

Course Code : MED4PC006

Perspective Course

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

 **COURSE OBJECTIVES**

On successful completion of course the teacher educand will be able to

1. understand the basic concept, functions and types of educational administration and management
2. analyse the current trends in educational administration and management
3. understand the theories of organizational management
4. analyze the trends and issues related to resource management in educational institutions
5. evaluate the governance in different types of educational setups

Unit – I: INTRODUCTION TO EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies 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 administrative and management structure at different levels of education. 5. Classifies the different types of administration and management	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 Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the current trends in educational management 2. Explains the Total Quality Education 3. 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 theories of Organizational management 2.Discuss the contribution of various theories of Organisation and 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 McGregor 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 Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the different types of relationship 2. Explains the role of PTA 3. Examines the management of infrastructure 4. Identifies 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
1. Identifies concept of governance 2. Analyse the criteria for assessing effectiveness of governance 3. Explains role of leadership in good governance 4. Identifies governance indifferent types of educational setups	5.1 Governance: 5.1.1. Meaning and rationale for good governance 5.2. Criteria for assessing effectiveness of governance. 5.3 Role of leadership in good governance 5.4. Governance in different types of educational setups. 5.4.1 Participatory school governance	<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 READINGS**

- 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 READINGS

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.

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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 OBJECTIVES**

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

1. comprehend the nature and scope of Guidance and Counselling
2. analyze the skills of counselling
3. apply counselling for special population
4. acquire knowledge on counselling therapies
5. build awareness on self-management education

Unit- I: NATURE AND SCOPE OF GUIDANCE AND COUNSELLING

Learning Outcome	Content	Strategies and Approaches	Assessment
1. Acquaints with the concept of guidance 2. Familiarises with the concept of counselling	1.1 Guidance: Concept, Nature, Principles and Need. 1.1.1 Areas of guidance - Educational, vocational, Personal, Health and Social 1.1.2 Types of guidance : Group and Individual 1.2. Counselling : Concept, Nature, Principles and Need 1.2.1 Types of counseling – Directive, Non-directive and Eclectic	<ul style="list-style-type: none"> • Group discussion • Assignment • Lecture / briefing • Seminar and discussion • Digital presentation 	<ul style="list-style-type: none"> • Oral questions • Assignment evaluation • Test (written/oral)

Unit -II: COUNSELLING SKILLS

Learning Outcome	Content	Strategies and Approaches	Assessment
1. Interprets the role of a counsellor 2. Analyses the skills of counselling psychology 3. Examines the tools techniques of counselling	2.1 Counsellor as a person – personal characteristics, role and function 2.2 Communication skills – listening skills, advice giving, goal setting, reinforcement, closure and empathy 2.3 Techniques of helping and working with emotions – self monitoring, feelings and action, facilitating problem solving 2.4 Skills for counseling children in groups	<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 Outcome	Content	Strategies and Approaches	Assessment
1. Explores the strategies for counselling special groups 2. Identifies the ways of addressing problems of people at different stages of life 3. Recognises the means of counselling for different dimensions of development	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 Outcome	Content	Strategies and Approaches	Assessment
1. Examines the various counselling therapies	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 Outcome	Content	Strategies and Approaches	Assessment
1. Identifies the different techniques of self-management	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

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 READINGS

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 OBJECTIVES:

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

1. understand the economic concepts and principles related to education.
2. analyse the role of education as an investment in economic development.
3. develops understanding about cost-benefit analysis in education .
4. analyse educational and man power planning.
5. understand financial resources for strengthening education.

Unit-I: INTRODUCTION TO ECONOMICS OF EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes the concept and significance of economics of education 2. Acquaints with the contributions of great thinkers for the development of economics of 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 Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Acquaints with growth parameters of education 2. Identifies the Forms of Capitals. 3. Internalises the role of teacher as a social Entrepreneur	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. 2.7 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 	<ul style="list-style-type: none"> • Evaluation of reports • Assignment evaluation • Test (Oral/ written)

Unit –III: COST BENEFIT ANALYSIS OF EDUCATION

Learning Outcome	Content	Suggested strategies and Approaches	Assessment
1. Identifies the factors determining different costs of Education. 2. Estimates unit cost of Education: at different levels. 3. Analyses the problems in the measurement of cost and benefits 4. Examine the cost - benefit and cost - effectiveness analysis	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 Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarises the concept of educational planning 2. Internalises manpower Forecasting 3. Analyses the effects of educated unemployment	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 Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes the concept of Educational Finance 2. Analyses the policy Issues 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 READINGS

