

Course Code: MED4PC006

Perspective Course

M.Ed. DEGREE PROGRAMME
Semester- IV
TRENDS IN EDUCATIONAL MANAGEMENT AND ADMINISTRATION
(4 credits– 120 hours)

 **COURSE LEARNING OUTCOMES**

On successful completion of course the prospective teacher educator will be able to:

1. Examine the principles of Educational administration and management
2. Categorize the administration and management structure at different levels of Education
3. Describe the current trends in educational management
4. Identify the roles and responsibilities of different agencies
5. Explain the management theories of Fayol, Gullick and Urwick, Douglas McGregor, Peter Druck, Weber and Taylor
6. Analyse the contribution of various theories of Management
7. Identify the different types of relationships in management of human resources
8. Examine the management of Infrastructure
9. Describe the role of leadership in good governance
10. Identify the governance indifferent types of educational setups

Unit – I: INTRODUCTION TO EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
<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: definition, 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 	<ul style="list-style-type: none"> • Tests (Oral / Written) • Report of the seminar • Assignment • Report of the group discussion

Unit - II: CURRENT TRENDS IN EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Recognises 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. Examines the modern approaches of management	2.1 Current trends in educational management 2.2. Quality management in education. 2.3 Roles and responsibilities of different agencies NUEPA NCERT SITE SIEMAT 2.4 Total Quality Education(TQE) 2.4.1 Assessment and accreditation of Higher Education Institutions- criteria, techniques and issues.	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion • Peer learning • Small group discussion • Seminar (visual presentation) 	<ul style="list-style-type: none"> • Tests • Assignment • Report of discussion • Written Test • Report of seminar

Unit-III: THEORIES OF ORGANIZATIONAL MANAGEMENT

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains the management theories of Fayol, Gullick and Urwick, Douglas McGregor, Peter Druck, Weber and Taylor 2. Evaluates the contribution of various theories of Management	3.1 Fayol's principles of management: Administrative theory 3.2 Gullick and Urwick- Competency concept of Graft- Theory "X" and Theory "Y" of Douglas Mc Gregar 3.3 Theory of management by objectives by Peter Druck 3.4 Weber's bureaucratic approach 3.5 Taylor's principles of scientific management.	<ul style="list-style-type: none"> • Lecture cum discussion • Seminar with Visual presentation • Small group discussion 	<ul style="list-style-type: none"> • Tests • Assignment • Report of discussion

Unit – IV: HUMAN RESOURCE MANAGEMENT IN EDUCATIONAL INSTITUTION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
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. Evaluates the Management Information System in Education. 5. Analyses Fiscal Management	4.1 Management of Human Resource: 4.1.1 Inter- Personal, 4.1.2 Teacher- Taught relationship 4.1.3 Teacher-Teacher relationship 4.1.4 Head- Teachers relationship 4.1.5 Teacher –Parent relationship 4.1.6 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 	<ul style="list-style-type: none"> • Class test • Assignment • Test • Assignment

Unit – V: GOVERNANCE IN EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<ol style="list-style-type: none"> 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 indifferent types of educational setups 	<p>5.1 Governance: 5.1.1. Meaning and rationale for good governance</p> <p>5.2. Criteria for assessing effectiveness of governance.</p> <p>5.3 Role of leadership in good governance</p> <p>5.4. Governance in different types of educational setups. 5.4.1 Participatory school governance</p>	<ul style="list-style-type: none"> • Lecture cum discussion • Peer learning • Seminar (visual presentation) • Small group discussion 	<ul style="list-style-type: none"> • Report of discussion • Assignment • Questioning • Written test • Report of the seminar • Report of discussion

SUGGESTED ACTIVITIES (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 role of SDMC/SMC/PTA in improving quality of school governance.
3. Prepare a report on Latest research on Educational Administration and Management.
4. Write a consolidated report of different theories of educational administration and their contributions.

**PRESCRIBED READING**

- 1 Bush, T. (1986). *Theories of Educational Management*. London: Harper and Row.

- 2 Bush, T. (1995). *Theories of Educational Management*. (2nd edn.), London: Paul Chapman.
- 3 Pandya, S.R.(n.d.).*Administration and Management of Education*, New Delhi: Himalaya Publishing House.
- 4 Lambal,T.P., Saxena,V. R., & Murthy, V. *Educational Administration Planning andSupervision*. New Delhi: Daoba house.
- 5 Chandrasekaran, Premila. *Educational Planning and Management*. New Delhi: Sterling Publication Pvt.
- 6 Chaudhary, Namita, Roy.(n.d.) *Management in Education*. New Delhi: A.P.H. Publishing Corporation.

SUGGESTED READING

1. Albrecht, K. (1983). *New systems view of the organization: Organization Development*. Englewood Cliffs, NJ: Prentice-Hall.
2. Anderson, C.R. (1988). *Management: Skills, Functions and Organization Performance*. NewYork: Allyn and Bacon.
3. Bernard, C. 1938. *The Functions of the Executive*. Cambridge, MA: Harvard University Press. See pages 65-114.
4. Burns, T.G., & Stalker, G.M. (1961). *The Management of Innovation*. London: Tavistock Institute.
5. Crainer, S. (1998) *Key Management Ideas: Thinkers That Changed the Management World*. (third edition) London: Financial Times Prentice Hall.
6. Crainer, S. and Dearlove, D. (2001). *Financial Times Handbook of Management*. (second edition). London: Financial Times Prentice Hall.
7. David, S.M., & Lawrence, P.R. (1978). Problems of matrix organizations. *Harvard Business Review*, May-June: 131-142.
8. Fayol, H. (1949). *General and Industrial Management*, translated by Constance Storrs. London: Pitman.
9. Gulick, L., & Urwick, L. (eds) (1937). *Papers on the Science of Administration*. New York, NY: Institute of Public Administration.
10. Luthans, F. 1985. *Organizational Behaviour*. Singapore: McGraw-Hill.

