

**School of Education**  
**Central University of Himachal Pradesh**

(Established under Central Universities Act 2009)

PO BOX: 21, DHARAMSHALA, DISTRICT KANGRA – 176215, HIMACHAL  
PRADESH

www.cuhimachal.ac.in; Phone: 01892 237285-2237289, 229330; Fax: 01892 237286

**Course Code: TTR 401**

**Course Name: Basics of Education and Philosophy**

**Credits Equivalent:** 2 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** on completion of the course, the student will be able to:

- Understand Education as a human activity.
- Understand epistemic bases of education.
- Understand the influence of philosophical perspective in educational theorization.
- Analyze Education as a process.
- See Education as a human endeavor affected by socio-politico-historical-cultural aspects of the era.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
  - Seminar: 10 marks
  - Assignments: 15 marks

## **Course Contents:**

### **UNIT-I: (05hrs)**

#### **Philosophy- An Introduction**

Nature, Meaning and Functions of Philosophy and their influence upon Education and educational theorization.

### **UNIT-II (04 hrs)**

#### **Education- Its Contents**

Meaning, Function and Institutionalization of Education and Philosophy of Education.

### **Unit – III (04 hrs)**

#### **Education- Value and Aims**

Human values- social, political, historical, cultural, religious and constitutional values and formulation of Aims of Education.

### **UNIT-IV (03hrs)**

#### **Methods of Knowing**

Dialogue and Discovery as pedagogical method.

Reason and Experience as methods of knowing.

Imagination, Memory, Perception, Inference, Analogy, Verbal testimony and other methods.

### **UNIT-V (04)**

#### **Institutionalizing Education**

School as an institution, State, Authority, Indoctrination, Democratic Classroom.

### **Essential Readings:**

1. Chambliss, J. (Ed.). (1996). *Philosophy of Education: An Encyclopedia*. London: Garland Publishing Inc.
2. Kumar, K. (1999). *ShikshaaurJnana*, India, Granthshilpi.
3. Peters, R. (Ed.)(1967). *The Concept of Education*. London: Routledge&Kegan Paul.

### **Suggested Readings:**

1. Dewey, J. (2009). *Democracy and Education: An Introduction to the Philosophy of Education*. Delhi: Aakar.
2. Freire, P. (1970). *Pedagogy of the Oppressed*. USA: The Continuum Publishing Company.
3. Hirst, P. (1998). *Liberal Education and the Nature of Knowledge*. In P. Hirst, & P. White (Eds.), *Philosophy of Education: Major Themes in Analytical Philosophy* (pp. 246-266). London: Routledge.
4. Hirst, P. (1998). *Liberal Education*. In P. H. Hirst, & P. White (Eds.), *Philosophy of Education: Major themes in Analytic Tradition*. London: Routledge.
5. Matthews, M. R. (1980). *The Marxist Theory of Schooling: A Study of Epistemology and Education*. Sussex: Harvester Press.
6. Mayer, F. (1976). *A History of Modern Philosophy* (2 ed.). New Delhi: Eurasia Publishing House (P) Ltd.
7. Russell, B. (1946). *History of Western Philosophy*. London: George Allen &Unwin Ltd.
8. Winch, C., &Gingell, J. (1999). *Key Concepts in the Philosophy of Education*. London: Routledge.



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**Course Code:** TTR 403

**Course name:** Basics of Sociology

**Course Instructor:** Prakrati Bhargava

**Course Credit:** 2

**Credit Equivalent:**

One credit is equivalent to

- 10 hours of lecture/ organized classroom activity/ contact hours
- 5 hours of practical/ tutorial/ teacher led activity
- 15 hours of other workload such as independent individual / group work. Literature survey, library work, data collection, field work, writing of papers, projects, dissertation, thesis etc.

### Course Objectives:

- The course will develop the understanding of various sociological concepts underlying the sociology of education with the help of theoretical perspective and empirical studies.
- The course will engage in understanding the relationship between school and society. Schools are the complex social organizations which are influenced by, and themselves shapes broader society.
- The course will look into the underlying theoretical perspective for understanding the external and internal forces that shapes the teaching-learning process in school.

### Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### Evaluation Criteria:

4. Mid Term Examination: 25%
5. End Term Examination: 50%
6. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
  - Attendance/Participation 5 marks
  - Seminar: 10 marks
  - Assignments: 15 mark

## **Course outline**

### **Unit 1: Introduction to Sociology (4hrs)**

- Meaning, nature and scope of sociology
- Sociological approaches to education
- Theories and Concepts in sociology of education- Functionalist perspective, Liberal perspective and Marxist perspective

### **Unit 2: Education and socialization (4 hrs)**

- Culture-concept and implication to education
- Agents of socialization- family, peer-group, community, institutions of formal education

### **Unit 3: Theories on social stratification (4 hrs)**

- Meaning of social stratification
- Factors of social stratification
- Social stratification and Education

### **Unit 4: Education and Social Processes (4 hrs)**

- Concept of community, school-community relationship and their educational importance
- Social change- factors and theories of social change
- Education and Social Mobility

### **Unit 5: School as a Social System (4 hrs)**

- Schools as sites for young people's social development
- Family and schools: the home environment, social class and social space
- Deschooling Society

## **Essential Readings:**

- Blackledge, D. & Hunt, Barry. 1985. Sociological Interpretation of Education, London, Croom Helm.
- Stephen, Ball. 2004. The Routledge Falmer Reader in the Sociology of Education, London and New York, Routledge Falmer.
- Shukla & Kumar. 1985. Sociological Perspective in Education: A Reader, New Delhi: Chanakya Publication.

