

*Course Code: MED4PC004**Perspective Course*

M.Ed. DEGREE PROGRAMME
Semester -IV
CURRICULUM DESIGN AND DEVELOPMENT
(4 credits - 120 hours)

Preface

The course is designed to equip Prospective Teacher Educators with a comprehensive understanding of the curriculum development process. This course will explore the theoretical underpinnings of curriculum, the practical aspects of designing, implementing, and evaluating curricula, and the role of the educator as a curriculum leader.

***✍* COURSE OUTCOMES**

On successful completion of the course, the Prospective Teacher Educator

1. Summarizes the need and principles of curriculum
2. Categorizes the types of curriculum
3. Formulates the foundations of curriculum development
4. Debates the issues in curriculum planning
5. Illustrates the components and dimensions of curriculum design
6. Analyses the approaches of curriculum design
7. Assesses the stages of Curriculum development process
8. Appraises the models of curriculum development, implementation and evaluation
9. Expresses the factors of effective curriculum implementation and transaction
10. Modifies the curriculum through evaluation and updation

Unit- I: INTRODUCTION TO CURRICULUM DEVELOPMENT (10 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Summarizes the need and principles of curriculum 2. Categorizes the types of curriculum 3. Debates curriculum planning and related issues 4. Explains Knowledge as a basis for curriculum development 5. Analyses the scope of Indian Knowledge System	1.1 Curriculum: meaning, definition, need, importance, principles and types 1.2 Curriculum planning and related issues 1.3 Foundations of Curriculum : Philosophical, Sociological Psychological, Political, Cultural and Economical 1.4 Knowledge as a basis for curriculum development 1.5 Indian Knowledge System (IKS), Concept and Scope of IKS	<ul style="list-style-type: none"> • Lectures with multimedia presentations • Peer learning • Brainstorming • Assignment • QA session

Unit -II: CURRICULUM DESIGN AND APPROACHES (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Illustrates the components, sources and dimensions of curriculum design 2. Compares and contrasts the approaches of curriculum design 3. Categorizes the types of subject centered, learner centered and life centered curriculum.	2.1 Components of curriculum design 2.2 Sources of curriculum design– Horizontal and Vertical organisation 2.3 Design dimensions and considerations: Scope, Integration, Sequence- Articulation, Balance and Continuity 2.4 Approaches of Curriculum design: Subject Centred Designs: Subject design, Discipline design, Broad-field design and Correlation design Learner-centered designs: Child-centered design, Experience-centered design, Romantic design and Humanistic design Problem-centered designs: Life-Situation design, Core design, Social reconstruction design	<ul style="list-style-type: none"> • Comparison of text books of any two standards • Group discussion • Peer learning • Talk by experts • Digital presentation • Seminar • Small theme-based seminars • Panel interactions • Selections from theoretical readings

Unit-III: PROCESS OF CURRICULUM DEVELOPMENT (20 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Infers curriculum development as a continuous and cyclic process. 2. Analyses the stages of curriculum development process. 3. Relates the models of curriculum development.	3.1 Curriculum development as a continuous and cyclic process 3.2 Stages in the process of curriculum development: Need assessment, Formulation of aims, goals and objectives, Selection of content and learning experience Organization of Content, Learning experience and Evaluation 3.3 Models of curriculum development- Technical-Scientific models (Tyler's, Hilda Taba's, Saylor and Alexander's Model) Non- technical-Non-scientific models(Kohl and Holt's model and Roger's model)	<ul style="list-style-type: none"> • Peer learning • ICT enabled lecture • Group discussion • Seminar • Brainstorming • Debate

Unit-IV: CURRICULUM IMPLEMENTATION AND TRANSACTION (20 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Describes curriculum implementation and its influencing factors. 2. Expresses the essential factors y for effective curriculum transaction. 3. Examines the models of curriculum implementation. 4. Justifies the procedure of organizing content at school stage	4.1 Curriculum implementation: Concept and influencing factors 4.2 Models of curriculum Implementation- Overcoming Resistance to Change (ORC) Model, Leadership Obstacle Course (LOC) Model. 4.3 Curriculum transaction: concept and influencing factors of effective teaching	<ul style="list-style-type: none"> • Narrative lecture • Assignment • Lecture-discussion • Video analysis • Reflective practices • Textbook analysis • Small group discussion

Unit-V: EVALUATION AND UPDATION OF CURRICULUM (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Discusses the concept and need of curriculum evaluation 2. Examines the sources and methods of curriculum evaluation 3. Compares the models of curriculum evaluation. 4. Justifies the need for continuous updation of curriculum	5.1 Curriculum evaluation: concept, need, framework, sources and methods 5.2 Models of curriculum Evaluation: Tyler's Objective centered Model Stufflebeam's CIPP Model Robert Stake's Congruence-Contingency model 5.3 Continuous updation of curriculum: need and influencing factors	<ul style="list-style-type: none"> • Digital presentation • Group discussion • Seminar • Listing the factors • Brain storming • QA session • Hands on experience of engaging with diverse communities, children, and schools

ASSESSMENT

1. Assignment
2. Tests
3. Documentation
4. Discussions
5. Seminar

TASKS /PRACTICUMS (Any two)

1. Conduct a group discussion on the determinants of curriculum.
2. Conduct a debate on the Models of curriculum development.
3. Undertake a comparative study of two syllabi -State Government/ NCERT.
4. Analyze the Models of curriculum evaluation and prepare a report.
5. Conduct surveys / interviews/ focus group discussions with teachers, students, and parents to identify curriculum gaps and needs.

📖 PRESCRIBED READINGS

- Aggarwal, D. (2007). *Curriculum development: Concept, methods and techniques*. Book Enclave.
- Arora, G. L. (1984). *Reflections on curriculum*. NCERT.
- Chawadi, S. H. (2020). *Understanding of education*. Current Publications.
- Chowdhury, A., & Mete, J. (2019). *Curriculum and development*. Kunal Books.
- *Curriculum and lifelong education: Studies for UNESCO*. (n.d.). UNESCO.
- Bhatt, B. D. (n.d.). *Curriculum reform*. Kanishka Publishers.
- Dash, B. N. (2018). *Curriculum planning and development*. Dominant Publishers and Distributors.
- Faunce, R. C., & Bossing, N. L. (n.d.). *Developing the core curriculum 3/4*. Prentice Hall of India.
- Geetha, M. G. (2021). *Crafting a new world in school education*. SB Press.
- Harmay, H. E. (n.d.). *The improvement of curriculum in Indian schools*. Ministry of Education.
- Karna, G. N. (2019). *Curriculum development on disability studies*. Discovery Publishing House Pvt. Ltd.
- Kaur, A., Kalsia, M. P., & Rekha. (2019). *Language across the curriculum*. A.P.H. Publishing House.
- Khan, M. S. (n.d.). *School curriculum*. ASHISH Publishing House.
- Nawani, D. (Ed.). (2016). *Teaching-learning resources for school education*. Sage Publications.
- Panda, P. K. (2019). *Knowledge and curriculum*. A.P.H. Publishing Corporation.
- Sharma, P. (2019). *Curriculum development*. A.P.H. Publishing House.
- Taba, H. (1962). *Curriculum development: Theory and practice*. Harcourt Brace, Jovanovich Inc.

- Venkatachala, P., & Kolluri, E. (2023). *Work and education*. Neelkamal Publications Pvt Ltd.
- Walton, J. (n.d.). *Curriculum organisation and design*. Ward Lock Educational Co. Ltd.

📖 SUGGESTED READINGS

- Diamond, R. M. (1986). *Designing and improving courses in higher education: A systematic approach*. Jossey-Bass Inc. Publication.
- Glatthorn, A. A., Boschee, F., & Whitehead, B. M. (2009). *Curriculum leadership: Strategies for development and implementation*. Sage Publications.
- Joseph, P. B., et al. (2000). *Cultures of curriculum* (Studies in Curriculum Theory). Teachers College Press.
- Khan, M. I., & Nigam, B. K. (n.d.). *Evaluation and research in curriculum construction*. Kanishka Publishers.
- Mamidj, S. R. (n.d.). *Curriculum development & educational technology*. Sterling Publishers.
- Oliva, P. F. (1988). *Developing the curriculum*. Scott and Foresman and Co.
- Reddy, B. (2007). *Principles of curriculum planning and development*. Arise Publishers and Distributors.
- Wiles, J. W., & Bondi, J. (2006). *Curriculum development: A guide to practice*. Pearson.