11. Milgram, S. 1974. *Obedience to Authority*. New York, NY: Harper & Row.
12. Roethlisberger, F.J., & Dickson, J.W. 1943. *Management and the Worker*. Cambridge, MA: Harvard University Press.
13. Seiznick, P. 1949. *TVA and the Grass Roots*. Berkeley, CA: University of California Press.
14. Shannon, C.E., & Weaver, W. 1949. *The Mathematical Theory of Communication*. Urbana, IL: University of Illinois Press.
15. Taylor, F.W. 1947. *Principles of Scientific Management*. New York, NY: Harper.
16. Tosi, H.L., Rizzo, J.R., & Carroll, S. 1986. *Managing Organizational Behaviour*. New York, NY: Pitman.

Course Code: MED4TC004

Tool Course

**M.ED. DEGREE PROGRAMME
SEMESTER-IV**

APPROACHES AND PRACTICES IN COUNSELLING PSYCHOLOGY
(4 credits – 120 hours)

☞ **COURSE LEARNING OUTCOMES**

On successful completion of course, the prospective teacher educator will be able to:

1. Examine the basic concepts of nature of guidance and counseling.
2. Classify the areas and types of guidance and counseling on the basis of their purposes.
3. Demonstrate the various skills of a counselor relevant for solving various life problems.
4. Practice various techniques used in managing emotions
5. Identify the characteristics of children of abuse, addiction, learning disabled and ADHS, and provide needed help to them.
6. Prepare suitable measures to overcome the psychological illness of suicidal tendencies.
7. Critically evaluates the effectiveness and appropriateness of different types of therapies.
8. Diagnosis the symptoms of clients and decide the type of therapy suitable for the mental disorder.
9. Invent the strategies for stress and conflict management.
10. Practice various communication skills in strengthening family relationships.

Unit- I: NATURE AND SCOPE OF GUIDANCE AND COUNSELLING

Learning Outcomes	Content	Strategies and Approaches	Assessment
1. Examines the nature and basic concepts of guidance and counselling 2. Classifies the	1.1 Guidance: Concept, Nature, Principles and Need. 1.1.1 Areas of guidance - Educational, vocational, Personal,	<ul style="list-style-type: none"> • Group discussion • Assignment • Lecture / briefing • Seminar and discussion 	<ul style="list-style-type: none"> • Oral questions • Assignment evaluation • Test (written/oral)

<p>areas and types of guidance and counselling</p> <p>3. Relates the principles of guidance with that of counselling</p> <p>4. Analyses the merits and demerits of different levels of counselling</p>	<p>Health and Social</p> <p>1.1.2 Types of guidance : Group and Individual</p> <p>1.2. Counselling : Concept, Nature, Principles and Need</p> <p>1.2.1 Types of counseling – Directive, Non-directive and Eclectic</p>	<ul style="list-style-type: none"> • Digital presentation 	
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Unit -II: COUNSELLING SKILLS

Learning Outcomes	Content	Strategies and Approaches	Assessment
<p>1. Demonstrates various skills of a counsellor suitable for solving different problems</p> <p>2. Practices various techniques used in managing emotions</p> <p>3. Appraises the role of the counsellor in maintaining mental health of children</p>	<p>2.1 Counsellor as a person – personal characteristics, role and function</p> <p>2.2 Communication skills – listening skills, advice giving, goal setting, reinforcement, closure and empathy</p> <p>2.3 Techniques of helping and working with emotions – self monitoring, feelings and action, facilitating problem solving</p> <p>2.4 Skills for counseling children in groups</p>	<ul style="list-style-type: none"> • Lecture / briefing • QA session • Assignment • Seminar • Peer learning • Group discussion • Digital presentation 	<ul style="list-style-type: none"> • Test (written/oral) • Assignment evaluation

Unit-III: COUNSELLING SPECIAL POPULATION

Learning Outcomes	Content	Strategies and Approaches	Assessment
<ol style="list-style-type: none"> 1. Identifies the characteristics of children of addiction, hearing disabilities and ADHA. 2. Discriminates the symptoms of autistic children from other mental disorders 3. Proposes suitable measures to overcome psychological illness of suicidal tendencies 4. Plans awareness programme against drug addiction and alcoholism. 	<ol style="list-style-type: none"> 3.1 Counselling in the context of abuse and addiction – 3.2 Identifying suicidal tendencies and counseling for suicide prevention 3.3 Counselling for the learning disabled 3.4 Counselling for the children with ADHD & Autism Spectrum disorder 	<ul style="list-style-type: none"> • Lecture / briefing • Digital presentation • group discussion • Extension and field outreach • Assignment • Case study • Seminar • Peer learning 	<ul style="list-style-type: none"> • Class test • Assignment evaluation • Observation of classes • Field level observation and reporting

Unit-IV: COUNSELLING THERAPIES

Learning Outcomes	Content	Strategies and Approaches	Assessment
1. Discusses various concepts and theories of different therapies. 2. Diagnoses the symptoms of clients and decide the type of suitable therapy 3. Evaluates the effectiveness and appropriateness of cognitive, behavioural and humanistic therapies. 4. Visits various therapeutic centres to know the therapy was put into practice	4.1 Behavioural therapy 4.2 Cognitive therapy. 4.3 Cognitive Behavioural Therapy (CBT) 4.4 Rational Emotive behavioural Therapy 4.5 Family Therapy 4.6 Gestalt Therapy 4.7 Hypnotherapy 4.8 Integrative Approaches 4.9 Play Therapy 4.10 Reality Therapy	<ul style="list-style-type: none"> • Lecture / briefing • Digital presentation • group discussion • Assignment • Seminar • Peer learning 	<ul style="list-style-type: none"> • Class test • Assignment evaluation • Observation of classes