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 Education a 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 READINGS:

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. GaraLatchanna & 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 OBJECTIVES:

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

1. acquaint with the policy perspectives in inclusive education
2. develop understanding about the inclusive practices in schools and conditions to ensure access in schools
3. appreciate various practices to promote inclusion in the classroom
4. apply the concept of adaptations and accommodations for the differently abled.
5. develop positive attitude towards collaborations and trends related to inclusion

Unit- I: PERSPECTIVES IN INCLUSIVE EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the historical and contemporary perspectives on inclusion 2. Examines the policy perspectives related to inclusive education 3. Outlines the role of National Institutes for the 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 • 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 Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognises the practices to promote inclusion in schools. 2. Examines the assistive technology to cater to different disabilities 3. Outlines the concept of whole school development for inclusion 4. Chart out the role and functions of personnel associated to special education 5. Discusses 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 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 Outcome	Content	Suggested Strategies and Approach	Assessment
1. Identifies the strategies for building inclusive classroom environment 2. Analyses the Pedagogical strategies for inclusive classes 3. Outlines 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-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 Outcome	Content	Suggested Strategies and Approach	Assessment
1. Recognises the educational needs of the differently abled 2. Examines the adaptations and accommodations for children with diverse learning needs	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 	<ul style="list-style-type: none"> • Test(written) • Blog posts • Written test • Presentation • Assignment

**Unit-V: COLLABORATIVE PROGRAMMES AND RESEARCHES IN
INCLUSIVE EDUCATION**

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the models of collaboration in inclusive education 2. Analyses the working in teams to promote inclusion. 3. Examines the current issues in education for the differently abled children	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 READINGS

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.
3. Baquer, A. & Sharma, A. (1997). *Disability: Challenges Vs. responses*, Can Pub.
4. Bartlett, L. D., Weisentein, G.R. (2003). *Successful inclusion for educational leaders*, Prentice Hall, New Jersey.
5. Bhargava, M. (1994). *Introduction to exceptional Children*, Sterling Publishers.
6. Blackurst., & Berdine (1981). *Introduction to Special Education*.
7. ChaoteJoyce, S. (1991) . *Successful mainstreaming*, Allyn & Bacon.
8. Chintamani, Kar. (2008). *Exceptional children their psychology and education*. New Delhi: Sterling Publishers.
9. Dash, M. (2007). *Education of exceptional children*. New Delhi: Atlantic Publishers and Distributors.
10. Daniels, Harry (1999) . *Inclusive Education*, London: Kogan.
11. Dharma Raja, B. William., & Kumar, Praveen S. (2011). *Special education: Focus on mathematics learning disability*. New Delhi: APH Publishing Corporation.
12. Hallahar, D.P & Kauffman, J.M. (1991), *Exceptional Children: Introduction to Special Education*, Allyn & Bacon, Massachusetts.
13. Mani, M. N. G. (2000). *Inclusive education in Indian context*. Coimbatore: International Human Resource Development Centre for the Disabled, Sri Ramakrishna Mission Vidyalaya

SUGGESTED READINGS

1. *American Association on Mental Retardation*, (2002). *Mental retardation: Definition, classification, and systems of supports* (10th ed.). Washington: DC
2. Chakraborty, Asok; Bhattacharjee, Amit et al. (2013). *Principles of management in employment of persons with mental retardation*. New Delhi: Kanishka Publishers

3. Clough, P., & Corbett, J. (2000). *Theories of Inclusive Education*. Paul Chapman Publishing, London.
4. Constitution of India (1950). Article 41, *Ministry of Law and Justice*, NewDelhi.
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
7. Jha, M. M. (2002). *School Without Walls: Inclusive Education for All*. Oxford, Heinemann.
8. Joyce S. Choate (1997). *Successful inclusive teaching*, Allyn& Ba
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.
11. Madan Mohan Jha (2002). *School without walls: inclusive education for all*, Heinemannedu. Oxford.
12. Mastropieri, M. A., & Scruggs, T. E. (2006). *The inclusive classroom: Strategies for effective instruction*. Prentice-Hall, New Jersey.
13. National Policy on Education (1986, 1992), MHRD, GOI, Delhi
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 OBJECTIVES:**

