

**M.Phil (Education) –Paper –III**

**(10 Titles)**

1. Teacher Education
2. Educational Psychology
3. Pedagogy of Teaching
4. Educational Technology
5. Inclusive Education
6. Educational Administration and Management
7. Cognitive Psychology in Education
8. Environmental Education
9. Women Education
10. Value Education

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7/11/2015  
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# TEACHER EDUCATION

## Objectives

- Understand the concept of professional growth and development of teachers through different means
- identify the current strategies being followed for the professional development of teachers
- understand different modes of INSET- traditional and technology based ICT
- understand short term and long term training courses offered by the state and national level bodies.
- understand the Project formulation, implementation and evaluation.

## Unit I- Teacher Education: Policy Perspectives

Teacher education Concept, nature, aims and scope. Teacher education in Post-independence period (Policy perspectives, recommendations of various commissions and committees and NPE 1986). Institutions and agencies of teacher education (MHRD, UGC, NCTE and NCERT), and centrally sponsored schemes in teacher education. Approaches to teacher education- consecutive Vs. integrated; face to face Vs. distance mode; initial Vs continuum.

## Unit II- Professional Preparation of Teachers

Training Approaches- transpersonal communication approach; task analysis component approach; system approach; constructivist approach; Portfolio assessment and mentoring, Organization of pre-service teacher education-need and relevance, Problems and issues in professional preparation of teachers, Reflective teaching

## Unit III- Professional Development of Teachers

Concept, nature and scope of professional development of teachers; induction level early professional development and Continuous Professional Development (CPD) models; teacher centers, study circles and subjects club etc. Approaches to Professional development of teachers- Clinical Supervision of Teaching, Self- Learning Approaches, Use of Technology and Human Resource development. Concept of Career Development and Staff Development: its distinction from professional development. Factors influencing professional development of teachers. Teaching as a Profession: Its legal and official status

#### **Unit IV- Critical Issues in Professional Growth and Development**

Professional training of privately managed and minority controlled schools. Bringing theory into practice- illustrative case studies. Professional training for teachers/teacher educators in curriculum development and evaluation procedures. Professional training for teachers of vocational subjects and orientation to new areas of special and inclusive education concepts. Production of educational technology materials in learning to teach Collaboration between voluntary bodies and government agencies in the professional training through need based INSET programmes.

#### **Unit V- Innovations and Research on Teacher Education**

Use of technology, media in teacher education, District and State Level Agencies (Block, Cluster and District Level Agencies; SCERT's role in Policy Planning), Regional Level Bodies (RIEs' role in pre-service and in-service education and training), National Level Organizations (NCERT's role as a professional body in planning and implementation of national level school education programme, NAAC as a body of UGC for Quality Control and accreditation), International Agencies (UNESCO, World Bank): International perspectives on teachers support and developmental/ innovative practices; organizing professional training in different countries in major developmental areas, Studies on emerging models of Training: Cascade model; designing self-learning packages; need-based INSET programmes etc.

#### **References**

Gillian Trorey & Cedric Cullingford (2002). Professional Development and Institutional Needs.

John West Burnham & Fergus O'sullim (2000). Leadership and Professional Development in Schools- How to Promote Technique for Effective Professional Learning.

Karen F. Osterman & Robert B. Kottkamp (1993). Reflective Practice for Educators Improving Schooling Through Professional Development. 33

NCERT. (1995). Teacher Policy, Training Needs and Perceived Status of Teachers. 114,116 IER: Special Number New Delhi.

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# EDUCATIONAL PSYCHOLOGY

## Objectives

The course will enable the students to:

1. Understand the fundamentals of Educational Psychology.
2. Develop an insight into various theories of learning to improve learning process.
3. Understand the factors that influence the learning.
4. Know about the individual difference among learners.
5. Develop insight into mental health and adjustment behaviour.

## Unit-I: Fundamental of Educational Psychology

Psychology: meaning, branches and scope – Major schools of psychology – structuralism, functionalism, behaviorism, Gestalt school and psycho analysis – Methods of psychology: introspection, observation, experimental, clinical, case Study, differential and psycho physical- Emerging areas of educational psychology- Relevance of educational psychology to teachers and students.