Course Code: MED4TSC01

Theme Specialization Course

M.Ed. DEGREE PROGRAMME

Semester- IV

EDUCATIONAL MANAGEMENT AND ADMINISTRATION

(4 credits– 120 hours)

Preface

The course is designed to equip prospective Teacher Educators with the essential knowledge and skills to effectively lead and manage educational institutions. This course will explore the theoretical foundations of educational administration, the practical aspects of school management, and the role of educational leaders in creating effective and equitable learning environments

✍ COURSE OUTCOMES

On successful completion of the course, the Prospective Teacher Educator

1. Examines the principles of Educational Administration and Management
2. Categorizes the administration and management structure at different levels of Education
3. Investigates the current trends in Educational Management
4. Determines the roles and responsibilities of different agencies of Management
5. Compares and contrasts the management theories
6. Analyses the contribution of various theories of Management
7. Identifies the different types of relationships in management of human resources
8. Practices the management principles in classroom management
9. Describes the role of leadership in good governance
10. Assesses the governance in different types of educational setups

Unit – I: INTRODUCTION TO EDUCATIONAL ADMINISTRATION AND MANAGEMENT (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
<ol style="list-style-type: none"> 1. Describes the concept of Educational Administration and Management 2. Distinguishes between administration and management 3. Analyses the principles of Educational administration and management 4. Categorizes the administration and management structure at different levels of Education 5. Classifies the different types of administration and management 	<ol style="list-style-type: none"> 1.1 Educational administration and management: Concept characteristics and functions. 1.2 Difference between management and administration. 1.3 Basic principles of educational administration and management 1.4 Administration and management structure at different levels of Education: Elementary, Secondary and Higher education 1.5 Types of administration and management: Centralized, Decentralized, Autocratic, Democratic and Eclectic. 	<ul style="list-style-type: none"> • Lecture cum discussion • Seminar with visual presentation • Peer learning • Group discussion

Unit - II: CURRENT TRENDS IN EDUCATIONAL ADMINISTRATION AND MANAGEMENT (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
<ol style="list-style-type: none"> 1. Identifies the current trends in educational management 2. Describes the Quality Management in Education 3. Identifies the roles and responsibilities of different agencies 4. Explains the Total Quality Education 5. Analyses the concept of Academic and Administrative Audit 	<ol style="list-style-type: none"> 2.1 Current trends in educational management 2.2 Roles and responsibilities of different agencies NUEPA NCERT SITE SIEMAT 2.3 Quality management in Education and Total Quality Education(TQE) 2.4 Assessment and accreditation of Higher Education Institutions- criteria, techniques and issues 2.5 Academic and Administrative Audit 	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion • Peer learning • Small group discussion • Seminar (visual presentation)

Unit-III: THEORIES OF ORGANIZATIONAL MANAGEMENT (20 Hours)

Learning Outcome	Content	Suggested Strategies and Approaches
1. Explains the management theories of Fayol, Gullick and Urwick, Douglas McGregor, Peter Druck, Weber and Taylor 2. Appraises the contribution of various theories of Management	3.1 Administrative Theory (Henry Fayol) 3.2 Competency Theory “X” and Theory “Y” (Douglas McGregor) 3.3 Theory of Management by objectives (Peter Druck) 3.4 Bureaucratic Theory ((Max Weber) 3.5 Scientific Management theory (Fredrick Taylor) 3.6 Human relations theory(George Elton Mayo)	<ul style="list-style-type: none"> • Lecture cum discussion • Seminar with Visual presentation • Small group discussion

Unit – IV: RESOURCE MANAGEMENT IN EDUCATIONAL INSTITUTION (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Identifies the different types of relationships in management of human resources 2. Explains the importance of classroom management 3. Examines the management of Infrastructure 4. Judges the Management Information System in Education. 5. Analyses Fiscal Management	4.1 Management of Human Resources: Inter- Personal, Teacher-Taught relationship, Teacher-Teacher relationship, Head- Teachers relationship Teacher –Parent relationship. Teacher-Community relationship 4.2 Classroom management, monitoring, evaluation and remedial measures 4.3 Management of infrastructure: school campus and building, furniture, library, laboratory, hostel and play ground 4.4 Office management and importance of management information system in education. 4.5 Fiscal management: Developing and monitoring budgets at school level	<ul style="list-style-type: none"> • Small group discussion • Lecture cum discussion • Seminar • Peer teaching

Unit – V: GOVERNANCE IN EDUCATION (15 Hours)

Learning Outcome	Content	Suggested Strategies and Approaches
1. Describes the concept of governance 2. Analyses the criteria for assessing effectiveness of governance 3. Explains the role of leadership in good governance 4. Identifies the governance in different types of educational setups	5.1 Governance:- Meaning and importance 5.2 Rationale for good governance 5.3 Criteria for assessing effectiveness of governance. 5.4 Role of leadership in good governance 5.5 Governance in different types of educational set ups	<ul style="list-style-type: none"> • Lecture cum discussion • Peer learning • Seminar (visual presentation) • Small group discussion

ASSESSMENT

1. Assignment
2. Report of discussion
3. Seminar
4. Tests
5. Digital presentation

TASKS /PRACTICUMS (Any two)

1. Compare the decision making processes in centralized and decentralized administration, and prepare a report on it.
2. Prepare a study report on the implications of various theories of Organizational Management in the present scenario
3. Prepare a report on latest researches on Educational Administration and Management.
4. Write a consolidated report of different theories of educational administration and their contributions.
5. Visit a school and conduct a study on the administrative set up of the school.

📖PRESCRIBED READINGS

- Bush, T. (1986). *Theories of educational management*. Harper and Row.
- Bush, T. (1995). *Theories of educational management* (2nd ed.). Paul Chapman.
- Chandrasekaran, P. (n.d.). *Educational planning and management*. Sterling Publication Pvt.
- Chaudhary, N., & Roy, (n.d.). *Management in education*. A.P.H. Publishing Corporation.
- Lambal, T. P., Saxena, V. R., & Murthy, V. (n.d.). *Educational administration planning and supervision*. Daoba House.
- Moshal, S. R. (2022). *Principles of management*. Ane Books.

- Pandya, S. R. (n.d.). *Administration and management of education*. Himalaya Publishing House.

SUGGESTED READINGS

- Albrecht, K. (1983). *New systems view of the organization: Organization development*. Prentice-Hall.
- Anderson, C. R. (1988). *Management: Skills, functions and organization performance*. Allyn and Bacon.
- Bernard, C. (1938). *The functions of the executive*. Harvard University Press.
- Burns, T. G., & Stalker, G. M. (1961). *The management of innovation*. Tavistock Institute.
- Crainer, S. (1998). *Key management ideas: Thinkers that changed the management world* (3rd ed.). Financial Times Prentice Hall.
- Crainer, S., & Dearlove, D. (2001). *Financial Times handbook of management* (2nd ed.). Financial Times Prentice Hall.
- Fayol, H. (1949). *General and industrial management* (C. Storrs, Trans.). Pitman.
- Gulick, L., & Urwick, L. (Eds.). (1937). *Papers on the science of administration*. Institute of Public Administration.
- Luthans, F. (1985). *Organizational behaviour*. McGraw-Hill.
- Milgram, S. (1974). *Obedience to authority*. Harper & Row.
- Roethlisberger, F. J., & Dickson, J. W. (1943). *Management and the worker*. Harvard University Press.
- Seznick, P. (1949). *TVA and the grass roots*. University of California Press.
- Shannon, C. E., & Weaver, W. (1949). *The mathematical theory of communication*. University of Illinois Press.
- Taylor, F. W. (1947). *Principles of scientific management*. Harper.
- Tosi, H. L., Rizzo, J. R., & Carroll, S. (1986). *Managing organizational behaviour*. Pitman.

*Course Code: MED4EC001**Elective Course*

M.ED. DEGREE PROGRAMME
SEMESTER-IV
COUNSELLING PSYCHOLOGY IN EDUCATION
(4 credits – 120 hours)

Preface

This is a specialized course designed to equip the Prospective Teacher Educators with the knowledge and skills necessary to provide effective counselling services to students. This course will explore the theoretical foundations of Counselling, Counselling techniques, and the role of the counsellor in promoting student well-being and academic success.

✎ COURSE OUTCOMES

On successful completion of the course, the Prospective Teacher Educator

1. Examines the basic concepts of nature of Guidance and Counselling.
2. Fosters skill in setting up guidance service in schools
3. Classifies the areas and types of Guidance and Counselling on the basis of their purposes
4. Demonstrates the various skills of a counsellor relevant for solving various life problems
5. Identifies the characteristics of children of abuse, addiction, learning disabled and ADHD, and provide needed help to them
6. Suggests suitable measures to overcome the psychological illness of suicidal tendencies
7. Examines the effectiveness and appropriateness of different types of therapies
8. Diagnoses the symptoms of clients and decide the type of therapy suitable for the mental disorder
9. Selects appropriate strategies for stress and conflict management
10. Practices various communication skills in strengthening family relationships

Unit- I: NATURE AND SCOPE OF GUIDANCE AND COUNSELLING (10 Hours)

Learning Outcomes	Content	Strategies and Approaches
1. Examines the nature and basic concepts of guidance and counselling 2. Classifies the areas and types of guidance and counselling 3. Relates the principles of guidance with that of counselling 4. Analyses the merits and demerits of different types of counselling	1.1 Guidance: Concept, Nature, Principles and Need. Areas of guidance - Educational, vocational, Personal, Health and Social Types of guidance : Group and Individual 1.2 Setting up of Guidance Service in Schools 1.3 Counselling :Concept, Nature, Principles and Need Types of counselling Directive, Non-directive and Eclectic	<ul style="list-style-type: none"> • Group discussion • Assignment • Lecture • Seminar and discussion • Digital presentation

Unit -II: COUNSELLING SKILLS (20 Hours)