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

1. acquire knowledge about the philosophical and sociological basis of lifelong education.
2. understands the concept of lifelong learning.
3. analyse the role and functions of various agencies of lifelong learning .
4. understand the concept of andragogy and psychology of adult learners.
5. apply the emerging trends of Lifelong Learning in adult learning

**Unit- I: PHILOSOPHICAL AND SOCIOLOGICAL BASIS OF LIFELONG
LEARNING**

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the philosophical and sociological basis of lifelong learning 2. Explains the concept and scope of lifelong learning	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 Outcome	Content	Suggested Strategies and Approach	Assessment
1. Identifies different forms of lifelong learning 2. Compare the lifelong learning in USA, UK, Tanzania and China 3. Discuss 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. Recognizes the efforts for achieving total literacy. 2. Lists out the centre and state level organization. 3. Identifies the role of UGC and universities in lifelong learning	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 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 Outcome	Content	Suggested Strategies and Approaches	Assessment
1. recognizes about Andragogy 2. Discuss the implication of Andragogy for life long 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 Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Examine the strategies for bringing extension in higher education 2. Illustrate the models for extension work 3. Analyze 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 life long 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. AmbalaCantt: The Associated Publishers
- 6 Venkataiah, S. (2000). Lifelong and continuing education. New Delhi: Anmol Publications Pvt. Ltd.

 **SUGGESTED READING**

- 1 Jethithar, Bharti,(1996) : Adult Education & Extension. New Delhi: APH Publishers.
- 2 Pillai, K. S. (1997). Education for all and forever. AmbalaCantt: The Associated Publishers.
- 3 Rahi, A.L, (1996): Adult Education Policies and Programmes, AmbalaCantt. 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
- 7 UGC Guidelines of Lifelong Learning and Extension (2007-2012), University Grants Commission: New Delhi.
- 8 Yadav, Rajender Singh, (1991): Adult Education Training and Productivity, AmbalaCantt. Indian Publications.

Course Code : MED4EC004

Elective Course

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

✍ COURSE OBJECTIVES

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

1. understand the basic concepts of life skills education
2. familiarises social and negotiation skills
3. develop thinking and life coping skills
4. develop self enhancement skill
5. analyze the role of life skills education for physical and mental health

Unit-I: INTRODUCTION TO LIFE SKILLS EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Comprehends the basic concepts of life skills education	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 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	<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: SOCIAL AND NEGOTIATION SKILLS FOR TEACHERS

Learning Outcome	Content	Suggested Strategies and Approach	Assessment
1.Develops social and negotiation skills	<p>2.1 Self-Awareness: Definition, Importance, dimensions, Strategies to enhance self-awareness</p> <p>2.2 Empathy: Definition, Concept, components , Significance, methods to develop empathy</p> <p>2.3 Negotiation Skills- importance, ways of development</p> <p>2.4 Effective Communication: Definition, concept, functions, communication cycle, communication styles, barriers, means of improvement</p> <p>2.5 Interpersonal Relationship: Definition, need factors affecting relationship, strategies to enhance interpersonal skills.</p> <p>1.6 Importance of social and negotiation skills for teachers</p>	<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: 21st CENTURY SKILLS AND COPING SKILLS

Learning Outcome	Content	Suggested Strategies and Approach	Assessment
1. Realizes the significance of developing thinking and life coping skills	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 Outcome	Content	Suggested Strategies and Approach	Assessment
1. Develops personal enrichment skills	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 4.4 Morals, values and ethics, respect for others, living peacefully, caring, sharing, honesty, courage, cooperation, commitment, spirituality, avoiding, procrastination 4.5 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 Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the role of life skills education for personal and physical enhancement	5.1 Nutrition and Health Balanced Diet , Eating Behavioural Disorder-types, causes, consequences and remedial measures 5.2 Hygiene - Personal Hygiene-Sleep Hygiene 5.3 Life Style Enhancement- Recreation, Exercise, Yoga and Meditation -Prevention of Diseases -Stress Management 5.4 Mindfulness 5.5 Need for mental health stability for teachers	<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 programmes 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.

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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.
6. Sandhan, Society for Education & Development (2005). *Life Skills Education, Training Module*, Jaipur.
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 READINGS

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.