## Unit-II: Learning Process

Learning – concept and principles – Types of learning: verbal, motor and problem solving- Learning theories- Behavioral Theory: Classical, Operant Conditioning Social Learning Theory – Cognitive Theory: Gagne's Theory, Bruner's Theory and Piaget's Cognitive Development- Information Processing Theory: Donald Norman- Transfer of learning.

## Unit-III: Factors Influencing Learning

Perception: Perceptual process- Determinants of perception- Role in cognition – Attention- Types- Factors of attention- Attention in the cognitive process – Role of interest and effort in attention- Memory: acquisition, storage and retrieval of information, sensory memory, short term and long term memory- Forgetting- Motivation- Types – Principles and techniques of enhancing learner's motivation- Inducing achievement motivation.

## Unit-IV: Individual Difference

Intelligence: Definition, Nature – Theories of intelligence: Spearman, Thurston, and Guilford- Creativity: Nature, Factors Affecting Creativity and Creative Thinking- Learning styles- Personality- Biological, sociological and cultural determinants of personality- Theories of Personality: Type Theory, Trait Theory and Psycho-Analytic Theory- Children with special needs- Catering to individual differences- physically and cognitively- concept and types of learning disability- Emotional behavioural disorders.

## **Unit-V: Adjustment and Mental Health**

Adjustment-meaning –Adjustment problems-Frustration and conflict-stress and coping strategies-Defense mechanisms-Mental health: concept, factors, function - Importance of mental health-Factors influencing mental health-Strategies for promoting good mental health- Behaviour therapy-Cognitive Behavioural Therapy (CBT)- Rational Emotive Behavior Therapy (REBT)- Mental hygiene-Principles of mental hygiene- Guidance and counselling techniques for enhancing mental health.

### **References**

- Bernard, H.W. (1995). Psychology of Learning and Teaching. New York: Macgraw Hill
- Charles Edward Skinner(1984). Educational Psychology. New Delhi: Prentice Hall of India
- Chauhan, S.S. (2004) Advanced Educational Psychology. New Delhi: Vikas Publishing House
- Dandapani, S. (2006). A text Book of Advanced Educational Psychology. New Delhi: Anmol Publications
- Hallahan, P.D. & Kauffman, M. J. (2001). Exceptional Children: Introduction to Special Education. Boston: Allyn & Bacon.
- Henry Clay Lindgren (1980), Educational Psychology in the Classroom. Bombay: Asia Publishing House.
- Hilgard and Atkinson (2001). Introduction to Psychology. Bombay: Oxford and IBH Publisher
- John P. De Cecco and William R. Crawford,(1982),The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
- Mangal, S. K. (2007), Advanced Educational Psychology. New Delhi: Prentice Hall of India
- Wordsworth B.J Piaget (1989). Theory of Cognitive and Affective Development

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# **PEDAGOGY OF TEACHING**

## **COURSE CODE:**

### **OBJECTIVES:**

- Acquire knowledge of meaning and concepts of pedagogy and teaching
- Develop capacities of teachers to understand the various approaches in teaching and learning
- To understand needs and use of appropriate methods of teaching
- Empower them to prepare teaching and learning resource materials
- To understand the classroom climate and purpose of evaluation in teaching.

### **UNIT- I – INTRODUCTION**

Pedagogy : Meaning, concept, and scope, Definition- needs and principles of Teaching- Importance of Teaching- Types of teaching- Difference between teaching and pedagogy- personal and professional qualities of teachers – Ethics in teaching – Levels of teaching

### **UNIT- II –TEACHING AND LEARNING APPROACHES**

Principles of teaching- Teacher centered, Learner centered, Subject centered, Activity based project and co – operative learning approaches – curricular and other curricular activities – constructivist approach to learning.

### **UNIT- III – METHODS OF TEACHING**

Teaching methods : Lecture, project, seminar, symposium, workshop, team teaching, demonstration, and discussion, illustration methods, narration methods, description, questioning – Resend trends : problem based learning, Brain based learning- collaborative learning – E-learning trends – video conferencing – Integration of different method of teaching.

## **UNIT- IV – SKILLS AND RESOURCES FOR TEACHING**

Understanding major teaching skill : Introducing – Explaining – questioning- varying the stimulus- non- verbal- Reinforcement – closure and fluency in communication- Resources for teaching ; concept, meaning, definition, need and importance – different types of teaching aids: projected aids : non- projected aids – projectors, ( over head projectors, LCD projectors)

## **UNIT- V- EVALUATION OF TEACHING**

Classroom climate- classroom management – Teaching learning strategies – characteristics of effective teaching- teaching competencies – content knowledge – pedagogical knowledge – technological knowledge – Evaluation purpose and devices.