Unit-V: SELF MANAGEMENT EDUCATION

Learning Outcomes	Content	Strategies and Approaches	Assessment
1. Invents the strategies for stress and conflict management 2. Builds proper decision making and problem solving skills	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 / briefing • Digital presentation • group discussion • Assignment • Seminar • Peer learning 	<ul style="list-style-type: none"> • Class test • Assignment evaluation • Observation of classes

<p>3. Practices various communication skills in strengthening family relationships</p> <p>4. Discusses the ways to maintain good interpersonal relationship.</p>			
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SUGGESTED ACTIVITIES (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. Analyse the different counselling therapies and prepare a report

PRESCRIBED READINGS

1. Baron, R. & Byrne, D. (2003). *Social Psychology (10th ed)*. New Delhi: Prentice Hall.
2. Charles, Kiruba. & Jyotsna, N.G. (2012). *Guidance and Counselling*. New Delhi: Kanishka Publishers.
3. Choudhary, G.B. (2014). *Adolescence Education*. New Delhi: PHI Learning Pvt Limited.
4. Department of Education & State AIDS Control Society (2005). *YUVA – School Adolescence Education Programme – Handbook for Teachers*. New Delhi.
5. Mangal, S.K. (2007). *Advanced Educational Psychology*. New Delhi: Prentice Hall.
6. MHRD, NACO and UNICEF (2005). *Growing up in a World with HIV/AIDS, FAQ Booklets for students, Adolescence Education Programme*,
7. NCERT (2005). *Adolescence Education in Schools – Life skills Development General Framework; National Population Education Project*, Dept. Of Education in social Science and Humanities, New Delhi, India
8. Sharma, R. A. (2008). *Fundamentals of Guidance and Counselling*. Meerut: R. Lall Book

9. Rao, Narayana S. (2008). *Counselling and Guidance*. New Delhi: Tata McGraw Hill Publishing Company Limited.
10. Shrivastava, K. K. (20). *Fundamentals of Guidance and Counselling*. Meerut: R. Lall Book

SUGGESTED READING

1. CBSE (1999). *Population and Adolescent Education– A Training Package*, New Delhi
2. MHRD (2004) Life Skills Modules, Adolescence Education Programme, MHRD & NACO & UNICEF, Delhi.
3. NCERT,(2005); Adolescence Education in Schools- Life skills Development General Framework; Dept. Of Education in Social Science and Humanities, New Delhi, India.
4. NCERT & NACO (1994). *AIDS Education In School: A Training Package*: New Delhi.
5. Rao, Narayana S. & Shahajpal, Prem. (2013). *Counselling and Guidance*. New Delhi: Tata McGraw Hill Publishing Company Limited.

Course Code: MED4EC001

Elective Course

M.Ed. DEGREE PROGRAMME
Semester- IV
ECONOMICS OF EDUCATION
 (4 Credits - 120 Hours)

✍ COURSE LEARNING OUCOMES

On successful completion of course, the prospective teacher educators will be able to:

1. Distinguish the contributions of great thinkers for the development of economics of education
2. Compute demands and supply in education
3. Appraise the role of education in economic development
4. Evaluate the economic values of education
5. Measure the process of different types of educational costs
6. Analysis the direct and indirect benefits of education
7. Synthesis the different principles and approaches of man power planning
8. Combine different approaches for man power planning
9. Annotate on the concept of financing of education
10. Justify the relation of central and state in financing education.

Unit-I: INTRODUCTION TO ECONOMICS OF EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Defines economy of education 2. Explains the contributions of great thinkers for the development of economics of education 3. Correlates demand and supply in education	1.1 Economics of Education : Concept, Scope and Significance 1.2 Contributions of Adam Smith, Karl Marx and Gandhiji 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 	<ul style="list-style-type: none"> • Assignment evaluation • Test (Oral/ Written)

Unit-II: EDUCATION AND ECONOMIC DEVELOPMENT

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
<ol style="list-style-type: none"> 1. Argues the sustainable socio-economic development in education 2. Analyses the consequences of privatization in education 3. Categorizes the forms of different capitals 4. Expands 5E's of economics of education 	<ol style="list-style-type: none"> 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 – a) Physical Capital b) Human Capital c)Fiscal Capital 2.5.1 Factors of production, 2.5.2 Role of Human Capital production activities 2.6 The economic value of Education-5Es of Economics of Education-Ecology, Environment, Energy, Education and Engineering. 2.7Teacher as a social entrepreneur- teacher potentialities for social entrepreneurship 	<ul style="list-style-type: none"> • Lecture • Group discussion and presentation • Seminar • Assignment • Peer learning 	<ul style="list-style-type: none"> • Evaluation of reports • Assignment evaluation • Test (Oral/ written)

Unit –III: COST BENEFIT ANALYSIS OF EDUCATION

Learning Outcomes	Content	Suggested strategies and Approaches	Assessment
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. Determines the cost benefits 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 	<ul style="list-style-type: none"> • Assignment Evaluation • Test (Oral/ Written) • Evaluation of records • Document verification