Learning Outcomes	Content	Strategies and Approaches
1. Demonstrates various skills of a counsellor suitable for solving different problems 2. Practices various techniques used in managing emotions 3. Appraises the role of the counsellor in maintaining mental health of children 4. Identifies the phases in counselling	2.1 Skills for counselling children in groups Communication skills – listening skills, advice giving, goal setting, reinforcement, closure and empathy 2.2 Qualities of Counsellor 2.3 Techniques of helping and working with emotions – self monitoring, feelings and action, facilitating problem solving 2.4 Counselling process	<ul style="list-style-type: none"> • Lecture • QA session • Assignment • Seminar • Peer learning • Group discussion • Digital presentation

Unit-III: COUNSELLING FOR DIFFERENT CATEGORIES (20 Hours)

Learning Outcomes	Content	Strategies and Approaches
1. Plans awareness programme against drug addiction and alcoholism 2. Proposes suitable measures to overcome psychological illness of suicidal tendencies 3. Discriminates the symptoms of autistic children from other mental disorders 4. Identifies the characteristics of children of addiction, hearing disabilities and ADHD	3.1 Counselling in the context of abuses and addictions 3.2 Identifying suicidal tendencies and counseling for suicide prevention 4.3 Counselling for the learning disabled 3.4 Counselling for the children with ADHD & Autism Spectrum disorder	<ul style="list-style-type: none"> • Lecture • Digital presentation • Group discussion • Extension and field outreach • Assignment • Case study • Seminar • Peer learning

Unit-IV: COUNSELLING IN EDUCATIONAL SETTINGS (20 Hours)

Learning Outcomes	Content	Strategies and Approaches
1. Identifies the qualities and skills for a teacher counsellor 2. Explains career counselling	4.1 Teacher as a Counsellor- Essential Qualities and skills, Counselling students with learning difficulties Counselling students with emotional and behavioural problems Counselling students from diverse backgrounds Parent counselling 4.2 Career counselling-Concept and need Assessing career aspirations- Career Interest Inventories	<ul style="list-style-type: none"> • Lecture • Digital presentation • Group discussion • Assignment • Seminar • Peer learning

Unit-V: SELF MANAGEMENT EDUCATION (10 Hours)

Learning Outcomes	Content	Strategies and Approaches
<ol style="list-style-type: none"> 1. Familiarizes the strategies for stress and conflict management 2. Builds proper decision making and problem solving skills 3. Discusses the ways to maintain good interpersonal relationship 	<ol style="list-style-type: none"> 5.1 Stress and Conflict Management 5.2 Interpersonal Relationships 5.3 Family communications 5.4 Problem solving 5.5 Decision making 	<ul style="list-style-type: none"> • Lecture • Digital presentation • Group discussion • Assignment • Seminar • Peer learning

ASSESSMENT

1. Assignment
2. Case presentation
3. Field level observation and reporting
4. Self Reporting
5. Tests
6. Project

TASKS /PRACTICUMS (Any two)

1. Prepare a report on counselling skills
2. Conduct a case study of a student belonging to special group.
3. Prepare a report on different self-management techniques
4. Conduct role-playing activities to practice counseling and guidance techniques for students with different needs.
5. Prepare a Career Interest Inventory

PRESCRIBED READINGS

- Baron, R., & Byrne, D. (2003). *Social psychology* (10th ed.). Prentice Hall.
- Bihari, S. (2023). *Everyday psychology*. NB Publications.
- Charles, K., & Jyotsna, N. G. (2012). *Guidance and counselling*. Kanishka Publishers.
- Choudhary, G. B. (2014). *Adolescence education*. PHI Learning Pvt. Limited.
- Chowdhury, A., & Mete, J. (2019). *Educational psychology*. Kunal Books.
- Dandapani. (2023). *General psychology*. Neelkamal Publications Pvt. Ltd.
- Department of Education & State AIDS Control Society. (2005). *YUVA – School adolescence education programme – Handbook for teachers*.
- Harris, T. (2018). *Psychological foundations of education*. Sarup Publications Pvt. Ltd.
- Kar, C. (2021). *Psychological statistics*. Neelkamal Publications.
- Kinra, A. K. (2018). *Guidance and counselling*. Dorling Kindersley Pvt. Ltd.

- Mangal, S. K. (2007). *Advanced educational psychology*. Prentice Hall.
- MHRD, NACO, & UNICEF. (2005). *Growing up in a world with HIV/AIDS, FAQ booklets for students, adolescence education programme*.
- Mishra, B. (2023). *Psychology*. PHI Learning Private Limited.
- Muzaffar, K. (2023). *New paradigm in educational psychology*. Neelkamal Publications Pvt. Ltd.
- NCERT. (2005). *Adolescence education in schools – Life skills development general framework; National Population Education Project, Dept. of Education in Social Science and Humanities*.
- Rao, Narayana S. (2008). *Counselling and guidance*. Tata McGraw Hill Publishing Company Limited.
- Sabu, S. (2019). *Educational psychology*. APH Publishing Corporation.
- Sharma, R. A. (2008). *Fundamentals of guidance and counselling*. R. Lall Book.
- Siddiqui, M. (2019). *Educational psychology*. APH Publishing Corporation.
- Thangapandian, N. (2023). *Foundations of abnormal psychology*. Neelkamal Publications Pvt. Ltd.

SUGGESTED READINGS

- CBSE. (1999). *Population and adolescent education– A training package*.
- MHRD. (2004). *Life skills modules, adolescence education programme, MHRD, NACO & UNICEF*.
- NCERT & NACO. (1994). *AIDS education in school: A training package*.
- NCERT. (2005). *Adolescence education in schools– Life skills development general framework; Dept. of Education in Social Science and Humanities*.
- Rao, N. S., & Shahajpal, P. (2013). *Counselling and guidance*. Tata McGraw Hill Publishing Company Limited.
- Shrivastava, K. K. (2020). *Fundamentals of guidance and counselling*. R. Lall Book.

*Course Code: MED4EC002**Elective Course***M.Ed. DEGREE PROGRAMME****Semester- IV****ECONOMICS OF EDUCATION**

(4 Credits - 120 Hours)

Preface

This course delves into the economic aspects of education, exploring the allocation of resources, financing mechanisms, and the impact of education on economic growth and development. It provides a comprehensive understanding of the economic rationale behind educational policies and practices.

 COURSE OUTCOMES

On successful completion of the course, the Prospective Teacher Educator

1. Infers the contributions of great thinkers for the development of economics of education
2. Correlates the demands and supply in education
3. Appraises the role of education in economic development
4. Substantiates the economic values of education
5. Examines the process of different types of educational costs
6. Relates the direct and indirect benefits of education
7. Synthesizes the different principles and approaches of man power planning
8. Integrates different approaches for man power planning
9. Explores on the concept of financing of education
10. Justifies the relation of central and state in financing education

Unit-I: INTRODUCTION TO ECONOMICS OF EDUCATION (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Defines economics of education 2. Explains the contributions of great thinkers for the development of economics of education 3. Analyses demand and supply in education	1.1 Economics of Education : Concept, Scope and Significance 1.2 Contributions of Adam Smith, Karl Marx and Mahatma Gandhi for the Development of Economics of Education 1.3 Demand and Supply in Education-Scientific planning and programming.	<ul style="list-style-type: none"> • Lecture • Discussion • Seminars • Assignments • QA Session

Unit-II: EDUCATION AND ECONOMIC DEVELOPMENT (20 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Identifies sustainable socio-economic development in education 2. Analyses the consequences of privatization in education 3. Categorizes the forms of different capitals 4. Explores 5 E's of economics of education	2.1 Education for sustainable socio economic development 2.2 Education as an investment for individual and social development 2.3 Education as a service. 2.4 Consequences of Privatization of education 2.5 The concept of Human Capital Formation : Forms of Capital – Physical Capital Human Capital Fiscal Capital Factors of production, Role of Human Capital production activities 2.6 The economic value of Education-5Es of Economics of Education-Ecology, Environment, Energy, Education and Engineering. 2.7 Teacher as a social entrepreneur-teacher potentialities for social entrepreneurship	<ul style="list-style-type: none"> • Lecture • Group discussion and presentation • Seminar • Assignment • Peer learning

Unit –III: COST BENEFIT ANALYSIS OF EDUCATION (15 Hours)

Learning Outcomes	Content	Suggested strategies and Approaches
1. Identifies the factors determining different costs of Education 2. Relates the different types of educational costs 3. Distinguishes the cost benefits of Education 4. Analyses the cost benefit and cost effectiveness	3.1 Concept of costs of Education – Factors determining different costs of education 3.2 Types of Educational costs - direct cost, indirect cost, private cost, social cost and opportunity cost 3.3 Unit cost of Education: its estimation at different levels - Primary, Secondary, Higher secondary and Higher education 3.4 Benefits of Education :direct and indirect 3.5 Measurement of benefits in Education 3.6 Problems in the measurement of cost and benefits in Education as consumption and investment 3.7 Cost- benefit and cost effectiveness analysis in Education	<ul style="list-style-type: none"> • Lecture • Group discussion • and presentation • Seminars • Assignments • Interaction with Community • Survey and documentation • Peer learning