**Suggested Readings:**

- Cook, L.A. & Cook, E. 1970. Sociological Approach to Education, New York, McGraw Hill.
- Kamat, A.R. 1985, Education and Social Change, Bombay, Popular Prakashan.
- Shipman, M.D. 1975. The Sociology of the School, Second Edition, London, Longman Orient.
- Haralambos M. & Heald, R.M. 2012. Sociology Theories and Perspective, New Delhi, Oxford University Press.



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**Course Code: TTR 405**

**Course Name: Psychological Foundations of Education**

**Course Instructor: Dr. Anu G.S.**

**Credits Equivalent: 2 Credits** (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** On completion of the course, the students will be able to:

- Understand the Nature, Scope and Methods of Educational Psychology
- Differentiate the impact of different schools of Psychology on Education
- Visualize multiple dimensions and stages of different phases of growth and development
- Develop the knowledge of the various theories related with the child development
- Critically analyze the process of learning.
- Apply the knowledge of motivation and creativity in practice
- Develop the conceptual overview of various Intelligence Theories & Measurement
- Apply the Knowledge of I.Q, E.Q and S.Q in various life situations.

### **Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

7. Mid Term Examination: 25%
8. End Term Examination: 50%
9. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
  - Attendance/Participation: 5 marks
  - Seminar: 10 marks
  - Assignments: 10 marks

### **Course Contents:**

#### **UNIT I. Introduction to Educational Psychology (4 hrs)**

- Psychology- Educational Psychology- Meaning, Nature & Scope
- Methods of Educational Psychology- Introspection, Experimental, Differential, Clinical
- Schools of Psychology and their impact on Education- Structuralism, Functionalism, Behaviourism, Psychoanalysis, Humanist, Transpersonal and Cognitive psychology

#### **UNIT II Human Growth and Development (5 hrs)**

- Growth and Development: Concepts and Principles-
- Stages of development: Physical, emotional, Intellectual, Social and Language development
- Piaget's stages of cognitive development- Kohlberg's stages of moral development

#### **UNIT III Learning (4 hrs)**

- Learning - Learning Curves
- Behaviourist Theories: Pavlov, Thorndike, Skinner
- Cognitive theories- Gestalt, Lewin, Piaget and Bruner
- Social Theories-Bandura and Vygotsky's social constructivism
- Gagne's Hierarchy of learning

#### **UNIT IV Intelligence (4 hrs)**

- Intelligence–Theories of Intelligence.
- Assessment of Intelligence- Individual Verbal, Individual Performance, Group Verbal and Group Non-verbal intelligence Tests
- Gardner's Multiple Intelligence Theory & Goleman's Emotional Intelligence Theory

#### **UNIT V Motivation & Creativity (3 hrs)**

- Conceptual analysis of Motivation & Creativity
- Factors affecting Motivation and Creativity
- Life skill on enhancing Motivation and creativity

#### **Essential Reading:**

1. Woolfolk, A. et.al. (2012). *Fundamentals of educational psychology*. New Delhi: Pearson Education
2. Hurlock, E.B. (2008). *Developmental psychology* (5th ed.). New Delhi: Tata McGraw Hill
3. Dandapani, S. (2001). *Advanced educational psychology*, (2nd edition), New Delhi, Anmol publications pvt Ltd.

#### **Suggested Reading:**

1. Mangal, S.K. (2004). *Advanced educational psychology*. New Delhi: Prentice hall of India Pvt Ltd.
2. Gardner, H. (1983). *Frames of mind: The theory of multiple intelligence*. New York: Basic Books.
3. Baron, R.A. (2001). *Psychology*. New Delhi: Pearson Education Inc.,
4. Rao, R.K , Paranjpe, C.A and Dalal, K.A. (2008). *Book of Indian psychology*, Cambridge University Press India Pvt. Limited.



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**Course Code: TTR 406**

**Course Name: Research Methods and statistics in Education**

**Course Instructor: Dr. Anu G. S.**

**Credits Equivalent: 2 Credits** (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** On completion of the course, the students will be able to:

- Understand the nature and scope of research methodology
- Understand the concept of research problem formulation and hypotheses
- Develop the concept of different types of research designs and sampling
- Differentiate the different types of research methods applied in various fields
- Develop the skill of writing research proposal and articles
- Develop the knowledge various tools and techniques used in research
- Develop the skill of analysis and interpretation of the research data
- Develop the skill of research report writing
- Acquire the fundamental knowledge of descriptive and inferential statistics.