### **REFERENCES:**

- **Aggarwal, J.C.**, (1996), Principles, Methods and Techniques of Teaching. New Delhi: Vikas Publishing House Pvt Ltd.
- **David A. Armstrong, Tom V. Savage** (1994). Teaching in the Secondary School. An Introduction. Merrill, an imprint of prentice Hall, Upper Saddle River, New Jersey, Columbus. Obia.
- **Hughes A. G and Hughes E. H** (2008). Learning and teaching, New Delhi: Surjeet Publications.
- **Krishnamacharyulu. V** (2011). Science, New Delhi; Neelkamal Publications.
- **Monika Davar** (2012). Teaching of Science, New Delhi; PHI Learning Private Ltd.
- **Mehratra. K** (2005). Effective Methods of Teaching, Jaipur; ABD Publishers.
- **Nimbalkar. M.R** (2011) Educational Skills and Strategies of Teaching New Delhi; Neelkamal Publications.
- **Promila Sharma** (2014). Principles of curriculum, New Delhi: APH Publishing Corporation.
- **Richard.D. Kellough** (1999). Secondary School Teaching. Teaching. A Guide to methods and Resources planning for competence Merrill, an imprint of prentice Hall, Upper Saddle River, New Jersey, Columbus. Obia.

## EDUCATIONAL TECHNOLOGY

### OBJECTIVES

The course will enable the students to:

1. Acquire knowledge on fundamentals of educational technology
2. Make them familiarize with various aspects of instructional technology
3. Study the principles of communication technology in education
4. Understand the concept of Learning Management System (LMS) and features of Moodle
5. Develop necessary skills to construct tools and apply the evaluation techniques

#### Unit I: Fundamentals of Educational Technology

Educational Technology – definition , meaning , concept and scope – Educational technology as a system- relevance to the present day- Application of psychological principles in Educational Technology – Applications of Educational Technology in school education, higher education, special education and distance education- Role of teachers, learners and administration in implementation of educational technology.

#### Unit II: Instructional Technology

Instructional Technology –definition, meaning, concept and scope – Instructional Process: teacher, learner, material and methods-Instructional theory: cognitive construct theory – task analysis theory – system approach and information procession theory-Instructional Designing – objective based, skill-based, competency based, learning style based and combination of teaching strategies and instructional designs -Models of teaching: Definition and meaning-characteristics and types: Information processing, personal, social and behavioural.

#### Unit III: Communication Technology in Education

Communication-Concept, characteristics and elements- Process of Communication - Communication for education and training- Instructional Media – concept and characteristics-Types: Projected and non-projected- Individualized instruction: Keller Plan, PSI, CAI, CMI & PLM - Advanced Techniques in Education: Multimedia, interactive video, teleconferencing, telebridge, teletext and videotext- Multimedia for cooperative and collaborative learning strategies - Criteria for selection of appropriate media for instructional purpose.

#### Unit IV: E-Learning and LMS-Moodle

Meaning-Evolution of E-Learning - components of E-learning: CBT, WBT, Virtual Classroom – Roles and responsibilities: Subject Matter Expert – Instructional Designer – Graphic Designer – Multimedia Author – Programmer – System Administrator – Web Master- – E-Learning instructional grounds: behaviourism, cognitivism and constructivism- E-content: Analysis, Design, Development, Implementation and Evaluation- Learning Management System (LMS)- Purpose, functions and Tools –Moodle: History– Course Design Patterns: Introductory Survey Course, Skill Development Course, Theory/Discussion Course and Capstone Course – Installations –Architecture – File Management – Creating Account – Editing User Profile – User Accounts and Permissions.



## **Unit V: Instructional Evaluation**

Principles of test construction-Qualities of a good test : Objectivity, Validity, Reliability, Practicability and Usability- Item analysis - Diagnostic testing and remedial teaching- Measurement and evaluation: meaning, significance and importance-Techniques of evaluation: observation, rating scale and written examinations-Norms Referenced Test and Criterion Referenced Test: meaning and uses - Computerized test: construction and administration-Evaluation of instructional packages.