Unit-IV: EDUCATIONAL AND MAN POWER PLANNING (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Describes the concept of Educational planning 2. Identifies the problems of Educational planning in India 3. Detects the different aspects of man power planning 4. Rates the effects of educated unemployment on economy	4.1 Concept of Educational Planning- Principles and approaches of Educational Planning, Problems of educational planning in India 4.2 Institutional Planning and Budgeting. 4.3 Concept of Manpower Planning Approaches to man power planning. Manpower Planning in India. Manpower Forecasting 4.4 Education and Unemployment- Effects of Educated Unemployment on economy	<ul style="list-style-type: none"> • Lecture • Group discussion and presentation • Seminars • Assignments

Unit-V: FINANCING OF EDUCATION (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Discusses the principles of financing of education 2. Examines the public expenditure on Education 3. Appraises the centre-state relations in financing education 4. Analyses the policy issues in financing education	5.1 Financing of Education: -Principles of financing education: Equity, Efficiency, Adequacy 5.2 Importance of public expenditure on Education: its impact on development Determinants of expenditure on education– Public, House hold . 5.3 Role of Centre, State and Local self government in educational finance 5.4 Policy Issues in Financing Education: Public Expenditure on Education in India, Center-state Relations in Financing Education: Planning Commission, Finance Commission UGC- NeetiAyog	<ul style="list-style-type: none"> • Lecture • Seminars • Assignments • Group discussion and presentation

ASSESSMENT

1. Assignment
2. Data analysis
3. Debate Reflections
4. Tests
5. Seminar

TASKS /PRACTICUMS (Any two)

1. Identify a school in your locality and study the influence of SSA with focus on economic support.
2. Identify 5 students (10th standard) of your locality and prepare a report on financial expenditure during the academic year.
3. Prepare and compare socio-economic profile of student enrolment in a government and a private secondary school in the same area.
4. Conduct a survey to identify the rate of recruitment of B.Ed. degree holders of past five years in your institution.
5. Analyze case studies of educational policies or programmes from an economic perspective.

📖PRESCRIBED READINGS

- Aggarwal, J. C. (2003). *Teaching of economics: A practical approach*. Vinod Pustak Mandir.
- Ahuja, A. K. (2007). *Economics of education*. Authors Press.
- Blaug, M. (1972). *Economics of education*. The English Language Book Society and Green and Co.
- Ganta, R., & Dash, B. N. (2005). *Foundations of education*. Neelkamal Publishers (P) Ltd.
- Laxmidevi. (1998). *Economics of education*. Anmol Publications Pvt. Ltd.
- Nagpal, C. S., & Mittal, A. C. (1993). *Economics of education*. Anmol Publications Pvt. Ltd.
- Natarajan, S. (1990). *Introduction to economics of education*. Sterling Publications Pvt. Ltd.
- Padmanabhan. (1971). *Economics of educational planning in India*. Arya Book Depot.
- Patteti, A. P., & Thamarasseri, Ismail. (2014). *Economics of education*. APH Publishing Corp.
- Tilak, J. B. G. (1992). *Educational planning at grassroots*. Ashish Publishing House.

📖SUGGESTED READINGS

- Beeby, C. E. (1966). *The quality of education in developing countries*. Harvard University Press.
- GaraLatchanna, & JeiluOumer Hussein. (2007). *Economics of education*. Discovery Publishing House.

- Goel, S. C. (1975). *Education and economic growth*. Macmillan Co of India.
- Panchamukhi, P. R. (1989). *Economics of educational finance*. Himalayan Publishing House.
- Pandit, H. N. (1969). *Measurement of productivity and efficiency of education*. NCERT.
- Schultz, T. W. (1963). *The economic value of education*. Columbia University Press.
- Tilak, J. B. G. (1989). *Education and its relation to economic growth, poverty, and income distribution: Past and further analysis*. The World Bank.
- U. N. D. P. (1996). *Human development report*. Oxford University Press.
- World Bank. (1986). *Financing education in developing countries*. Washington D.C.

*Course Code: MED4EC003**Elective Course*

M.Ed. DEGREE PROGRAMME
Semester- IV
EDUCATION FOR SUSTAINABLE DEVELOPMENT
(4 credits-120 hours)

Preface

This course aims to equip Prospective Teacher Educators with the knowledge, skills, and competencies to integrate ESD into their teaching practices. It will explore the theoretical foundations of sustainable development, analyze the challenges and opportunities of ESD implementation, and develop practical strategies for fostering sustainable behaviors and attitudes among students. By the end of this course, participants will be able to design and implement effective ESD initiatives that contribute to building a just, equitable, and sustainable society.

 COURSE OUTCOMES

On successful completion of the course, the Prospective Teacher Educator

1. Analyses the need for environmental education for school teachers and teacher educators
2. Determines the range of environmental education needed at primary, secondary and higher education level
3. Appraises the role of environmental movement in environmental conservation
4. Supports the government policies towards sustainable development
5. Examines the steps taken by government for solid waste management system
6. Proposes suitable teaching/learning strategies for environmental education
7. Estimates the role of SGDs in sustainable development
8. Judges the role of Education in disaster risk reduction
9. Practices the strategies for sustainable development
10. Uses innovative strategies for sustainable development

Unit-I: INTRODUCTION TO ENVIRONMENTAL EDUCATION (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Describes Environmental Education and its historical perspective 2. Analyses the need for Environmental Education for school teachers and Teacher Educators 3. Lists out the guiding principles of Environmental Education 4. Determines the range of Environmental Education needed at primary, secondary and higher education level.	1.1 Environmental Education - meaning, nature and scope. 1.2 Historical perspective of environmental education. 1.3 Need for environmental education for school teachers and teacher educators. 1.4 Guiding principles of environmental education. 1.5 Environmental education at primary, secondary and higher education levels	<ul style="list-style-type: none"> • Lecture • Discussion • Group Discussion • Peer Learning • Multimedia approach

Unit-II: EDUCATION FOR SUSTAINABLE DEVELOPMENT (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approach
1. Identifies the importance of conservation of natural resources 2. Analyses environmental movement and its role in environmental conservation 3. Uses strategies for sustainable development 4. Identifies the guiding principles for sustainable development	2.1 Sustainable Development- Concept 2.2 Conservation of natural resources - Refuse, Reuse, Recycle, Reduce, Replace, Restore, Regenerate and Reshape. 2.3 Environmental movement and its role in environmental conservation Chipko, Silent valley, Narmada BachaoAndolan 2.4 Strategies for sustainable development 2.5 Guiding principles for sustainable development 2.6 Environmental Impact Assessment (EIA) - meaning, steps, principles and importance	<ul style="list-style-type: none"> • Lecture - Discussion • Group Discussion • Peer Learning • Multimedia Approach

Unit-III: INITIATIVES FOR SUSTAINABLE DEVELOPMENT (20 Hours)

Learning Outcomes	Content	Suggested Strategies and Approach
1. Identifies the international committees for sustainable development 2. Examines the government policies towards sustainable development 3. Proposes innovative measures for sustainable development 4. Summarizes SDGs with respect to sustainable development	3.1 International committees for sustainable development: International conferences, Treaties and programme across the globe 3.2 National initiatives-governmental policies towards sustainable development 3.3 Innovations for sustainable development 3.4 Sustainable Development Goals- General overview and emphasis to SDG 13	<ul style="list-style-type: none"> • Active learning strategies • Group discussions • Digital Presentation • Lecture Discussion • Group Discussion • Peer Learning

Unit-IV:SUSTAINABLE DEVELOPMENT AND GLOBAL ISSUES (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approach
1. Identifies the impact of climate change 2. Familiarizes the features of national and state bio-diversity authorities 3. Analyses the steps taken by government for solid waste management system 4. Explains the concept of disaster management 5. Explains the role of Education in disaster risk reduction	4.1 Climate change and its impacts: Biodiversity loss and conservation Water and food security Poverty and inequality Sustainable consumption and production 4.2 National Action Plan for climatic change in India: Mission at national and state level. Bio-diversity conservation in India: 4.3 Solid Waste Management: Swatch Bharat Mission, Solid Waste Management. Disaster -Types of disasters (natural, human-made, technological) Disaster risk reduction concepts Disaster impact on individuals, communities, and the environment 4.4 The role of Education in disaster risk reduction	<ul style="list-style-type: none"> • Group Discussion • Lecture • Brainstorming

**Unit-V: TRANSACTION AND EVALUATION OF ENVIRONMENTAL
EDUCATION (15 Hours)**

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Proposes suitable teaching/learning strategies for environmental education 2. Selects suitable self reporting tool 3. Distinguishes the major components of training for environmental education 4. Examines the role of electronic and print media in environmental education.	5.1 Teaching-learning strategies for environmental education: field visit, experimentation, demonstration, observation, nature walk and dramatization 5.2 Self-Reporting Attitude scale, Interview Questionnaire Projective techniques in environmental education 5.3 Training for environmental education-major components of training 5.4 Role of media in environmental education and developing environmental values: Print media, Posters, Slides, Television, Radio and Computer	<ul style="list-style-type: none"> • Group Discussion • Presentation of Samples • Brainstorming

ASSESSMENT

1. Artifacts
2. Brainstorming
3. Dramatization
4. Role play
5. Seminar
6. Tests
7. Digital presentations
8. Case presentations

TASKS /PRACTICUMS (Any two)

1. Prepare a report on how plastic pollution acts as a growing threat to all ecosystems and suggest the ways to beat plastic pollution.
2. Analyze how pollution and mismanagement causes destruction of environment.
3. Visit a nearby recycling centre and make a report on its process.
4. Conduct a discussion on the strategies developed by the higher education institutions for promoting environmental sustainability and prepare a report.
5. Develop storytelling-materials focused on sustainability.

