conflict – Education for the Promotion of Culture of Peace and Nonviolence.

### **UNIT - IV TEACHING PEACE EDUCATION**

1. Methods and approaches to Peace Education – Building Peace Curriculum, Peace Education and Removing the Bias towards Violence – Correcting Distortions.
2. Model of integrated Learning – Transactional Modalities - Cooperative Learning, Group Discussion, Project Work, Role Play and Story Telling.
3. Analytic Method – Case Analysis and Situation analysis, Transpersonal Strategies, Participatory methodologies – Dramatics, Literary Activities and Social Service Camps.
4. Research in Peace Education, International classroom, International Parliament, Peace Awards, Creating Models for Peace technology - development of new tools, techniques, mechanisms and institutions for building up peace and Engaging students in Peace Process.