### **References**

- Aggarwal J.C. (1995). Essentials of Educational Technology-Teaching learning Innovations in Education. New Delhi:Vikas Publishing House Pvt. Ltd.
- Alex Buchner (2016). Moodle 3 Administration (Third Edition). Packt Publishing Limited.
- Bharat Singh (2004). Modern Educational Measurement and Evaluation System. New Delhi: Anmol Publications Pvt.Ltd.
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- Jaswinder Singh, (2014),How to Use Moodle 2.7, Moodle.
- Keval J. Kumar (1986). Mass Communication. Mumbai: Jaico Publication House.
- Keval J. Kumar (1989). Reading in Media Education. Columbus: Ohio State University.
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- Len Masterman (1985). Teaching of Media. London : Comedia .
- Michael D. Wiliams (2000). Integrating Technology into Teaching and Learning: Concepts and Applications. New Delhi: Prentice Hall.
- Sterhen et.al. (1985). Computer Based Instruction Methods and Development. New York: Prentice Hall .
- Yefim Kats (2010). Learning Management System Technologies and Software Solutions for Online Teaching: Tools and Applications, IGI Global.

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# **INCLUSIVE EDUCATION**

## **COURSE CODE:**

### **OBJECTIVES:**

- Acquire knowledge of meaning and concepts of Inclusive Education
- Apply the policies and practices related to special education and service programme for the disabled.
- To understand needs for differently able children in inclusive education
- Acquaint knowledge of curriculum development in inclusive education
- To understand the teacher preparation for inclusive education.

### **UNIT-I INTRODUCTION TO INCLUSIVE EDUCATION**

Meaning and definition of special education-General Education- integrated education-inclusive education- Need and scope of inclusive education- approaches to inclusive education - Advantages and limitations of inclusive education.

### **UNIT-II POLICIES FOR INCLUSIVE EDUCATION**

Recommendations of education commission- perspectives of inclusive education- National initiative for inclusive education: NPE(1986)- Special Educational needs and Disabilities (2001)- Disability Discrimination Act (1995)- Persons with Disability Act (1995)- Rights of Persons with Disability UNESCO (2006)- National Level Practices on Education of children with Disability- DPEP- SSA Framework for Disabled- Government schemes and Policies.

### **UNIT-III DIFFERENT LEARNERS NEED IN INCLUSIVE EDUCATION**

Types of learning disability- Physically challenged- Visually Challenged- Hearing Impaired- Mentally retarder-Autism- Organization for teaching and instructing learners with different disability- Measure to present bullying and harassments with special Educational needs- Establishing of special schools and classes- Visiting teacher service- Grants for assistive technology- Special Transport- Overcoming barriers for inclusion.

## **UNIT-IV CURRICULUM ADAPTATION**

Preparation adaptation for children with sensory, Intellectual and Developmental Disability- Utilization of case profiles for identification assessment and integration for inclusive education- Technique and Methods used for adaptation of content laboratory, skills and play material.

## **UNIT-V TEACHER PREPARATION FOR INCLUSIVE EDUCATION**

Review existing educational programmes offered in secondary school- Roles irresponsibility competencies and professional ethics of teacher and teacher educators for inclusive settings- NCF (2005) – Steps involved in planning and supervisions research activities- recent trends in inclusive education- support services for inclusion.

### **REFERENCES:**

- **Aggarwal, J.C.**, (1996), Principles, Methods and Techniques of Teaching. New Delhi: Vikas Publishing House Pvt Ltd.
- **Arul, M Et al.** (2009) Inclusive Education Across Cultures Crossing Boundaries, Sharing Ideas. New Delhi: SAGE Publishing India Pvt Ltd.
- **Bhupendra Tripathi.**, (2007). Special Education. Delhi: Bharathi Book Organization.
- **Rao V.K.**, (2004). Special Education. New Delhi: APH Publishing Corporation.
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- **Venkatesan, S.** (2003). Children with Developmental Disabilities: a training Guide for Parents, Teachers and care givers. New Delhi: Sage publications.

# **EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

## **COURSE CODE:**

### **OBJECTIVES:**

- To acquire knowledge of meaning concept and functions of educational administration.
- To acquire the knowledge of educational management
- To acquire the knowledge of theories and approaches of management
- To understand the organizational behavior of administration
- To gain a knowledge of teacher and their qualities and developed leadership quality.