📖PRESCRIBED READINGS

- Ashthana, V. (1992). *The politics of environment*. Ashish Publishing House.
- Brown, L. R. (2002). *Eco-economy: Building an economy for Earth*. Orient Longman.
- Dayani, S. N. (1993). *Management of environmental hazards*. Vikas Publishing House.
- Dhaliwal, G. S., & Ralhan, P. K. (1995). *Fundamentals of environmental science*. Kalyani Publications.
- Fior, J., & Judith, E. J. (2003). *Crowded greenhouse*. University Press.
- Gardner, H. S. (2006). *Frames of mind*. Harvard University Press.
- Goleman, D. (2010). *Ecological intelligence*. Penguin Books.
- Joy, P., & Neal, P. (1994). *The handbook of environmental education*. New Fetter Lane.
- Nanda, V. K. (1997). *Environmental education*. Anmol Publications Pvt. Ltd.
- Nasrin. (1999). *Environmental education*. APH Publishing House.
- NCERT. (2005). *Environmental education curriculum framework for teachers & teacher education*. NCERT Press.
- Speth, J. G. (2006). *Global environmental challenges: Transition to a sustainable world*. Orient Longman.
- UNESCO. (2005). *Draft international implementation scheme of the United Nations Decade of Education for Sustainable Development (Doc. 171 ex/7)*.
- UNESCO. (2006). *Framework for the UNDESD international implementation scheme (ED/DESD/2006/PI/1)*.

📖 SUGGESTED READINGS

- Capra, F. (1999). *Eco-literacy: The challenge for the next century*. Liverpool Schumacher Lectures.
- Goleman, D. (2010). *Ecological intelligence*. Penguin Books.
- Speth, J. G. (2006). *Global environmental challenges: Transition to a sustainable world*. Orient Longman.
- Brown, L. R. (2002). *Eco-economy: Building an economy for Earth*. Orient Longman.
- Gardner, H. S. (2006). *Frames of mind*. Harvard University Press.
- Bharucha, E. (2005). *Textbook of environmental studies*. University Press.
- Dani, H. M. (1986). *Environmental education*. University Publication.
- Bhall, S. C., & Khanna, H. (2007). *Environmental education*. Regal 12 Publication.
- Goleman, D. (2010). *Ecological intelligence*. Penguin Books.
- Nagra, V. (2006). *Environmental education*. Sharma Publications.
- Saxena, A. B. (1986). *Environmental education*. National Psychological Corp.
- Sudhir, A. M., & Masillamani, M. (2003). *Environmental issues*. Reliance Publishing House.
- Kumar, V. K. (1982). *A study of environmental pollution*. Tara Book Agency.
- Bombay Natural History Society (BNHS). (n.d.). Retrieved from www.bnhs.org. Email: bnhs@bom4.vsnl.net.in
- Botanical Survey of India (BSI). (n.d.). Retrieved from www.nic.in. Email: bsi@gems.vsnl.net.in
- Centre for Environmental Education (CEE). (n.d.). Retrieved from www.educationvsnl.com/cee/index.html. Email: cee@ceeindia.org

*Course Code: MED4EC004**Elective Course***M.Ed. DEGREE PROGRAMME****Semester - IV****HUMAN RIGHTS EDUCATION**

(4 credits - 120 hours)

Preface

This course aims to equip Prospective Teacher Educators with a comprehensive understanding of Human Rights, their significance in education, and the ability to integrate Human Rights education into their teaching practice. It will explore the theoretical foundations of Human Rights, their historical development, and the challenges and opportunities for promoting Human Rights in diverse educational contexts.

 COURSE OUTCOMES

On successful completion of the course, the Prospective Teacher Educator

1. Conceptualizes the nature and meaning of Human Rights
2. Examines the need for Human Rights Education
3. Perceives the evolution of Human Rights movement at the international and national level
4. Designs learning strategies for Human Rights Education
5. Illustrates the role and functions of international and national level institutions to enforce Human Rights
6. Analyzes the issues related to Human Rights violations with regard to the marginalized sections
7. Analyzes the relationship between Human Rights and Education
8. Develops skills in Human Rights Education pedagogy and curriculum development
9. Supports students to become advocates for Human Rights and social justice
10. Critically examines the role of education in addressing Human Rights violations and promoting equality

UNIT- I: INTRODUCTION TO HUMANRIGHTS EDUCATION (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Summarises the concept and meaning of Human Rights 2. Examines the need for Human Rights education 3. Internalises the significance of Human Rights Education 4. Analyses the role of various agencies for Human Rights education	1.1 Human Rights – Concept, Nature and Characteristics 1.2 Concept and philosophy of Human Rights education, Need and significance of Human Rights Education- Goals and objectives 1.3 Principles of Human Rights education 1.4 Universal Declaration of Human Rights 1.5 Various agencies and their role in Human Rights education - Home, School, Peer group, community, society, and media	<ul style="list-style-type: none"> • Lectures • Peer Learning • Brainstorming • Assignment • QA session • Document analysis

**UNIT –II: HISTORICAL PERSPECTIVES OF HUMAN RIGHTS EDUCATION
(20 Hours)**

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Analyzes the foundations of Human Rights throughout history. 2. Traces the historical development of Human Rights concepts and principles. 3. Explores the international and national Human Rights Commission 4. Analyses the role of various Human Rights commissions	2.1 Key historical documents (Magna Carta, Declaration of Independence, French Declaration of the Rights of Man and of the Citizen) 2.2 The impact of world wars and humanitarian crises on Human Rights development 2.3 UN Decade for Human Rights Education- Goals-Youth Engagement, Gender Equality, Conflict Prevention, Global Citizenship 2.4 Indian constitution and Human Rights- constitutional provisions for Human Rights-fundamental rights, directive principles and fundamental duties 2.5 National Human Rights Commission, State Human Rights Commission, National and State Commissions for Women, Scheduled Castes and Scheduled Tribes, Backward classes and Minorities	<ul style="list-style-type: none"> • Lecture • Group discussion • Peer learning • Talk by experts • Digital presentation • Seminar • Case studies • Document analysis

UNIT-III: HUMAN RIGHTS EDUCATION (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Identifies the early forms of Human Rights education 2. Analyses National Human Rights education initiatives 3. Suggests strategies for imparting Human Rights Education 4. Identifies core Human rights values	3.1 Human Rights Education: Early Forms of Human Rights Education: Religious and moral education, Civic education Colonial education, Post-War Development 3.2 Human Rights education as a fundamental tool for promoting peace, democracy, and social justice 3.3 National Human Rights education initiatives, The Right to Education- The right to education as a fundamental human right-Inclusive education and Human Rights-Education for sustainable development and global citizenship 3.4 Instructional strategies for Human Rights Education- Direct instruction and self learning strategies, Case study, Use of technology in Human Rights education, Assessment of Human Rights learning, Integrating Human Rights into different subject areas, Challenges and Opportunities in Human Rights Education 3.5 Core Human Rights values- Dignity, Equality, Freedom, Tolerance, Solidarity and Responsibility	<ul style="list-style-type: none"> ● Peer learning ● ICT enabled lecture ● Group discussion ● Seminar ● Brainstorming ● Debate ● Reflection

UNIT-IV: HUMAN RIGHTS ISSUES AND CHALLENGES (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Identifies issues related to Human Rights 2. Describes factors influencing Human Rights violation 3. Examines different atrocities and abuses in society 4. Suggests measures to overcome exploitation	4.1 Major Human Rights issues in India-causes and remedies 4.2 Human Rights issues related to the Aged, Women and Children, Differently abled, Migrants 4.3 Human Rights violations in educational institutions, workplace and society., Child abuse and Child Labour 4.4 Measures to prevent Ragging, Eve-teasing, Rape, Genocide and Euthanasia, Female Infanticide, Drug abuse 4.6 Role of Educational Institutions and Teachers	<ul style="list-style-type: none"> • Narrative lecture • Assignment • Self study • Lecture • Video analysis • Reflective practices • Small group discussion • Document analysis

Unit-V:FUTURE DIRECTIONS IN HUMAN RIGHTS EDUCATION (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Compares the role of various agencies of Human Rights enforcement 2. Analyses the emerging trends in Human Rights education 3. Designs innovative practices in Human Rights Education 4. Reflects on the of educators in promoting Human Rights 5. Reviews researches done in Human Rights Education	5.1 Enforcement of Human Rights and role of various agencies- judiciary, government, NGOs, media. 5.2 Emerging Trends:, Human Rights and Terrorism, Human Rights and Environment, Human Rights and technology Human Rights and Globalization. 5.3 Emerging trends and innovations in Human Rights education, Developing a vision for Human Rights education 5.4 Critical reflection on the role of educators in promoting Human Rights 5.5 Researches in Human Rights education	<ul style="list-style-type: none"> • Digital presentation • Group discussion • Seminar • Brain storming • QA session • Hands on experience of engaging with diverse communities, children, and schools • Reflection • Review of research