### **Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

10. Mid Term Examination: 25%

11. End Term Examination: 50%

12. Continuous Internal Assessment: 25% i.e. 25 marks out of 100

- Attendance/Participation: 5 marks
- Seminar: 10 marks
- Assignments: 10 marks



## **Course Content**

### **Unit I- Research – An Introduction (4 Hours)**

Research and Scientific process- Types of Research- Basic, Applied and Action Research- Formulation of Research Problem- Formulation, Stating and Defining the Research Problem- Formulation and Testing of Hypothesis- Types of Hypothesis- Errors in Hypothesis testing- one tail and two tail tests

### **Unit II- Research Design and Sampling (3 Hours)**

Meaning of Research Design- Different types of Research Design- Sampling Theory- Different types of sample design- Probability and Non-Probability Sampling- Research Proposal- outline of Research proposal

### **Unit III- Research Methods and Research Tools (4 Hours)**

Historical and Normative survey- Experimental research- Causal-comparative studies and correlation method- Case study method-Genetic method- Ethnographic research- different types of research tools- questionnaire- rating scale- Likert & Thurston- socio-metric and psycho-metric research tools- construction and standardisation of research tools- Validity and Reliability of Research tools

### **Unit IV- Research Analysis, Interpretation and Reporting (4 Hours)**

Organisation of Data- Editing, Classifying and Tabulating- Analysis and Interpretation of the data- Research Reporting-Preliminary, Main body and Reference section of the report- Style manual- American Psychological Association (APA)

### **Unit V- Fundamentals of Differential and Inferential statistics (5 Hours)**

Normal probability Curve and its Applications- Skewness and Kurtosis- Measures of Central Tendency- Mean, Median, Mode- Measures of Dispersion- Range, Mean Deviation, Standard Deviation- Quartile Deviation- Percentiles- Measures of Relations- Correlation and Regression- standard Error and Standard Score and its applications

### **Essential Reading**

- Best, J.W. & Kahn, J.V. (1998). *Research in Education*. Gould Street Needham Heights, MA: Allyn & Bacon.
- Cohen, L. & Manion, L. (1980). *Research Methods in Education*, London: Groom Helm Ltd.
- Krishnaswamy, K. N., Sivakumar, A. I., & Mathirajan, M. (2006). *Management research methodology*. New Delhi: Pearson Education in South Asia.

### **Suggested Reading**

- Gay, R.L. & Diehl, P.L. (1992). *Research Methods for Business and Management*, New York: Macmilland Publishing Co.,
- Kervin, J. B. (1992). *Methods for Business Research*, New York: Harper Collins Publishers.
- Kumar, R. (1996). *Research Methodology*, London: SAGE Publications,.



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**Course : MA (Education)**

**Course Code : TTR464**

**Course Name : ICT IN EDUCATION**

**Credits Equivalent: 04 Credits** (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** on completion of the course, the students will be able to:

- Understand Significance of ICT in Education.
- Explain Factors Affecting and Facilitating ICT Learning.
- Use the various accessories of computer for educational purpose.
- Transact the curriculum through ICT.
- Understand the ethical and legal issues related to ICT.
- Use search engines for their research purpose.

### **Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

13. Mid Term Examination: 25%

14. End Term Examination: 50%

15. Continuous Internal Assessment: 25% i.e. 25 marks out of 100

- Seminar: 10 marks
- Assignments: 15 marks

### **Course Contents:**

#### **UNIT- I: (10 hrs) Introduction to ICT**

ICT-Concept, Characteristics, factors affecting and facilitating ICT Role of ICT learning, challenges integrating ICT in Education, Teleconferencing, e-Learning, Web-Based learning, Blended learning, Internet: concept and its usage in education,

Intranet: concept its need and benefit, Search Engines and their working, legal and ethical issues.

### **UNIT-I I: (6hrs) Introduction to Computers**

Structure of Computers, types of computers, components of Computer system (Hardware, Software, User, Procedure), Classification of Computer, Usage of Computers, Threats to Computers and Users, Causes and Effects of Threats to Computers and Users, Computer accessories for education purpose, Hardware/Software, Storage devices, Curriculum transaction to ICT

### **UNIT-III: (7hrs) Word Processing Application**

Word Processing Software, Creating, Saving, Editing the Document, Inserting and Drawing the Table, Inserting the Picture and Symbols, Inserting Header and Footer, Printing the Document (all pages, even pages and odd pages)

### **UNIT -IV: (10hrs) Spread Sheet Application**

Concept and Terminology of Spread sheet, Creating and Saving Workbook, Constructing and Inserting Simple Formulae and Functions, Formatting Worksheet, Editing and Printing Worksheet

### **UNIT-V: (7 hrs) Presentation Application**

Concept and Terminology of Presentation Application, Creating and Saving Presentation, Formatting the Slides, Animation, Inserting Images, Pictures and Sounds in to Presentation, Running a Slide Show

### **References-**

- ❖ Manju, Gehlawat (2012). Information Technology in Education, Pearson Publication, Delhi, Total PAGE 378
- ❖ Sharma, B.M. (2005). Net Oriented Education, Akshansha Publication House, New Delhi, Rs. 160 Total Page 294.
- ❖ Siddiqui, M.H. (2004). Technology in Higher Education, APH Publication, Delhi, Rs. 220 Total Page 354.
- ❖ Pandey, V.C. (2005). Framework of ICT and Teacher Education, Isha Books, Delhi, Rs. 890 Total Page 318
- ❖ Sareen, N. (2005). Information and Communication Technology, Anmol Publication, New Delhi, Rs. 175 Total Page 389.
- ❖ Tinio, Victoria, L. ICT in Education, [http://www.saigontre.com/FDFiles/ICT\\_in\\_Education.PDF](http://www.saigontre.com/FDFiles/ICT_in_Education.PDF)

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PO Box: 21, Dharamshala, District Kangra, Himachal Pradesh-176215

**Course title: History of Education**

**Course code: TTR 466**

**Course credit: 4**

**Credits Equivalent: 2 Credits** (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

### **Course Objective**

The course will accomplish following objectives:

- To introduce the ideological debates on colonial education in India.
- To critically examine the development of colonial education in the early nineteenth century through colonial policy documents.
- To understand the impact of swadeshi movement on Indian education.
- To know the impact of First World War on colonial policy regarding science, technology and industrialization.
- To understand the new development in Indian education with the ongoing freedom struggle.