Unit-IV: EDUCATIONAL AND MAN POWER PLANNING

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
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. Surveys the effects of educated unemployment on economy	4.1 Concept of Educational Planning- Principles and approaches of educational planning, 4.1.1.Problems of educational planning in India 4.2 Institutional Planning and Budgeting. 4.3 Concept of Manpower Planning 4.3.1 Approaches to man power planning. 4.3.2 Manpower Planning in India. 4.3.3 Manpower Forecasting 4.4 Education and Unemployment 4.4.1 Effects of Educated Unemployment on economy	<ul style="list-style-type: none"> • Lecture • Group discussion and presentation • Seminars • Assignments 	<ul style="list-style-type: none"> • Assignment evaluation • Test(Oral/Written)

Unit-V: FINANCING OF EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Discusses the principles of financing of education 2. Debates on the public expenditure on education 3. Argues the policy issues in financing education 4. Supports the centre-state relations in financing education.	5.1. Financing of Education: - 5.1.1 Principles of financing education: Equity, Efficiency, Adequacy 5.2. Importance of public expenditure on education: its impact on development 5.2.1 Determinants of expenditure on education– Public, Household . 5.3.Role of Centre, State and Local - self government in educational finance 5.4.Policy Issues in Financing education: 5.4.1 Public expenditure on education in India 5.4.2 Center-state relations in financing education: Planning Commission, Finance commission- UGC- Neeti Ayog	<ul style="list-style-type: none"> • Lecture • Seminars • Assignments • Group discussion • and presentation 	<ul style="list-style-type: none"> • Assignment • evaluation Test (Oral/Written)

SUGGESTED ACTIVITIES (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 (rural/urban).
4. Conduct a survey to identify the rate of recruitment of B.Ed. degree holders of past five years in your institution.

📖PRESCRIBED READING

1. Aggarwal, J.C. (2003). Teaching of Economics: A Practical Approach. Agra: VinodPustakMandir.
2. Ahuja, A.K.(2007). Economics of Education. Delhi: Athors Press.
3. Blaug,M.(1972). Economics of Education.The English language book society and green and co ld.
4. Ganta, R. and Dash, B.N. (2005). Foundations of Education. Hyderabad: Neelkamal Publishers (P) Ltd.
5. Laxmidevi (1998).Economics of Education. New Delhi: Anmol Publications Pvt. Ltd.
6. Nagpal,C.S.& Mittal,A.C.(1993). Economics of Education. New Delhi: Anmol Publications Pvt. Ltd.
7. Natarajan S. (1990). Introduction to Economics of Education, New Delhi. Sterling Publications Pvt. Ltd.
8. Padmanabhan (1971). Economics of Educationa Planning in india. New Delhi:Arya Book Depot.
9. Patteti, A. P., &Thamarasseri, Ismail. (2014). Economics of Education. New Delhi: APH Publishing Corp.
10. Tilak, J. B. G. (1992). Educational Planning at Grassroots. New Delhi: Ashish Publishing House.

📖 SUGGESTED READING

1. Beeby, C.E. (1966). *The quality of Education in Developing Countries*. Cambridge: Harvard University Press.
2. Goel S.C. (1975). *Education and Economic Growth*. Delhi: Mac Millan Co of India.
3. GaraLat channa & JeiluOumer Hussein (2007). *New Delhi: Economics of Education*, Discovery Publishing House.
4. Panchamukhi P.R. (1989). *Economics of Educational Finance*. Bombay : Himalayan publishing House.
5. Pandit, H.N. (1969). *Measurement of Productivity and Efficiency of Education*, NewDelhi:NCERT.
6. Schultz, T.W. (1963). *The Economic Value of Education*. Newyork : Colombia University Press.
7. Tilak, J. B. G. (1989). *Education and its Relation to Economic Growth Poverty and Income Distribution: Past and Further Analysis*. Washington D. C : The World Bank.
8. U.N.D.P (1996) *Human development report*. New Delhi: Oxford university press.
9. World Bank (1986), *Financing Education in Developing Countries*: Washington D.C.

Course Code: MED4EC002

Elective Course

M.Ed. DEGREE PROGRAMME
Semester- IV
INCLUSIVE EDUCATION: PRACTICES AND ISSUES
(4 credits – 120 hours)

📖 COURSE LEARNING OUTCOMES

On successful completion of course, the prospective teacher educator will be able to:

1. Explain the historical and contemporary perspectives of inclusive education
2. Analyse the functions of various organizations of inclusive education
3. Examine the aspects of inclusive practices in schools
4. Estimate the role and function of special education teachers
5. Adapt suitable strategies for differentiating the aspects of inclusive classroom environment.
6. Assess the implications of CCE to facilitate inclusion
7. Discover the educational needs for differently abled
8. Integrate different models of collaboration for inclusive education
9. Analyse the current issues in education for differently abled
10. Investigate on the research evidence on efficacy and best practices associated with various issues of differently abled.