### **UNIT-I EDUCATIONAL ADMINISTRATION**

Meaning, definition - classification of administration- characteristics - scope – types of educational administration - functions of educational administration - features of educational administration - factors of educational administration- theories and principles of educational administration.

### **UNIT-II EDUCATIONAL MANAGEMENT**

Meaning- Concept- Definitions- Need and Functions of Educational Management- Features of Educational Management- Scope of Educational Management- Constituents' of Educational Management: Educational planning, Educational organization, Controlling, Administration and supervision.

### **UNIT-III THEORIES AND APPROACHES OF MANAGEMENT**

Theories of management: X, Y, and Z- Management as a process, As a bureaucracy, As a monocratic and as a pluralistic- Approaches in Management: Manpower approach, Cost-benefit approach, Social Demand approach, Social Justice approach.

### **UNIT-IV ORGANIZATIONAL BEHAVIOUR**

ABC model- Emerging trends in organizational behavior- Educational Administration in the state- Functions of government at various levels of education- Personnel, Academic and

Financial Management in education- Educational commission in India- Role of NAAC in quality assessment- Current trends in educational Administration.

## **UNIT-V TEACHING AS A PROFESSION AND CLASSROOM MANAGEMENT**

Responsibility of teachers- Educational Qualities- Job satisfaction- Job involvement – Teachers Morale- Professional Ethics- attitudes- Qualities of a good teacher in administration- Leadership- Theories of leadership-professional needs and values of school teachers- communication in educational management- healthy classroom Management-classroom ambience.

### **REFERENCES:**

- **Agarwal, A.K.** (2005). Development of Educational System in India. New Delhi: Anmol Publications Pvt. Ltd.
- **Agarwal, J.C.** (2004). Development and Planning of Modern Education. New Delhi: Vikas Publishing House, Pvt. Ltd.
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- **Ramanna, R.K.**(2006).Theory of Educational Administration,New Delhi: Rajat Publications.
- **Panner Selvam,S.K.**(2013). Global Trends in Teacher Education. New Delhi:A.P.H. Publishing Corporation.

# **COGNITIVE PSYCHOLOGY IN EDUCATION**

## **COURSE CODE:**

### **OBJECTIVES:**

- To acquire the knowledge of educational psychology
- To know about the cognitive psychology
- Acquaint knowledge about the process of cognition
- To attain the knowledge of neural basis of cognition
- To understand the knowledge of application of cognitive teaching.

### **UNIT- I EDUCATIONAL PSYCHOLOGY**

Introduction , definitions of educational psychology- Need and Scope of Educational Psychology- Purpose of Educational psychology- Researchers in Educational Psychology- Educational Psychology and teachers- Branches of Psychology- Relevance of educational Psychology to the teacher.

### **UNIT-II COGNITIVE PSYCHOLOGY**

Cognitive psychology: Meaning, concept, Nature and Importance of cognitive psychology- Historical origins of cognitive Psychology- Cognitive Skills- Cognitive Capacity- Cognitive ability- Principles of cognitive Psychology- Mind- Body issues, cognitive Psychology and neuroscience.

### **UNIT-III COGNITIVE PROCESS**

Principles of cognitive process- perception and sensation- Illusions, Previous knowledge, sensory brain disposition- motivation, attention, knowledge, understanding, conceptualization, Imaginary, memory- Cognitive Learning- Cognitive elements of teaching behavior- attention: Meaning, Models: Filter model, the attention model, and the Neuro -cognitive of attention- Consciousness: history of consciousness-Cognitive Psychology and Consciousness- Consciousness as a scientific construct- Modern theories of Consciousness: Schacter's model

and Baar's Global Workplace theory-Gestalt theory – social cognitive theory- Piaget theory of cognitive development- Cognitive behavioral theory.

#### **UNIT-IV NEURAL BASIS OF COGNITION**

The nervous system- the neuron- central nervous system- organization of brain- structure- cerebral hemisphere- cerebral dominance- medulla-pons-thalamus- cerebral cortex- sub cortical modulation of attention- neural presentation of information- conduction of nervous impulse- conduction impulse through neuro muscular junction.

#### **UNIT-V APPLICATION OF COGNITIVE TEACHING STRATEGIES**

Social influence in cognitive development- social competencies- social cognitive theory- implication for the pedagogy- Interaction between cognition and emotion- Recent trends in cognitive psychology.