### **Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

16. Mid Term Examination: 25%

17. End Term Examination: 50%

18. Continuous Internal Assessment: 25% i.e. 25 marks out of 100

- Attendance/Participation: 5 marks
- Seminar: 10 marks
- Assignments: 10 marks

## **Course Outline**

### **Unit 1 Themes Concern and Approaches towards Modern Education in Nineteenth Century**

Missionary enterprise in education  
Anglicist- Orientalist discourse  
Medium of instruction  
Liberal-utilitarian education  
Education and colonialism

### **Unit 2 Education and State**

Bentinck, Macaulay and the introduction of English Education in India  
Dalhousie, Charles Wood and the Education Dispatch of 1854  
The Hunter Commission

### **Unit 3 Education and Swadeshi Movement**

Swadeshi movement and its impact on education.  
Curzon university reform.  
The discourse on national education.

### **Unit 4 First World War and its aftermath**

Indian industrial commission and its impact on science and technology  
Establishment of new universities: Banaras, Aligarh, Lucknow, Dacca and Osmania.  
Education under diarchy

### **Unit 5 Education and National Movement**

Institutionalization of national schools, Vidyapithas, Azad Schools and Jamia Milia Islamia  
Zakir Husain Committee's Report  
The period (1935-50) of big science- M.N. Saha, Homi Bhabha and S.S. Bhatnagar  
contribution to Indian science.

## **Suggested Readings**

- Basu Aparna. 1974. The Growth of Education and Political Development in India 1898-1920, Delhi.
- Ghosh S.C. 2001, Birth of a New India, Delhi, Originals.
- Kumar Krishna. 1987. Political Agenda of Education, New Delhi.
- Mukerji S.N. 1974. History of Education in India Modern India, Gandhi Nagar, Acharya Book Depot.
- Mukherjee Haridas & Mukherjee Uma, A Phase of the Swadeshi Movement (National Education 1905-10), Calcutta.
- Nurullah & Naik 1962 A Students' History of Education in India (1800-1961), Bombay, Macmillan and Co. Ltd.
- Raina & Habib, 2004. Domesticating Modern Science A Social History of Science and Culture in Colonial India, New Delhi.

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PO Box: 21, Dharamshala, District Kangra, Himachal Pradesh-176215

**Course title:** Pedagogy across Curriculum

**Course code** TTR 468

**Course credit** 4

**Course instructor** PrakratiBhargava

**Credits Equivalent: 2 Credits** (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

### **Specific Objectives**

- To help student-teachers develop an understanding of the nature of young learners and their varying socio-cultural, economic and political contexts.
- To interrogate existing terminology, constructs and notions of pedagogic practice, such as child-centered learning, discovery learning, activity-based learning, intelligence (IQ) etc.
- To engage student-teachers with epistemological questions of subject matter and how they unfold in the study of pedagogical approaches.
- To develop capacities to reflect, reason and make discerning judgement and conceptual understanding of pedagogic practice and process of learning.

### **Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

19. Mid Term Examination: 25%

20. End Term Examination: 50%

21. Continuous Internal Assessment: 25% i.e. 25 marks out of 100

- Attendance/Participation: 5 marks
- Seminar: 10 marks
- Assignments: 15 marks

### **Unit of Study**

#### **Unit 1: Knowledge and Methods of Enquiry**

- Knowledge as construction of experience; case examples from school subjects
- Knowledge as distinct from information; case examples from school subjects
- Methods of enquiry, scientific thinking, social scientific thinking, mathematical thinking
- Language, social relations, power, identity and thinking.
- Connections between knowledge, curriculum, textbooks, knowledge and learners

## **Unit 2: Learner and their Contexts**

- Alternative frameworks of children's thinking
- Child and adult misconceptions
- Everyday concepts and situated cognition
- Pedagogical perspective and concerns of inclusive education

## **Unit 3: Pedagogic Practice and the Process of Learning**

- Critical examination of terminology and notions associated with child-centered education
- Critical understanding of standardized pedagogic methods: concept-formation; enquiry-based learning; project-based learning etc
- Interrogating disciplinary practices, creating non-threatening learning environments.

## **Unit 4: Transforming the classroom:**

Creativity in the classroom

Teaching thinking

## **Unit 5: New Concerns in Pedagogical Practice:**

Pedagogy of critical hope

Social Justice pedagogy

Multilingual approaches and curricula

## **Essential Readings**

1. Batra, P. (Ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: Sage.
2. Bruner, J. (1996). In *The Culture of Education*. Cambridge: Harvard University Press, Chapter 2: Folk Pedagogy, 44-65.
3. Dewey, J. (1897). *My Pedagogic Creed*. School Journal, Vol. 54.
4. Driver, R. (1981). Pupils' Alternative Frameworks in Science. *European Journal of Science Education*. 3(1), 93-101.
5. Ghai, A. (1992). Play and the Mentally Handicapped Child. New Delhi: *Sankalp*. September.
6. Holt, J. (1990). *Learning All the Time*. New York: Addison-Wesley Publishing Co.
- Fischer, Robert (2013) *Teaching Thinking Philosophical Enquiry in the Classroom*. Bloomsbury. London
- Chapman, Thandeka K. & Nikola Hobbel (2010) *Social Justice Pedagogy Across the Curriculum The Practice of Freedom*. Routledge. London
- Starko, Alane Jordan *Creativity in the Classroom Schools of Curious Delight*