Unit- I: PERSPECTIVES IN INCLUSIVE EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
<ol style="list-style-type: none"> 1. Explains the historical and contemporary perspectives of inclusive education 2. Discusses the policy perspectives of UNCKPD-2016 3. Analyses the functions of various organizations of inclusive education 4. Recognizes the role of national institutes for differently abled. 	<p>1.1 Historical and contemporary perspectives to disability and inclusion</p> <p>1.2 Policy perspective: United Nations Convention of Rights of Persons with Disabilities (UNCRPD,2006)</p> <p>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)</p> <p>1.4 Role of national institutes for the differently abled</p>	<ul style="list-style-type: none"> • Lecture - Discussion • ICT enabled lecture • Document analysis • Small group discussion • Auto instruction • QA session 	<ul style="list-style-type: none"> • Test (oral) • Assignment • Test (written)

Unit-II: INCLUSIVE PRACTICES IN SCHOOLS

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 Identifying 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 	<ul style="list-style-type: none"> • Test(written) • Blog posts • Test (oral) • Assignment • Presentation

Unit-III: CLASSROOM ENVIRONMENT FOR INCLUSION

Learning Outcomes	Content	Suggested Strategies and Approach	Assessment
<ol style="list-style-type: none"> Adapts suitable strategies for differentiating the aspects of inclusive classroom environment. Determines the appropriate pedagogical strategies Assesses the implications of CCE to facilitate inclusion 	<ol style="list-style-type: none"> Strategies for differentiating content, lesson planning, classroom management behaviour Pedagogical strategies: Co-operative learning Peer tutoring, Social Learning, Buddy system, Reflective teaching, Multisensory teaching Continuous and Comprehensive Evaluation (CCE) and its implications to facilitate inclusion 	<ul style="list-style-type: none"> Lecture-discussion Small group Discussion Auto-instruction Peer learning Meaningful verbal expression 	<ul style="list-style-type: none"> Test(written) Presentation Written test Assignment

Unit-IV: ADAPTATIONS AND ACCOMMODATIONS FOR DIVERSE LEARNERS

Learning Outcomes	Content	Suggested Strategies and Approach	Assessment
<ol style="list-style-type: none"> Discovers the educational needs for differently abled Relates different disabilities of various kinds of adoption and accommodation 	<ol style="list-style-type: none"> Identification of the educational needs of the differently abled 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 	<ul style="list-style-type: none"> Test(written) Blog posts Written test Presentation Assignment

Unit-V: COLLABORATIVE PROGRAMMES AND RESEARCHES IN INCLUSIVE EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Integrates different models of collaboration for inclusive education 2. Analyses the current issues in education for differently abled 3. Investigates on 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 • Auto instruction • Journal articles 	<ul style="list-style-type: none"> • Assignment • Presentation • Blog posts • QA session • Class test • Report

SUGGESTED ACTIVITIES (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 Centres 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 READING

1. Alice, Rajkumar, M., Rita Sundari, D., & Digumarti, Bhaskara, Rao, (2004). *Special Education* New Delhi: Discovery Publishing House.
2. Bharat, Singh. (2008). *Modern teaching of exceptional children*. New Delhi: Anmol Publications.

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4. Constitution of India (1950). Article 41, *Ministry of Law and Justice*, New Delhi.
5. Gartner, A. & Lipsky, D. D. (1997) *Inclusion and school reform transferring America's classrooms*, P. H. Brookes Pub. Baltimore.
6. Hegarthy, S. & Alur, M. (2002) *Education of children with special needs: From segregation to inclusion*, Corwin press, sage Pub

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7. Jha, M. M. (2002). *School Without Walls: Inclusive Education for All*. Oxford, Heinemann.
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 9. Karten, T. J. (2007) *More inclusion strategies that work*. Corwin press, sage Pub
 10. M. C. Gore (2004). *Successful Inclusion strategies for secondary and middle school teachers*, Crowin Press, Sage Pub.
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 14. UNESCO (1994). *The Salamanca statement and framework for action on special needs education*. Paris.

Course Code: MED4EC003

Elective Course

M. Ed. DEGREE PROGRAMME

Semester- IV

LIFELONG LEARNING

(4 credits – 120 hours)

✍ **COURSE LEARNING OUTCOMES**

On successful completion of course, the prospective teacher educator will be able to:

1. Combine the philosophical and sociological basis of lifelong learning
2. Interpret the concept of lifelong learning
3. Categorize the forms of lifelong learning
4. Correlate lifelong learning in UK, USA, Tanzania and China
5. Integrate the different support system of lifelong learning
6. Analyse the role of higher educational institutions in adult and continuing lifelong learning.
7. Assess the implications of Androgogy and Psychology for lifelong learning.
8. Examine the strategies for lifelong learning.-
9. Formulate theories on the impact of liberalization and globalization.

Unit- I: PHILOSOPHICAL AND SOCIOLOGICAL BASIS OF LIFELONG LEARNING

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
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 world of practices.	1.1 Philosophical and sociological basis of lifelong learning 1.1.1 Need and relevance in contemporary world 1.2 Concept and Scope of lifelong learning 1.2.1 Functional Literacy 1.2.2 Awareness/Consentization 1.2.3 Continuing education 1.2.4 Empowerment of down trodden 1.3 Adult and continuing Education 1.3.1 Evolution of concept 1.3.2 Aim 1.3.3 Need and relevance in the contemporary world and practice.	<ul style="list-style-type: none"> • Discussion • Peer learning • Lecture 	<ul style="list-style-type: none"> • Test (oral/written) • Assignment • Seminar • presentation

Unit- II: FORMS AND TRENDS OF LIFELONG LEARNING

Learning Outcomes	Content	Suggested Strategies and Approach	Assessment
1. Categorizes different forms of learning 2. Compares lifelong learning in UK,USA, Tansania and China 3. Detects 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 Adult and 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 	<ul style="list-style-type: none"> • Assignment • Test (oral/ written)

Unit- III: SUPPORT SYSTEMS FOR LIFELONG LEARNING

Learning Outcome	Content	Suggested Strategies and Approach	Assessment
1. Exemplifies total literacy campaign and achievement in literacy 2. Correlates different lifelong learning support system 3. Describes the role of higher agencies in adult and continuing education. 4. Debates on the extension and field 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 1.3 Role of higher education agencies in adult, continuing and lifelong education 3.3.1 Departments/ Centre for adult and continuing education, extension education and field outreach programmes	<ul style="list-style-type: none"> • Discussion • Peer learning • Seminar • Lecture 	<ul style="list-style-type: none"> • Assignment • Test(oral/written) • Seminar presentation