#### **REFERENCES:**

- **Aggarwal, J.C** (2005),. Essential of educational psychology., vikas publishing house Pvt LTD.
- **Mangal S.K** (2013), Advanced educational psychology, New Delhi: PHI Learning Private Limited
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- **Wood. G** (2007). Cognitive Psychology. A skills approach California: Cole Publishing company.
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- **Wessels, M.G** (2010) Cognitive Psychology-New York: Harper and Row Publishers
- **Solso, L** (2006). Cognitive Psychology (6<sup>th</sup> Ed), New Delhi: Pasupathi Printers.

## **ENVIRONMENTAL EDUCATION**

### **OBJECTIVES**

After the completion of this course the student teacher will be able

1. To understand the concept of environment ecology and Education.
2. To understand the nature and scope of environmental education with regard to Indian policies.
3. To have faith in conservation of bio-diversity and understand population and environment.
4. To understand the international effort and environment.
5. To appreciate the concern of environment research programme.

### **Unit-I: Introduction to Environmental Education**

Meaning and scope – Importance of Environmental Education - incorporating E.E at various levels- Primary, Secondary and Higher Secondary levels. Education about environment: Environment and Ecological factors – climate; Ecosystem – Structure and functions - Major ecosystems – aquatic and terrestrial system - Energy and its flow in ecosystem.

### **Unit-II: Environmental problems and protection**

Environmental pollution and its consequences – Air pollution, water pollution, land pollution, nuclear pollution, Ozone depletions - Urbanization and its impacts on environment - Deforestation and its impacts on environment – Ways of protecting, Management of Environment, Preserving and Restoring of environment.

### **Unit-III: India and Environmental Issues and Policies**

Environmental Awareness – Environmental problems of India - Environmental ethics - Nature conservation education movement – Social forestry scheme. Conservation of biodiversity :Meanings and need conservation of natural resources – soil, forest, water and wildlife In-situ conservation -National parks and sanctuaries – Biosphere Reserves –Man and Biosphere programme (MAP) –Ex –situ conservation, in –situ conservation, IUCN Red list categories, hot spots.



#### **Unit-IV: Human population and environment Population**

Population growth, Indian population situations population explosion – family welfare programme – Environment and Human health.-Factors affecting environment-Acid rain, green-house effect-Extinction of species-soil erosion and energy crisis.

#### **Unit-V: Environmental laws in India Environmental Legislation**

Acts, Rules, Notifications and Amendments. International Environmental Agreements. Role of mass media and technology in developing awareness about environmental problems and its prevention; Role of NGO's and Government organization in developing Environmental education. Society, culture and environment: Meaning – Changes of Values, cultural values, aesthetic values, man and environment, the nature of scientific conclusions, the state of public knowledge of ecology, rights and responsibilities in ecology understanding.

#### **REFERENCES**

- Agarwal S.K. (1997). Environmental Issues themes New Delhi: APH Publishing Corporation.
- C.E.E (1994) Essential Learning in Environmental Education. Ahmadabad.
- C.E.E. Publication Garg, B. & Tiwana. (1995) Environmental Pollution and Protection, Deep & Deep publication, New Delhi.
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## WOMEN EDUCATION

### Objectives:

To enable the learner to:

- Understand the concept of Gender
- make students understand about the gender issues faced in school
- make students aware of the role of education in relation to gender issues
- make them aware of constitutional provisions of human rights and women right
- aware of challenges in gender issues in schools

### Unit I: Gender and development:

Introduction - Definition of Gender - Difference between Gender and Sex - The Concept of Gender, sexuality and Development - Gender Dynamics and Development - Basic Gender Concepts and Terminology - Social Construction of Gender - Gender Roles - Types of Gender Roles - Gender Roles and Relationships Matrix - Gender-based Division and Valuation of Work - Exploring attitudes towards gender.

### Unit II: Gender Issues in School:

Gender bias in school enrolments; dropouts, household responsibilities, social attitudes, towards Girl's education, value accorded to women's education - Issues related to Gender in School: Sexual Abuse, Sexual Harassment, and Perception of safety at school, home and beyond - Adult education and non-formal education for women's development - Importance of vocational training and income generation for women - Representations of gendered role, relationships and ideas in textbooks and curricula.