## **Readings for Discussion**

1. Delpit, Lisa D. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People Children. *Harvard Educational Review* 58(3), 280-298.
2. Holt, J. (1964). *How Children Fail*. USA: Pitman Publishing Corporation.
3. Johnson, D.W. and Johnson, R.T. (1999). *Learning Together and Alone: Cooperative Competitive and individualistic learning*. (5th edition). Boston: Allyn & Bacon.
4. Kamii, C. (1974). Pedagogical Principles Derived from Piaget's theory: Relevance for Educational Practice. In Milton Schwebel and Jane Raph. (eds.) *Piaget in Classroom*. London: Routledge and Kegan Paul, 199-215. (Available in Hindi: Translation-RRCEE).
5. NCERT (2006). 1.2 *Position paper, National Focus Group on Teaching of Mathematics*. New Delhi: NCERT.



6. Sarangapani, P. (2003). *Construction of School Knowledge*. New Delhi: Sage Publications.

**Advanced Reading**

1. Donovan, M. S. and Bransford, J. D. (Ed.) (2005). *How students learn*. Washington DC: The National Academies Press, Chapter 1: Introduction 1-26, Chapter 13: Pulling Threads 569-590.

2. Ghai, A. and Anima, S. (1991). Play and the Mentally Handicapped child. *Digest*, Vol. 4 (1) 13-14.

3. Pollard, A. (2002). *Reflective Teaching*. London: Continuum, Chapter 3: Developing an Evidence-informed Classroom. 42-69.



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**Course Code: TTR – 606**

**Course Name: Quantitative Research in Education**

**Course Instructor: Dr. Anu G. S.**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** On completion of the course, the students will be able to:

- Understand the nature and scope of research methodology
- Understand the concept of research problem formulation and hypotheses
- Develop the concept of different types of research designs and sampling
- Differentiate the different types of research methods applied in various filed
- Develop the knowledge various tools and techniques used in research
- Develop the skill of analysis and interpretation of the research data
- Develop the skill of research report writing
- Acquire the fundamental knowledge of descriptive and inferential statistics.

### **Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

22. Mid Term Examination: 25%

23. End Term Examination: 50%

24. Continuous Internal Assessment: 25% i.e. 25 marks out of 100

- Attendance/Participation: 5 marks
- Seminar: 10 marks
- Assignments: 10 marks

## **Course Content**

### **Unit I- Research – An Introduction (8 Hours)**

Research and Scientific process- Types of Research- Basic, Applied and Action Research- Formulation of Research Problem- Formulation, Stating and Defining the Research Problem- Types of Hypothesis- Formulation and Testing of Hypothesis

### **Unit II- Research Design and Sampling (6 Hours)**

Meaning of Research Design- Different types of Research Design- Sampling Theory- Different types of sample design- Probability and Non-Probability Sampling-

### **Unit III- Research Methods and Research Tools (8 Hours)**

Historical, Descriptive and Experimental research- Causal-comparative studies and correlation method- Case study method-Genetic method- Ethnographic research- different types of research tools- questionnaire- rating scale- Likert & Thurston- socio-metric and psycho-metric research tools- construction and standardisation of research tools- Validity and Reliability of Research tools

### **Unit IV- Research Analysis, Interpretation and Reporting (6 Hours)**

Organization of data- Editing, Classifying and Tabulating- Analysis and Interpretation of the data- Research Reporting-Preliminary, Main body and Reference section of the report- Style manual- American Psychological Association (APA)

### **Unit V- Fundamentals of Differential and Inferential statistics (12 Hours)**

Normal probability Curve and its Applications- Skewness and Kurtosis- Measures of Central Tendency- Mean, Median, Mode- Measures of Dispersion- Range, Mean Deviation, Standard Deviation- Quartile Deviation- Percentiles- Measures of Relations- Correlation and Regression- standard Error and Standard Score and its applications- 't'-Test for Difference of mean- Chi-Square Test- Analysis of Variance

### **Essential Reading**

- Best, J.W. & Kahn, J.V. (1998). *Research in Education*. Gould Street Needham Heights, MA: Allyn & Bacon.
- Cohen, L. & Manion, L. (1980). *Research Methods in Education*, London: Groom Helm Ltd.
- Gay, R.L. & Diehl, P.L. (1992). *Research Methods for Business and Management*, New York: Macmilland Publishing Co.,
- Garrett E. Henry, (2007). *Statistics in Psychology and Education*, Paragon International Publishers, New Delhi.
- Kervin, J. B. (1992). *Methods for Business Research*, New York: Harper Collins Publishers.
- Kumar, R. (1996). *Research Methodology*, London: SAGE Publications,.