Unit- IV: ANDRAGOGY AND PSYCHOLOGY OF ADULT LEARNERS

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Defines Androgogy 2. Assesses the implications of androgogy in lifelong learning 3. Expands the role of psychology in adult learning. 4. Lists out teaching methods and materials for adult learning	4.1 Andragogy, Meaning and Concept 4.1.1 Implication for lifelong learning. 4.2 Psychology of Adult learners 4.2.1 Principles of adult learning and curriculum development for adults. 4.2.2 Teaching methods and materials for adult/lifelong learners, Print and Electronic media 4.2.3 Lifelong learning needs of industries	<ul style="list-style-type: none"> • Lecture • Discussion • Peer learning • Seminar 	<ul style="list-style-type: none"> • Test (oral/written) • Assignment

Unit – V: EMERGING TRENDS IN LIFE LONG LEARNING

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the emerging trends in lifelong learning. 2. Examines the strategies for bringing extension in higher education 3. Illustrates the models of extension work 4. 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 on lifelong learning/ characteristics/indicator of LLL 5.5 Open Learning / Prior Learning & MOOC, Hamburg declaration	<ul style="list-style-type: none"> • Discussion • Seminar • Lecture • Debate • Peer learning 	<ul style="list-style-type: none"> • Test (oral/written) • Assignment • Seminar presentation

SUGGESTED ACTIVITIES (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.

 **PRESCRIBED READING**

- 1 Alford, Harold J. (1968): Continuing education in action : residential centres for lifelong learning. New York : Wiley.
- 2 Belanger. P. & Gelpi, E. (1995). Lifelong Education, London: Kluwer Academic Publishers.
- 3 International Journal of Adult and Lifelong Education, Vol. No.1, (2003), UNESCO & UNDP Documents and Publications.
- 4 Jarvis, Peter, (1990): International dictionary of adult and continuing education, London, Routledge.
- 5 Pillai, K. S. (1997). Education for all and forever. Ambala Cantt: The Associated Publishers
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- 1 Jethithar, Bharti,(1996) : Adult Education & Extension. New Delhi: APH Publishers.
- 2 Pillai, K. S. (1997). Education for all and forever. Ambala Cantt: The Associated Publishers.
- 3 Rahi, A.L, (1996): Adult Education Policies and Programmes, Ambala Cantt. Associated Pubs.
- 4 Rao, V. J. (2000). Problems of continuing education. New Delhi: Discovery Publishing House.
- 5 Roy, Nikhil Ranjan, (1967): Adult Education in India and abroad. Delhi: Chand, Publishers.
- 6 Singh, U.K. & Sudarshan, K.N. (1996): Non-Formal and Continuing Education, New Delhi: Discovery Publishing House
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- 8 Yadav, Rajender Singh, (1991): Adult Education Training and Productivity, Ambala Cantt. Indian Publications.

Course Code: MED4EC004

Elective Course

M.Ed. DEGREE PROGRAMME
Semester- IV
LIFE SKILLS EDUCATION: ISSUES AND PRACTICES
 (4 credits-120 hours)

📖 COURSE LEARNING OUTCOMES

On successful completion of course the prospective teacher educator will be able to:

1. Explain the concept, need, categories, approaches and methods of life skills education
2. Interpret the role of teachers in life skills education
3. Develop strategies to enhance interpersonal skills
4. Investigates into the role of teachers social and negotiation skills.
5. Generate skill to overcome the obstacles in problem solving
6. Detect the effects of emotions, stress and identifies the strategies of coping with emotion and stress
7. Analyse the effectiveness of study skills, memory technique and preparation for examination.
8. Decide the important essential elements for life skills for personal effectiveness
9. Compare the effects of exercise, yoga and meditation in life style enhancement
10. Justify the need for mental health stability for teachers

Unit-I: INTRODUCTION TO LIFE SKILLS EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Defines life skills education 2. Explains the concept, need, categories, approaches and methods of life skills education 3. Interprets the role of teachers in	1.1 Life Skills Education: definition, concept, need, categories approaches and methods of teaching/learning life skills education 1.2 Life Skills Education: Generic, problems specific and area specific skills, ten core life skills	<ul style="list-style-type: none"> •Lecture - Discussion •Group Discussion • Peer Learning • Multimedia approach 	<ul style="list-style-type: none"> •Tests (oral / written) •Seminar presentation •Report

life skills education 4. Illustrates the life skill education in Indian context	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 Learning throughout life		
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Unit-II: SOCIAL AND NEGOTIATION SKILLS FOR TEACHERS

Learning Outcomes	Content	Suggested Strategies and Approach	Assessment
1. Discusses the strategies to enhance self-awareness 2. Lists out the components of empathy 3. Develops strategies to enhance interpersonal skills 4. Investigates into 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. 1.6 Importance of social and negotiation skills for	<ul style="list-style-type: none"> • Lecture - Discussion • Group Discussion • Peer Learning • Multimedia approach 	<ul style="list-style-type: none"> • Tests (oral / written) • Seminar presentation • Report

	teachers		
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Unit-III: 21st CENTURY SKILLS AND COPING SKILLS