ASSESSMENT

1. Assignment
2. Tests
3. Documentation
4. Quiz
5. Research paper
6. Seminar presentation

TASKS /PRACTICUMS (Any two)

1. Conduct a group discussion on the determinants of Human Rights Education pedagogy
2. Analyse a news paper report on any topic under Human Rights Violation
3. Field visits and reports on Human Rights education programmes or projects dealing with Human Rights Education
4. Review and Critical Analysis of Indian Constitution with reference to Human Rights Perspective
5. Conduct an Awareness programme to promote Human Rights Education

📖PRESCRIBED READINGS

- Alam, A. (2000). *Human rights in India: Issues and challenges*. Raj Publications.
- Bajpai, A. (2010). *Child rights in India: Law, policy, and practice*. Oxford University Press.
- Baxi, U. (2010). *The future of human rights*. Oxford University Press.
- Baxi, U. (n.d.). From human rights to the right to be human: Some heresies. In U. Baxi (Ed.), *The right to be human* (pp. 123-150). Lancer International.
- Byrne, D. J. O. (2000). *Human rights: An introduction*. Pearson Education Limited.
- Chandohoke, N. (2012). *Contested secession: Rights, self-determination, democracy, and Kashmir*. Oxford University Press.
- Chaudhary, D. (2004). *Human rights and education*. Rainbow Publishers Ltd.
- MHRD, Government of India. (2000). *Conventions on the rights of the child*. Ministry of Human Resource Development.
- Dagar, B. S. (1948). *Perspectives in human rights education*. Haryana Sahitya Academy.
- Donnelly, J. (1989). *Universal human rights in theory and practice*. Cornell University Press.
- Elbers, F. (2002). *Human rights education resource book*. Human Rights Education Associates.
- Gopalan, S. B. (1998). *India and human rights*. Lok Sabha Secretariat.
- Gupta, M. (2001). *What will be human rights of students*. Jnanada Publishing.
- Hugh. (1991). *The challenges of human rights*. Cassell Education Ltd.

- Illich, I. (1972). *Deschooling society*. Penguin Books Ltd.
- Krishnamurthy, J. (2001). *The first and last freedom*. Krishnamurthy Foundation.
- Kumar, S. (2012). *Human rights and pedagogy*. Discovery Publishing House.
- Macwan, M. (2006). *Dalit rights*. NHRC.
- Mani, V. S. (1998). *Human rights in India: An overview*. Institute for the World Congress on Human Rights.
- MHRD. (2003). *Human rights education, teaching, and training*. Indian Institute of Human Rights.
- Mittler, P. (2000). *Working towards inclusive education: Social contexts*. David Fulton Publishers.
- NHRC. (2005). *Human rights education for beginners*. National Human Rights Commission.
- Pachuari, S. K. (1995). *Children and human rights*. APH Publishing.
- Pachuari, S. K. (1995). *Women and human rights*. APH Publishing.
- Philip, K. (2004). *Constructing human rights in the age of globalization*. PHI.
- Sen, A. (2004). *Elements of a theory of human rights*. *Philosophy and Public Affairs*, 32(4), 315-356.

SUGGESTED READINGS

- Alam, A. (Ed.). (1999). *Human rights in India: Issues and challenges*. Raj Publications.
- Dikshit, R. C. (1998). *Human rights and the law, universal and Indian*. Deep and Deep.
- Dube, M. P., & Bora, N. (Eds.). (2000). *Perspective on human rights*. Anamika Publishers.
- Freeman, M. (2003). *Human rights: An interdisciplinary approach*. Polity Press.
- Hargopal, G. (1999). *Political economy of human rights*. Himalaya.
- Jacobs, F. G., & White, R. C. A. (1996). *The European Convention on Human Rights*. Clarendon University Press.
- Jha, R. C. (1995). *Resurrecting: Human rights in India*. Sheridan Book Company.
- Kannabiran, K. G. (2003). *The wages of impunity: Power, justice and human rights*. Orient Longman.
- Paul, R. C. (2000). *Situation of human rights in India*. Commonwealth Publishers.
- Ray, A. (2004). *National human rights commissions in India: Formation, functioning and future prospects*. Atlantic.

*Course Code: MED4EC005**Elective Course***M.Ed. DEGREE PROGRAMME****Semester- IV****INCLUSIVE EDUCATION: PRACTICES AND ISSUES**

(4 credits – 120 hours)

Preface

Inclusive education is a fundamental principle that upholds the right of all students, regardless of their abilities or disabilities, to access quality education within regular classrooms. This course aims to equip Prospective Teacher Educators with the knowledge, skills, and attitudes necessary to create inclusive learning environments that cater to the diverse needs of all learners. By exploring the theoretical foundations, practical strategies, and current challenges of inclusive education, this course will enable you to develop a deep understanding of the concept and its implementation. You will learn to identify and address barriers to inclusion, adapt instructional practices, and collaborate with various stakeholders to foster a supportive and inclusive school culture.

 COURSE OUTCOMES

On successful completion of the course, the Prospective Teacher Educator

1. Explains the historical and contemporary perspectives of inclusive education
2. Analyses the functions of various organizations of inclusive education
3. Examines the aspects of inclusive practices in schools
4. Estimates the role and function of special education teachers
5. Proposes suitable strategies for differentiating the aspects of inclusive classroom environment.
6. Assesses the implications of Continuous and Comprehensive Evaluation to facilitate inclusion
7. Explores the educational needs for differently abled.
8. Integrates different models of collaboration for Inclusive Education
9. Analyses the current issues in education for differently abled.
10. Investigates on the research evidence on efficacy and best practices associated with various issues of differently abled.

Unit- I: PERSPECTIVES IN INCLUSIVE EDUCATION (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Explains the historical and contemporary perspectives of inclusive education 2. Discusses the policy perspectives of UNCRPD-2016 3. Analyses the need for various organizations of inclusive education 4. Familiarizes the role of national institutes for differently abled.	1.1 Historical and contemporary perspectives to disability and inclusion 1.2 Policy perspective: United Nations Convention of Rights of Persons with Disabilities (UNCRPD,2006) 1.3 The Rehabilitation Council of India (RCI Act,1992),Persons with Disabilities (PWD Act,1995) National Trust Act (1999), National Policy for Persons with Disabilities (2006), Inclusive Education for Disabled at secondary stage (IEDSS, 2013) 1.4 Role of national institutes for the differently abled	<ul style="list-style-type: none"> • Lecture • Discussion • Document analysis • Small group discussion • QA session

Unit-II: INCLUSIVE PRACTICES IN SCHOOLS (20 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Examines the aspects of inclusive practices in schools 2. Chooses the assistive technologies to cater the differently disabled 3. Estimates the role and function of special education teachers. 4. Identifies the barriers to inclusion	2.1 Ideology, infrastructure, achieving gender equality, curriculum inputs, textbooks, student teacher interactions 2.2 Ensuring Physical, Academic and Social access 2.3 Assistive technology to cater to different disabilities 2.4 Whole School Development 2.5 Role and functions of Special Education Teacher- Audiologist cum Speech Therapist, Physiotherapist, Occupational Therapist, Counsellor 2.6 Barriers to Inclusion- Attitudinal, Systemic and Structural	<ul style="list-style-type: none"> • Digital resource enabled discussion • Peer learning • Blog search • Video analysis • Invited talk • Seminar

Unit-III: CLASSROOM ENVIRONMENT FOR INCLUSION (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approach
1. Adopts suitable strategies for differentiating the aspects of inclusive classroom environment. 2. Determines the appropriate pedagogical strategies 3. Assesses the implications of CCE to facilitate inclusion	3.1 Strategies for differentiating content, lesson planning, classroom management behaviour 3.2 Pedagogical strategies: Co-operative learning Peer tutoring, Social Learning, Buddy system, Reflective teaching, Multisensory teaching 3.3 Continuous and Comprehensive Evaluation (CCE) and its implications to facilitate inclusion	<ul style="list-style-type: none"> • Lecture • Small group Discussion • Peer learning • Meaningful verbal expression

Unit-IV: ADAPTATIONS AND ACCOMMODATIONS FOR DIVERSE LEARNERS (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approach
1. Identifies the educational needs for differently abled 2. Relates disabilities of various kinds with adaptations and accommodations	4.1 Identification of the educational needs of the differently abled 4.2 Adaptations and accommodations for children sensory impairments, multiple disabilities, neuro-developmental disabilities, intellectual impairments and gifted children.	<ul style="list-style-type: none"> • Peer learning • ICT enabled discussion • Blog searching • Invited talk • Video analysis • Seminar • Reflective practices

Unit-V: COLLABORATIVE PROGRAMMES AND RESEARCHES IN INCLUSIVE EDUCATION (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Explains different models of collaboration for inclusive education 2. Analyses the current issues in education for differently abled. 3. Uses the research evidence on efficacy and best practices associated with various issues of differently abled.	5.1 Models of collaboration in inclusive education 5.2 Working with Parents 5.3 Managing Conflict 5.4 Co-teaching 5.5 Mentoring and Coaching 5.6 Current issues in education for the differently abled children. 5.7 Research evidence on efficacy and best practices associated with current issues in education for the differently abled children	<ul style="list-style-type: none"> • Lecture • Assignment • Blog search • Peer learning • Journal articles

ASSESSMENT

1. Assignment
2. Blog posts
3. Case study Report
4. Tests
5. Seminar
6. Debate

TASKS /PRACTICUMS (Any two)

1. Interact with ten regular teachers and ascertain the current challenges in promoting inclusive education and prepare a report.
2. Visit a resource room of SSA / Rehabilitation Centre and prepare a report.
3. Conduct a debate on the need for an inclusive teaching learning environment.
4. Develop a differentiated lesson with content, process, and products adapted to suit a specific learner.
5. Discuss the role of technology for the differently abled children.