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www.cuhimachal.ac.in; Phone: 01892 237285-2237289, 229330; Fax: 01892 237286

**Course Code: TTR 416**

**Course Name: Education for Women Empowerment**

**Credits Equivalent: 2 Credits** (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** on completion of the course, the student will be able to:

- To critically examine the conceptions of Gender and inequalities emerging from it.
- To understand the difference between Sex, Gender and Sexuality using feminist theoretical frameworks.
- To map stereotyping in the process of education.
- To develop and perceive visualize for intervention for sexuality egalitarian society.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

25. Mid Term Examination: 25%

26. End Term Examination: 50%

27. Continuous Internal Assessment: 25% i.e. 25 marks out of 100

- Seminar: 10 marks
- Assignments: 15 marks

## **Course Contents:**

### **Unit 1 Sex and Gender:**

Hetero-normativity

Sex Roles

Gendering Sex

### **Unit 2 Gender and Society:**

Patriarchy

Gender and Religion

Gender and Caste

### **Unit 3 Sexuality:**

Growing up Male

The LGBT's

Androgyny and Education

### **Unit 4 Theoretical Perspective:**

Feminism and Feminist Theories

Nature, Nurture and Culture

Women and Change

### **Unit 5 Gender and School:**

Social Construction of Gender

Gender Inequality in Schooling

Interventions and Possibilities

## **Prescribed Texts**

Bhasin, Kamala, (1986), what is Patriarchy? Kali for Woman, New Delhi

Chanana, Karuna (1988), Socialization, Education and Woman, Orient Longman, New Delhi.

Sarkar, Tanika and UrvashiButalia, (Eds.)(1999), Women and the Hindu Right: A Collection of Essays, Kali for Women, New Delhi.

## **Suggested Readings**

Kumar, Krishna, (1986), Growing up Male, Seminar, No. 387, Feb, PP 53-55.

Reddy, Gayatri, (2006), With respect to Sex, Yoda Press, New Delhi.

Roy, Rahul, (2007), A little book on Men, Yoda Press, New Delhi.



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**Course Code: TTR 411**

**Course Name: Education of Children with Special Needs**

**Course Instructor: Renu Bhandari**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** On completion of the course, the students will be able to:

- Understand concept, meaning and significance of inclusive education.
- Develop critical understanding of the recommendations of various commissions and committees.
- Understand the nature of difficulties encountered by children with special needs.
- Identify and explore existing resources.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners

#### **Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

#### **Evaluation Criteria:**

28. Mid Term Examination: 25%

29. End Term Examination: 50%

30. Continuous Internal Assessment: 25% i.e. 25 marks out of 100

- Attendance/Participation: 5 marks
- Seminar: 10 marks
- Assignments: 10 marks

#### **Unit I Historical Progression (5hrs)**

- Concept: Children with special needs.
- Models of disability.
- Concept of special education, integrated education and inclusive education.
- Brief account of existing special, integrated and inclusive education services in India.

### **Unit II National and International Initiatives (10hrs)**

- Convention on the Rights of Person with Disabilities.
- The World Conference on Special needs Education, Salamanca Statement and its framework for action on Special Needs Education.
- Current laws and policy perspectives in India supporting Inclusive education for children with diverse needs.

### **Unit III - Children with special needs (10 hrs)**

- Definition and characteristics of children with sensory, intellectual, developmental disabilities, social and emotional problems, and children belonging to other marginal groups (gender, SC/ST & other minority groups).

### **Unit IV Preparation for Inclusive Education (10hrs)**

- Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual and learning disability.
- Overcoming barriers for inclusion.

### **Unit V Utilizing resources (5hrs)**

- Types of services, approaches, strategies, personnel involved and their specific roles and responsibilities.
- Role of technology for meeting diverse needs of learners.

### **Essential Readings**

1. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
2. Examples of inclusive education in India, UNICEF 2003
3. NCERT (2006): Position Paper National Focus Group on Education of Children with special Needs.
4. NCERT (2006): Position Paper National Focus Group on Problems of Scheduled Caste and Scheduled Tribe Children.
5. NCERT (2006): Position Paper National Focus Group on Gender Issues in Education.
6. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore.

### **Suggested Readings**

- National curriculum framework, 2005.
- Rehabilitation Council of India Act, 1992
- The Persons with Disabilities Act (PWD Act, 1995).
- The Convention on the Rights of the Person with disabilities.

- Jha. M.( 2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma P.L. (1990) *Teachers handbook on IED- Helping children with special needs*. N.C.E.R.T Publication





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**Course Code: TTR 461 Credit: 4**

**Course Name: Open Educational Resources**

**Credits Equivalent:** 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** On completion of the course, the students will be able to:

- Demonstrate understanding of OER and argue in support of the use of OER.
- Design appropriate learning experiences for OER based eLearning.
- Find and evaluate the quality of OER materials used in different contexts.
- Use appropriate open license to release educational materials as OER.
- Offer OER-based eLearning courses and programs using appropriate technologies

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

31. Mid Term Examination: 25%
32. End Term Examination: 50%
33. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
  - Seminar: 10 marks
  - Assignments: 15 marks

**Course Contents:**

## **Module 1: Concept and Practices of Open Education**

Openness in education – *Open Learning, Open Access, Open Scholarship, Open Badges, MOOC, Creative Commons and Open Learning*, Historical development of OER – *Definition, Types, History*, OER initiatives by institutions and governments – *OER-A Global Perspective, Open badges, OER initiative by institutions, OER initiative by Government*

## **Module 2: Designing Learning Experiences for OER-based eLearning**

Developing learning outcomes, Designing authentic and meaningful learning experiences, Designing and Developing assessment tasks