Learning Outcomes	Content	Suggested Strategies and Approach	Assessment
1. Correlates critical thinking and creative thinking skills 2. Generates 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. Evaluates the need for coping skills in the 21 st century.	3.1 Thinking Skills: 3.1 Creative thinking: Meaning, characteristics of a creative person, stages, attitude blocking creativity 3.2 Critical Thinking: Meaning, steps and ways to develop critical thinking 3.3 Problem Solving: Definition, Steps in Problem Solving and obstacles 3.4 Decision Making: Definition, types, steps and models of Decision Making Coping Skills: 3.5 Coping with Emotions: Importance, positive emotions and avoidable emotions and coping strategies 3.6 Coping with Stress: importance, stress signals and Coping Strategies 3.7 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 	<ul style="list-style-type: none"> • Brainstorming • Observation • QA Session

Unit-IV: LIFE SKILLS FOR PERSONAL EFFECTIVENESS

Learning Outcomes	Content	Suggested Strategies and Approach	Assessment
1. Integrates goal setting and time management for personal effectiveness 2. Analyses the effectiveness of study skills, memory technique and preparation for examination 3. Decides the important essential elements for life skills for personal effectiveness	4.1 Goal Setting: concept, types and significance 4.2 Time Management: meaning, concept, technique and importance 4.3 Effective learning/ Study Skills, Memory Techniques and Preparation for Examinations 1.4 Morals, values and ethics, respect for others, living peacefully, caring, sharing, honesty, courage, cooperation, commitment, spirituality, avoiding, procrastination 1.5 Importance of teacher effectiveness	<ul style="list-style-type: none"> • Group Discussion • Presentation of Samples • Brainstorming 	<ul style="list-style-type: none"> • Class test (oral / written)

Unit-V: LIFE SKILLS FOR PHYSICAL AND MENTAL HEALTH

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
<ol style="list-style-type: none"> 1. Distinguishes the importance of nutrition and balanced diet for maintaining health 2. Recognizes the importance of hygiene 3. Compares the effects of exercise, yoga and meditation in life style enhancement 4. Justifies the need for mental health stability for teachers 	<p>5.1 Nutrition and Health Balanced Diet , Eating Behavioural Disorder-types, causes, 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 - Prevention of Diseases -Stress Management</p> <p>5.4 Mindfulness</p> <p>5.5 Need for mental health stability for teachers</p>	<ul style="list-style-type: none"> • Group Discussion • Presentation of Samples • Brainstorming 	<ul style="list-style-type: none"> • Class test (oral / written)

SUGGESTED ACTIVITIES (any two)

1. Conduct class room programme to handle Psycho-Social Issues.
2. Conduct a seminar on “Life Skills for Women Empowerment.”
3. Identify types of Conflict your Family and suggest measures to resolve them.
4. Discuss ways to nurture healthy relationships and prepare a report.

📖 PRESCRIBED READING

1. Bhagyashree, ArvindDudhade.(2016) . *Life skills education*. Neelkamal Publications Pvt Ltd. New Delhi.
2. Joseph,K.S(2008). *Equip yourself with life skills*.
3. Muley.D.S(2009). *A Book of Healthy Life Style and Life Skills*.
4. Prakash B. (Ed). (2003). *Adolescence and life skills Common Wealth Youth Program*, Asian Center, Common wealth Secretariat. New Delhi: Tata McGraw Hill.
5. Facilitators Manual on Enhancing Life Skills (2008), RGNIYD, Tamil Nadu.
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7. *YUVA School Life Skills Programme: Handbook for Teachers*, Vol. I – IV, (2008). Department of Education and State Council of Educational Research and Training, Delhi.

SUGGESTED READING

1. Gerald R. Adams, (1996). *Psychosocial Development during Adolescence*, New Delhi.
2. Kochhar S.K., (2006). *Educational and Vocational Guidance in Secondary Schools*, Sterling Publishers Private Limited.
3. Nair.M.K.C. (2002). *Adolescent and Family Life Education*, Prism Books Pvt. Ltd.
4. *Baron, Byrne, (2006). Social Psychology*, (11thEd), PHI Publishers, New Delhi.
5. Dahama O.P., Bhatnagar O.P, (2005). *Education and Communication for Development*, (2nd Ed.), Oxford& IBH Publishing Co. Pvt. Ltd. New Delhi.
6. Taylor. E. Shelly. et al. (2006). *Social Psychology*, (12th Ed), Sheel Print N Pack, NewDelhi.

Course Code: MED4EC005

Elective Course

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

✍ COURSE LEARNING OUTCOMES

On successful completion of course the prospective teacher educator will be able to:

1. Analyse the reason for the need for environmental education for school teachers and teacher educators
2. Determine the range of environmental education needed at primary, secondary and higher education level.
3. Appraise the role of environmental movement in environmental conservation
4. Adapt the strategies for sustainable development
5. Support the government policies towards sustainable development
6. Uses innovative measures for sustainable development
7. Measure the steps taken by government for solid waste management system
8. Conduct debates on eco-tourism
9. Propose suitable teaching/learning strategies for environmental education
10. Estimate the role of electronic and print media in environmental education.