📖 PRESCRIBED READINGS

- Alice, Rajkumar, M., Rita Sundari, D., & Digumarti, Bhaskara Rao. (2004). *Special education*. Discovery Publishing House.
- Baquer, A., & Sharma, A. (1997). *Disability: Challenges vs. responses*. Can Pub.
- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful inclusion for educational leaders*. Prentice Hall.
- Bharat, Singh. (2008). *Modern teaching of exceptional children*. Anmol Publications.
- Bhargava, M. (1994). *Introduction to exceptional children*. Sterling Publishers.
- Blackurst, & Berdine. (1993). *Introduction to special education*. Harper Collins Publishers.
- Chaote, Joyce, S. (1991). *Successful mainstreaming*. Allyn & Bacon.
- Chintamani, Kar. (2008). *Exceptional children: Their psychology and education*. Sterling Publishers.
- Daniels, Harry. (1999). *Inclusive education*. Kogan.
- Dash, M. (2007). *Education of exceptional children*. Atlantic Publishers and Distributors.
- Dharma Raja, B., William, & Kumar, Praveen S. (2011). *Special education: Focus on mathematics learning disability*. APH Publishing Corporation.
- Hallahar, D. P., & Kauffman, J. M. (1991). *Exceptional children: Introduction to special education*. Allyn & Bacon.
- Mani, M. N. G. (2000). *Inclusive education in Indian context*. International Human Resource Development Centre for the Disabled, Sri Ramakrishna Mission Vidyalaya.

📖 SUGGESTED READINGS

- American Association on Mental Retardation. (2002). *Mental retardation: Definition, classification, and systems of supports* (10th ed.).
- Chakraborty, A., Bhattacharjee, A., et al. (2013). *Principles of management in employment of persons with mental retardation*. Kanishka Publishers.
- Clough, P., & Corbett, J. (2000). *Theories of inclusive education*. Paul Chapman Publishing.
- Constitution of India. (1950). Article 41, Ministry of Law and Justice.
- Gartner, A., & Lipsky, D. D. (1997). *Inclusion and school reform: Transferring America's classrooms*. P.H. Brookes Pub.
- Gore, M. C. (2004). *Successful inclusion strategies for secondary and middle school teachers*. Corwin Press.
- Hegarthy, S., & Alur, M. (2002). *Education of children with special needs: From segregation to inclusion*. Corwin Press.
- Jha, M. M. (2002). *School without walls: Inclusive education for all*. Heinemann.
- Jha, M. M. (2002). *School without walls: Inclusive education for all*. Heinemann.
- Joyce, S. Choate. (1997). *Successful inclusive teaching*. Allyn & Bacon.
- Karten, T. J. (2007). *More inclusion strategies that work*. Corwin Press.

- Mastropieri, M. A., & Scruggs, T. E. (2006). *The inclusive classroom: Strategies for effective instruction*. Prentice-Hall.
- National Policy on Education. (1986, 1992). MHRD, GOI.
- UNESCO. (1994). *The Salamanca statement and framework for action on special needs education*. UNESCO.

*Course Code: MED4EC006**Elective Course***M. Ed. DEGREE PROGRAMME****Semester- IV****LIFE LONG LEARNING**

(4 credits – 120 hours)

Preface

Lifelong learning, a cornerstone of personal and societal development, underscores the continuous acquisition of knowledge and skills throughout one's life. This course delves into the theoretical underpinnings, contemporary practices, and challenges of fostering lifelong learning. It equips prospective Teacher Educators with the necessary competencies to design, implement, and evaluate learning experiences that cater to diverse learners across different age groups and contexts.

COURSE OUTCOMES

On successful completion of the course, the prospective Teacher Educator

1. Infers the philosophical and sociological basis of lifelong learning
2. Explains the concept and scope of lifelong learning
3. Extends the concept of lifelong learning
4. Categorizes the forms of lifelong learning
5. Correlates lifelong learning in UK, USA, Tansania and China
6. Integrates the different support system of lifelong learning
7. Analyses the role of higher educational institutions in adult and continuing lifelong learning
8. Assesses the implications of Androgogy and Psychology for lifelong learning
9. Examines the strategies for lifelong learning
10. Formulates theories on the impact of liberalization and globalization

Unit- I: PHILOSOPHICAL AND SOCIOLOGICAL BASIS OF LIFELONG**LEARNING (15 Hours)**

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Relates the philosophical and sociological basis of lifelong learning 2. Explains the concept and scope of lifelong learning 3. Contrasts adult education and continuing education 4. Illustrates the need and relevance of contemporary practices adult learning	1.1 Philosophical and sociological basis of lifelong learning Need and relevance in contemporary world 1.2 Concept and Scope of lifelong learning Functional Literacy Awareness/ Conscentization Continuing education Empowerment of down trodden 1.3 Adult and continuing Education- Evolution of concept Aim,Need and relevance in the Contemporary world and practice	<ul style="list-style-type: none"> • Discussion • Peer learning • Lecture

Unit- II: FORMS AND TRENDS OF LIFELONG LEARNING (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approach
1. Categorizes different forms of learning 2. Compares lifelong learning in UK,USA, Tanzania and China 3. Identifies the role and responsibilities of UNESCO institute of learning.	2.1 Social Learning 2.2 Action Learning 2.3 Cognitive Learning 2.4 Experiential Learning 2.5 Formal education, Non formal education and Informal education 2.6 Lifelong learning in USA, UK,Tanzania and China 2.7 Role and responsibilities of UNESCO Institute of Learning	<ul style="list-style-type: none"> • Lecture • Discussion • Peer learning • Seminar

Unit- III: SUPPORT SYSTEMS FOR LIFELONG LEARNING (20 Hours)

Learning Outcome	Content	Suggested Strategies and Approach
1. Appraises total literacy campaign and achievement in literacy 2. Analyses different lifelong learning support system 3. Describes the role of higher agencies in adult and continuing education. 4. Examines the extension and out reach programme.	3.1 Total Literacy Campaign (TLC) and achievement in literacy and continuing education 3.2 National Literacy Mission (NLM), Sakshar Bharath Mission Centre and State Level Organizations of adult and continuing education programmes 3.3 Role of higher education agencies in adult, continuing and lifelong education Departments/ Centre for adult and continuing education, extension education and field outreach programmes	<ul style="list-style-type: none"> • Discussion • Peer learning • Seminar • Lecture

Unit- IV: ANDRAGOGY AND PSYCHOLOGY OF ADULT LEARNERS (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Defines Androgogy 2. Identifes the role of Psychology in adult learning. 3. Selects teaching methods and materials for adult learning	4.1 Andragogy, Concept and Scope 4.2 Implication for lifelong learning. 4.3 Psychology of Adult learners Principles of adult learning and curriculum development for adults. 4.4 Methods and materials for lifelong learners, Print and Electronic media	<ul style="list-style-type: none"> • Lecture • Discussion • Peer learning • Seminar

Unit – V: EMERGING TRENDS IN LIFE LONG LEARNING (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Identifies the emerging trends in lifelong learning. 2. Illustrates the models of extension work 3. Analyses the impact of globalization and liberalization on lifelong learning.	5.1 Strategies for bringing extension, as the third dimension off higher education system. 5.2 Models for extension work – monitoring, evaluation and award of academic credit for extension work in postgraduate departments and colleges 5.3 Design, type, methods and implementation of extension projects 5.4 Impact of globalization and liberalization onlife long learning/ characteristics 5.5 Open Learning, Prior Learning & significance of MOOC	<ul style="list-style-type: none"> • Discussion • Seminar • Lecture • Debate • Peer learning

ASSESSMENT

1. Assignment
2. Reflective journal
3. Self assessment
4. Seminar
5. Tests

TASKS/PRACTICUMS (any two)

1. Develop a questionnaire and conduct an educational survey in your locality. Analyse and interpret the data and prepare the report.
2. Visit an adult education agency and prepare a report of its functioning.
3. Visit a tribal/slum area and prepare a report of the socio economic conditions.
4. Conduct a programme in a village for motivation of adults.
5. Collaborate with local community organizations and adult education centers to provide support and educational guidance.

📖 PRESCRIBED READINGS

- Alford, H. J. (1968). *Continuing education in action: Residential centres for lifelong learning*. Wiley.
- Belanger, P., & Gelpi, E. (1995). *Lifelong education*. Kluwer Academic Publishers.
- International Journal of Adult and Lifelong Education, Vol. No. 1. (2003). *UNESCO & UNDP documents and publications*.
- Jarvis, P. (1990). *International dictionary of adult and continuing education*. Routledge.
- Pillai, K. S. (1997). *Education for all and forever*. The Associated Publishers.
- Venkataiah, S. (2000). *Lifelong and continuing education*. Anmol Publications Pvt. Ltd.