## **Module 3: Searching and Evaluation of OER Materials**

Introduction, Types of OER Materials – *OER based on media, quality, authorship, presentation, licensing, purpose of usage*, Searching for OER materials – *Boolean, Advanced*, OER repositories, Open access literature, Evaluation of OER materials – *Using rubrics, Using experts' rating*, Characteristics of good OER materials – *E-textbooks, Video, Repositories, Community based consortium, Full package courses*

## **Module 4: Licensing and Copyright**

Licenses and content protection – *Copyright, Creative Commons*, Creative Commons License – *License conditions, Choosing appropriate license*, Licensing policies

## **Module 5: Integrating OER in eLearning**

eLearning, Online learning, Affordances of online learning – *Information storage and retrieval, communication and collaboration, Engagement and interaction*, Optimising affordances of online learning, Integrating OER in eLearning, Developing scenario-based learning

### **Suggested Readings:**

- ❖ Blinco, K, Mason, J, McLean N, and Wilson S (2004) 'Trends and Issues in E-Learning Infrastructure Development: A White Paper for alt-i-lab 2004', Prepared on behalf of DEST (Australia) and JISC-CETIS (UK), [http://www.jisc.ac.uk/uploaded\\_documents/Altilab04-infrastructureV2.pdf](http://www.jisc.ac.uk/uploaded_documents/Altilab04-infrastructureV2.pdf).
- ❖ Brandon, B (2007) (ed) 'The eLearning Guild's Handbook of eLearning Strategy', The E-Learning Guild, California, <http://www.elearningguild.com/showFile.cfm?id=2509>  
Building Digital Learning Objects (DLOs), [http://elearningfacultymodules.org/index.php/Building\\_Digital\\_Learning\\_Objects\\_%28DLOs%29](http://elearningfacultymodules.org/index.php/Building_Digital_Learning_Objects_%28DLOs%29)
- ❖ Butcher, N (2011) *A Basic Guide to Open Educational Resources (OER)*, Vancouver, British Columbia.

- ❖ California County Superintendents Educational Services Association (2011), <http://chat.scoe.net/downloads/CA%20eLearning%20Framework.pdf>
- ❖ Centre of Instructional Education, University of Wisconsin, Milwaukee, [http://www4.uwm.edu/cie/learning\\_objects.cfm?gid=37](http://www4.uwm.edu/cie/learning_objects.cfm?gid=37).
- ❖ Chung, C H, Pasquini, L A, Koh, C E (2013) 'Web-based Learning Management System Considerations for Higher Education', *Learning and Performance Quarterly*, 1(4), [http://www.sageperformance.com/ojs/index.php/LPQ/article/download/41/pdf\\_1](http://www.sageperformance.com/ojs/index.php/LPQ/article/download/41/pdf_1).
- ❖ Connolly, P J (2001) 'A standard for success', *InfoWorld*, 23(42): 57 –58. EDUCAUSE  
Evolving Technologies Committee (2003) *Course Management Systems (CMS)*, <http://net.educause.edu/ir/library/pdf/DEC0302.pdf>.
- ❖ Designing Learning Objects for Online Learning, [http://www.col.org/SiteCollectionDocuments/KS2007\\_Designing-Learning-Objects.pdf](http://www.col.org/SiteCollectionDocuments/KS2007_Designing-Learning-Objects.pdf).
- ❖ Downes, S (2006) 'Models for Sustainable Open Educational Resources', National Research Council Canada, <http://www.oecd.org/edu/ceri/36781698.pdf>
- Franklin, T and Harmelen, M (2008) 'Web 2.9 for Content for Learning and Teaching in Higher Education', *JISC*, Issue: 16 August.
- ❖ Geser, Guntram (2007-01) 'Open Educational Practices and Resources. OLCOS Roadmap 2012', Salzburg, Austria: Salzburg Research, EduMedia Group (Accessed 5 April 2013)
- ❖ Hemetsberger, R and Reinhardt, C (2006) 'Learning and Knowledge building in Opensource Communities: A Social-experiential Approach', *Management learning*. 37 (2): 187 –214.
- ❖ Hunter-Jones, P (2012) 'A Guide to Using Open Educational Resources (OERs) in Marketing Education: What are they? How do I develop them? And why should I bother?', University of Liverpool, <http://research-archiv.liv.ac.uk/>
- ❖ Johnstone, S M (2005) 'Open Educational Resources Serve the World', *Educause Quarterly*, 28 (3).
- ❖ McGreal, R, Kinuthia, W and Marshall, S (eds.) (2013) *Perspectives on Open Educational and Distance Learning: Open Educational Resources: Innovation, Research and Practice*, Commonwealth of Learning & UNESCO/COL, Vancouver: Commonwealth of Learning and Athabasca University.