Unit-I: ENVIRONMENTAL EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Describes environmental education and its historical perspective 2. Analyses the reason for 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 	<ul style="list-style-type: none"> •Tests (oral / written) •Seminar presentation •Report

**Unit-II: EDUCATION FOR CONSERVATION OF NATURAL RESOURCES
AND SUSTAINABLE DEVELOPMENT**

Learning Outcomes	Content	Suggested Strategies and Approach	Assessment
1. Prepares the chart for the conservation of natural resources 2. Appraises the role of environmental movement in environmental conservation 3. Adapts the strategies for sustainable development 4. Enumerates the steps, principles and importance of environmental impact assessment.	2.1. Conservation of natural resources - Refuse, Reuse, Recycle, Reduce, Replace, Restore, Regenerate and Reshape. 2.2. Environmental movement and its role in environmental conservation 2.2.1. Chipko, 2.2.2. Silent valley, 2.2.3. Narmada Bachao. 2.3. Strategies for sustainable development. 2.4. Guiding principles for sustainable development. 2.5. Environmental Impact Assessment (EIA) - meaning, steps, principles and importance.	<ul style="list-style-type: none"> • Lecture - Discussion • Group Discussion • Peer Learning • Multimedia approach 	<ul style="list-style-type: none"> • Tests (oral / written) • Seminar presentation • Report

Unit-III: COMMITTEES ON SUSTAINABLE DEVELOPMENT

Learning Outcomes	Content	Suggested Strategies and Approach	Assessment
1. Identifies the international committees for sustainable development 2. Supports the government policies towards sustainable development 3. Uses innovative measures for sustainable development 4. List the commissions for sustainable development	3.1. International committees for sustainable development: 3.1.1. International conferences, 3.1.2. Treaties and programme across the globe. 3.2. National initiatives-governmental policies towards sustainable development. 3.3. Innovations for sustainable development. 3.4. Brutevand Commission on sustainable development.	<ul style="list-style-type: none"> • Active learning strategies • Group discussions • Digital Presentation • Lecture – Discussion • Group Discussion • Peer Learning 	<ul style="list-style-type: none"> • Brainstorming • Observation • QA Session

Unit-IV: ENVIRONMENTAL PROTECTION

Learning Outcomes	Content	Suggested Strategies and Approach	Assessment
1. Develops action plan for climatic change in India 2. Compares the features of national and state bio-diversity authorities 3. Measures the steps taken by government for solid waste management system 4. Conducts debates on eco-tourism	4.1. National Action Plan for climatic change in India: 4.1.1. Mission at national and state level. 4.1.2. Bio-diversity conservation in India: 4.2. National bio-diversity authority and state bio-diversity boards. 4.3 Solid Waste Management: Swatch Bharat Mission, Solid Waste Management. 4.5. Eco-tourism.	<ul style="list-style-type: none"> • Group Discussion • Lecture • Brainstorming • Auto instruction 	<ul style="list-style-type: none"> • QA Session • Class test (oral / written)

Unit-V: TRANSACTION AND EVALUATION OF ENVIRONMENTAL EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Proposes suitable teaching/learning strategies for environmental education 2. Selects suitable self reporting tool 3. Distinguishes the	1.1. Teaching-learning strategies for environmental education: Field visit, Experimentation, Demonstration, Observation and dramatization.	<ul style="list-style-type: none"> • Group Discussion • Presentation of Samples • Brainstorming 	<ul style="list-style-type: none"> • Class test (oral / written)

<p>major components of training for environmental education</p> <p>4. Estimates the role of electronic and print media in environmental education.</p>	<p>1.2.Self-Reporting 5.2.1.Attitude scale, 5.2.2.Interview 5.2.3.Questionnaire 5.2.4.Projective technique in environmental education.</p> <p>1.3.Training for environmental education-major components of training.</p> <p>1.4.Role of media in environmental education: Print media, Posters, Slides, Television, Radio and Computer.</p>		
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SUGGESTED ACTIVITIES (any two)

1. Prepare a report on how plastic pollution as a growing threat in 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 of national resource 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 prepares a report.

PRESCRIBED READING

1. Ashthana, Vandana. (1992). The politics of environment. Newdelhi: Ashish Publishing house, Punjab Bagh.
2. Dayani, S.N. (1993). Management of environmental hazards. Newdelhi: Vikas Publishing house.

3. Dhaliwal. G.S., & Ralhan, P.K (1995). Fundamentals of environmental science. Newdelhi: Kalyani publications. Daryagini.
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5. Nanda, V.K. (1997). Environmental education. Newdelhi: Anmol publications pvt. Ltd.
6. NCERT, (2005). Environmental education curriculum framework for teachers & teacher education. Newdelhi: NCERT Press.
7. Brown, Lester. R (2002). *Eco Economy: Building an economy for earth*, Orient Longmann.
8. Firor, John., & Judith .E.J. (2003). *Crowded Green House*, University Press.
9. Gardner. H.S (2006). *Frames of Mind*. Harvard University Press.
10. Goleman. D. (2010). *Ecological Intelligence*, Penguin Books, London 136.
11. Joy. P., & Neal. P. (1994). *The handbook of environmental education*: London, New Fetter Lane.
12. Speth., & James. G. (2006). *Global Environmental challenges: Transition to a sustainable world*, Orient Longmann.
13. UNESCO (2005). *Draft International Implementation Scheme of the United Nations Decade of Education for Sustainable Development*. Doc. 171 ex/7. Paris. UNESCO.
14. UNESCO (2006-b). *Framework for the UNDESD International Implementation Scheme*. ED/ DESD/2006/PI/1. Paris, UNESCO.

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1. Ashthana, Vandana. (1992). The politics of environment. Newdelhi: Ashish Publishing house, Punjab Bagh.
2. Dayani, S.N. (1993). Management of environmental hazards. Newdelhi: Vikas Publishing house.
3. Dhaliwal. G.S., & Ralhan, P.K (1995). Fundamentals of environmental science. Newdelhi: Kalyani publications. Daryagini.
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5. Nanda, V.K. (1997). Environmental education. Newdelhi: Anmol publications pvt. Ltd.
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7. Brown, Lester. R (2002). *Eco Economy: Building an economy for earth*, Orient Longmann.
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 14. UNESCO (2006-b). *Framework for the UNDESD International Implementation Scheme*. ED/ DESD/2006/PI/1. Paris, UNESCO.