📖 SUGGESTED READINGS

- Jethithar, B. (1996). *Adult education & extension*. APH Publishers.
- Pillai, K. S. (1997). *Education for all and forever*. The Associated Publishers.
- Rahi, A. L. (1996). *Adult education policies and programmes*. Associated Publishers.
- Rao, V. J. (2000). *Problems of continuing education*. Discovery Publishing House.
- Roy, N. R. (1967). *Adult education in India and abroad*. Chand Publishers.
- Singh, U. K., & Sudarshan, K. N. (1996). *Non-formal and continuing education*. Discovery Publishing House.
- University Grants Commission. (2007-2012). *UGC guidelines of lifelong learning and extension*. University Grants Commission.
- Yadav, R. S. (1991). *Adult education training and productivity*. Indian Publications.

*Course Code: MED4EC007**Elective Course***M. Ed. DEGREE PROGRAMME****Semester- IV****LIFE SKILL EDUCATION**

(4 credits – 120 hours)

Preface

Life skill education is a holistic approach that empowers individuals with the necessary competencies to navigate life challenges, make informed decisions, and contribute positively to society. This course aims to equip educators with a comprehensive understanding of life skill education, enabling them to design, implement, and evaluate effective programs that foster the holistic development of learners. By exploring the theoretical foundations, practical applications, and contemporary issues in life skill education, this course will prepare educators to cultivate students' potential and equip them with the tools to thrive in an ever-changing world.

 COURSE OUTCOMES

On successful completion of the course, the Prospective Teacher Educator

1. Explains the concept, need, categories, approaches and methods of life skills education
2. Proposes strategies to enhance interpersonal skills
3. Investigates into the role of teachers on social and negotiation skills.
4. Generates skill to overcome the obstacles in problem solving
5. Identifies the strategies of coping with emotion and stress
6. Compares the effects of exercise, yoga and meditation in life style enhancement
7. Justifies the need for mental health stability for teachers
8. Employs social and negotiation techniques to foster positive relationships and interactions
9. Interprets the role of teachers in life skills education
10. Integrates 21st century skills to support students to accommodate educational and social environment complexities

Unit-I: INTRODUCTION TO LIFE SKILLS EDUCATION (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Defines life skill education 2. Explains the concept, need, categories, approaches and methods of life skill education 3. Illustrates the life skill education in Indian context	1.1 Life Skill Education: definition, need, categories, Theoretical Foundations of Life Skill, Evolution of the Concept of Life Skill- UN Inter agency Meeting, Hamburg Declaration, Dakar Framework, Pillars of Education and Life skills Life Skills and Capacity development 1.2 Life Skill Education: Generic, problems specific and area specific skills, ten core life skills 1.3 Role of teachers in Life Skill Education 1.4 Livelihood skills and survival skills 1.5 Life Skill Education in the Indian context 1.6 Life skills across Life Span	<ul style="list-style-type: none"> • Lecture • Discussion • Group Discussion • Peer Learning • Multimedia approach

Unit-II: SOCIAL AND NEGOTIATION SKILLS (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approach
1. Discusses the strategies to enhance self-awareness 2. Explains the components of empathy 3. Selects strategies to enhance interpersonal skills 4. Identifies the role of teachers social and negotiation skills.	2.1 Self-Awareness: Definition, Importance, dimensions, Strategies to enhance self-awareness 2.2 Empathy: Definition, Concept, components, Significance, methods to develop empathy 2.3 Negotiation Skills- importance, ways of development 2.4 Effective Communication: Definition, concept, functions, communication cycle, communication styles, barriers, means of improvement 2.5 Interpersonal Relationship: Definition, need, factors affecting relationship, strategies to enhance interpersonal skills 2.6 Importance of social and negotiation skills for teachers	<ul style="list-style-type: none"> • Lecture • Group Discussion • Peer Learning • Multimedia approach

Unit-III: 21st CENTURY SKILLS AND COPING SKILLS (20 Hours)

Learning Outcomes	Content	Suggested Strategies and Approach
1. Compares critical thinking and creative thinking skills 2. Identifies skill to overcome the obstacles in problem solving 3. Detects the effects of emotions, stress and identifies the strategies of coping with emotion and stress 4. Justifies the need for 21 st century skills	3.1 Thinking Skills: Creative thinking: Meaning, characteristics of a creative person, stages, attitude blocking creativity Critical Thinking: Meaning, steps and ways to develop critical thinking Problem Solving: Definition, Steps in Problem Solving and obstacles Decision Making: Definition, types, steps and models of Decision Making Coping Skills: 3.2 Coping with Emotions: Importance, positive emotions and avoidable emotions and coping strategies Coping with Stress: importance, stress signals and Coping Strategies 3.3 Need for 21 st century skills and coping skills	<ul style="list-style-type: none"> • Active learning strategies • Brain storming • Group discussions • Digital Presentation • Lecture – Discussion • Group Discussion • Peer Learning

Unit-IV: LIFE SKILLS FOR INCLUSIVE EDUCATION (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approach
<ol style="list-style-type: none"> 1. Integrates goal setting and time management for personal effectiveness 2. Analyses the role of lifeskills promoting inclusion and diversity 3. Identifies the importance for life skills for personal effectiveness 4. Uses different approaches to impart lifeskills 5. Explains the role of teachers in Lifeskill education 	<p>4.1 Adapting life skills instruction for students with special needs :</p> <p>Promoting inclusion and diversity through life skills</p> <p>Understanding and Celebrating Diversity</p> <p>Building empathy and understanding among students.</p> <p>Legal and Ethical Responsibilities in Inclusive Education</p> <p>Building Inclusive Leadership</p> <p>Creating Accessible Spaces</p> <p>Addressing Unconscious Bias</p> <p>4.2 Pedagogical Approaches</p> <p>Experiential learning activities</p> <p>Role-playing and simulations</p> <p>Group discussions and debates</p> <p>Case studies and problem-based learning</p> <p>4.3 Role of teachers in Lifeskill education</p>	<ul style="list-style-type: none"> • Group Discussion • Presentation of Samples • Brainstorming

Unit-V: LIFE SKILLS FOR PHYSICAL AND MENTAL HEALTH (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
<ol style="list-style-type: none"> 1. Distinguishes the importance of nutrition and balanced diet for maintaining health 2. Identifies the importance of hygiene 3. Analyses the effects of exercise, yoga and meditation in life style enhancement 	<p>5.1 Nutrition and Health- Balanced Diet, Eating Behavioral Disorder-types, abuses, consequences and remedial measures</p> <p>5.2 Hygiene - Personal Hygiene-Sleep Hygiene</p> <p>5.3 Life Style Enhancement- Recreation, Exercise, Yoga and Meditation - -Stress Management, Mindfulness</p>	<ul style="list-style-type: none"> • Group Discussion • Presentation of Samples • Brainstorming • Teamwork • Role play

ASSESSMENT

1. Artifacts
2. Brainstorming
3. Dramatisation
4. News letter
5. Role play
6. Seminar presentation
7. Skill demonstration
8. Tests

TASKS /PRACTICUMS (Any two)

1. Develop a life skills module for a specific grade level
2. Prepare practical strategies for integrating life skills into classroom teaching.
3. Create a Peer-Led Inclusion Circle and present a reflective report
4. Conduct a creative expression workshop and upload in your blog.
5. Prepare a Life skill Assessment Scale or Rubrics

📖 PRESCRIBED READINGS

- Almente, R. (2022). *A practical guide to soft skills: Communication, psychology, and ethics for your professional life*. Laxmi Publications.
- Bhagyashree, A. D. (2016). *Life skills education*. Neelkamal Publications Pvt Ltd.
- Facilitators Manual on Enhancing Life Skills. (2008). RGNIYD.
- Joseph, K. S. (2008). *Equip yourself with life skills*.
- Muley, D. S. (2009). *A book of healthy life style and life skills*.
- Prakash, B. (Ed.). (2003). *Adolescence and life skills*. Common Wealth Youth Program, Asian Center, Commonwealth Secretariat.
- Sandhan, Society for Education & Development. (2005). *Life skills education, training module*. Better Yourself Books.
- Thomas, G. (2006). *Life skill education and curriculum*. Shipra Publications.
- YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV (2008). Department of Education and State Council of Educational Research and Training.

📖 SUGGESTED READINGS

- Adams, G. R. (1996). *Psychosocial development during adolescence*. New Delhi.
- Baron, R., & Byrne, D. (2006). *Social psychology* (11th ed.). PHI Publishers.
- Dahama, O. P., & Bhatnagar, O. P. (2005). *Education and communication for development* (2nd ed.). Oxford & IBH Publishing Co. Pvt. Ltd.
- Kochhar, S. K. (2006). *Educational and vocational guidance in secondary schools*. Sterling Publishers Private Limited.
- Nair, M. K. C. (2002). *Adolescent and family life education*. Prism Books Pvt. Ltd.
- Taylor, E. S., et al. (2006). *Social psychology* (12th ed.). Sheel Print N Pack.