- ❖ Naidu, S (2006) *E-Learning: A Guidebook of Principles, Procedures and Practices* Commonwealth Educational Media Center for Asia (CEMCA), [http://cemca.org.in/ckfinder/userfiles/files/eLearning\\_guidebook.pdf](http://cemca.org.in/ckfinder/userfiles/files/eLearning_guidebook.pdf).
- ❖ Naidu, S (2010) 'Pedagogical affordances of technology' in S. Mishra (ed.), *STRIDE Handbook on eLearning*, New Delhi: STRIDE Indira Gandhi National Open University, pp. 4 –13.
- ❖ Naidu, S (2010) 'Using scenario-based learning to promote situated learning and develop professional knowledge' in Errington, E P (ed.), *Preparing graduates for the professions using scenario-based learning*, Brisbane: Post Pressed, pp. 39 –49.
- ❖ Naidu, S (2013) 'Instructional design models for optimal learning' in Moore, M G (ed.), *The Handbook of Distance Education*, 3rd edn, New York, Routledge, pp. 268 –281.
- ❖ Novak, J D, and Gowin, D B (1984) *Learning how to learn*, New York, NY: Cambridge University Press.
- ❖ Okada, A, Mikroyannidis, A, Meister, I and Little, S (2012) "'Colearning" — collaborative networks for creating, sharing and reusing OER through social media', in *Innovation and Impact — Openly Collaborating to Enhance Education*, 16 –18 April 2012, Cambridge, UK.
- ❖ Open Educational Resources (n.d.) 'The William and Flora Hewlett Foundation', <http://www.hewlett.org/programs/education-program/open-educational-resources> (Accessed 27 March 2013)
- ❖ Organisation for Economic Co-operation and Development (OECD) (2007) 'Giving Knowledge for Free: The Emergence of Open Educational Resources', Paris: Centre for Educational Research and Innovation, OECD, p. 10, <http://www.oecd.org/edu/ceri/38654317.pdf>
- ❖ Salmon Five Stage Model of E-Learning, [http://www.acu.edu.au/\\_\\_data/assets/pdf\\_file/0014/411035/Salmon\\_Five\\_Stage\\_Model\\_of\\_ELearning.pdf](http://www.acu.edu.au/__data/assets/pdf_file/0014/411035/Salmon_Five_Stage_Model_of_ELearning.pdf)
- ❖ Salmon, G (2001) 'The March of the Moderators', The Higher Education Academy, Briefing Paper: HEA Academy, [http://www.heacademy.ac.uk/assets/documents/resources/database/id454\\_the\\_march\\_of\\_%20the\\_moderators.pdf](http://www.heacademy.ac.uk/assets/documents/resources/database/id454_the_march_of_%20the_moderators.pdf)
- ❖ Suber, P (2004) 'Open Access Overview', <http://legacy.earlham.edu/~peters/fos/overview.htm>

- ❖ Wiley, D (2006) 'The Current State of Open Education Resources', Paper presented at the OECD-CERI Expert Meeting on Open Educational Resources, Malmö, Sweden.
- ❖ 3waynet Inc (2004) 'LMS Evaluation Tool User Guide', Commonwealth of Learning, <http://www.col.org/resources/publications/Pages/detail.aspx?PID=31>.



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**Course Code: TTR – 459**

**Credits: 02**

**Course Name: Life Skills**

**Course Instructor: Dr. Anu G. S.**

**Credits Equivalent:** (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** The objectives of the course are to familiarize students in:

- Theoretical foundation in life skills education
- Train the various life skill related with cognitive, psycho-social and coping skills
- Evaluate each life skill by self assessment and appreciate the skills
- Enable students to apply life skills in various spheres
- Enhance the ability to contribute in the area of life skills education.

### **Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

34. Mid Term Examination: 25%

35. End Term Examination: 50%

36. Continuous Internal Assessment: 25% i.e. This 25% will distribute as

- Attendance/Participation: 20%
- Seminar: 40%
- Assignments: 40%

## **Course Content**

### **Unit I- An Introduction to Life Skills (4 Hours)**

Definition and Importance of Life Skills- Life Skills Development- Life Skills Education- Life Skills Approaches- Scope of Life skill education

### **Unit II- Cognitive Life Skills (5 Hours)**

Self Awareness- Critical thinking- Creative thinking- Decision making- Problem solving-

Training & Self- assessment of Self Awareness, Critical thinking, Creative thinking, Decision making & Problem solving

### **Unit III- Psycho- Social Life Skills (4 Hours)**

Empathy- Interpersonal relationships- Effective Communication

Training & Self- assessment of Empathy, Interpersonal relationships, Effective Communication

### **Unit IV- Coping Life Skills (4 Hours)**

Managing Emotions- Coping with stress

Training & Self- assessment of Managing Emotions & Coping with stress

### **Unit V- Practical Applications of Life skills (3 Hours)**

Practical application of life skill in personal and social life- Personal development- Research and innovations in Life skill education

## **Essential Reading**

- Nair .V. Rajasenan, (2010). *Life Skills, Personality and Leadership*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Santrock W.John (2006). *Educational Psychology*. (2nd Edn.)New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- UNESCO (2005). *Quality Education and Life Skills: Darkar Goals*, UNESCO, Paris.
- <http://www.skillsyouneed.com/learn/study-skills.html>

## **Suggested Reading:**

- WHO (1999). *Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting*, WHO, Geneva.
- UNESCO and Indian National Commission for Co-operation with UNESCO (2001). *Life Skills in Non-formal Education: A Review*
- *Life Skills Resource Manual, Schools Total Health Program*, (2006). Health Education and Promotion International Inc., Chennai.

## **Web Sites:**

1. UNESCO – <http://www.unesco.org/>
2. UNFPA - <http://www.unfpa.org/>
3. UNICEF - <http://www.unicef.org/>
4. United Nations - <http://www.un.org/>
5. WHO - <http://www.who.int/en/>