### Unit III: Social aspects of Gender:

History and current scenario of Indian women - concept of Patriarchy and Matriarchy and issues related to Indian women - Gender roles in society through variety of institutions such as family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and state - Stereotypes in society - Issue related to women girl child: female infanticide and feticide, sex ratio, sexual harassment of women at workplace, honour killing, dowry, child marriage, property rights, divorce, widowhood, Identification of sexual abuse/violence and its verbalization, combating the societal outlook of objectification of the female body.

### Unit IV: Legal and Quality aspects of Gender:

Introduction to laws related to women - Property inheritance, Trafficking) - Women's reservation bill - history and current status - The Indian constitution and provisions according to women - Human rights and women's rights. Quality aspects of Gender: Gender disparity and gender parity - Quality education for girls - Life skill course to deal with gender issues - Critical analysis on co-education - Strategies to develop parity, gender equality, and empowerment - Support services for girl's education -

### **Unit V: Challenges in Gender issues:**

How schools nurture or challenge the creation of young people as masculine and feminine selves - Role of schools, peers, teachers, curriculum and textbooks in challenging gender - inequalities or reinforcing gender parity.

#### **Practicum:**

- Write a critical report on challenges faced by different women groups in present society based on validly published reports.
- Organizing drama and debate to develop an awareness of gender issues.

#### **References:**

- Aggrawal.N (2002) Women and Law in India. New Delhi: New Century Publications.
- Agnes.F., Chandra.S&Basu, M. (2004), Women and Law in India, NewDelhi: Oxford University Press
- Curran Daniel. J. and, Renzetti Claire .M. (1993): Contemporary Societies; Problems and Prospects, Prentice-Hall, New jersey..., N-1, 2009)
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- Larsen Randy .J. and Buss David.M. (2011). Personality Psychology.New Delhi: Tata Mcgraw hill Companies.
- Sullivan Thomas.J. (2001): Sociology (E5), Allyn and Bacon.

## VALUE EDUCATION

### **The course will enable the students to**

- ❖ Make them know the concept of Values and its significance
- ❖ Acquaint them on the role of Values and personal development
- ❖ Sensitize them on the importance of family and social Values in life
- ❖ Orient them the Ethical and professional values
- ❖ Make them understand the role of yoga and meditation in calculating values.

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

Definition, Concept, Classification, Theory, Criteria and Sources of values, Aims and objectives of value education. Role and Need for value education in the contemporary society -Role of education in transformation of values in society - Role of parents, teachers, society, peer group and mass media in fostering values- Teaching approaches and strategies to inculcate values through curricular and co-curricular activities.

### **Unit 2: Value Education and Personal Development**

Human Values: Truthfulness, Sacrifice, Sincerity, Self-Control, Altruism, Scientific Vision, relevancy of human values to good life. Character Formation towards Positive Personality-Modern challenges of adolescent: emotions and behavior. Self-analysis and introspection: sensitization towards gender equality, physically challenged, intellectually challenged.

### **Unit-3: Value Education towards National and Global Development**

Constitutional Values: Sovereign, Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, Fraternity. Social Values: Pity and Probity, Self-Control, Universal Brotherhood. Professional Values: Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality, Faith. Religious and Moral Values: Tolerance, Wisdom, character. Aesthetic Values: Love and Appreciation of literature, fine arts and respect for the same. Environmental Ethical Values: National Integration and international understanding.

#### **Unit-4: Family Values in Education**

Family Values: Components: structure and responsibilities of the family – Threats of Family life – Status of Women in Family and Society- Social Values – Faith, Service and Secularism, Social Awareness, Respect to -age, experience, maturity, family members, neighbors, co-workers. Consumer Awareness, Environmental issues, and Responsibilities.

#### **Unit-5: Social Values in Education**

Controls of the mind through simplified, meditation, yoga and activates. Components of Value Education – Self-analysis and Introspection - Character formation. Social Issues- Corruption, Cyber Crime, AIDS Awareness and Substance Abuse – Source, Consequences and Remedy, Values for Professionals in the work place.

#### **References**

- Aruna Goel, S.C., and Goel. (2005). *Human Values and Education*, Delhi: Deep & Deep Publications Pvt. Ltd.
- Bhandari, R.S. (2003). *Value of Education*, New Delhi: Abhishek Publications.
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