MAHARISHI VEDIC SCIENCE –II

PG COURSES

UNIT – I
Name of 21-40 areas of Vedic Science & their expression in Human Physiology and detail with diagram.
Consciousness, types of consciousness, characteristics of higher stages of consciousness.

UNIT – II
Introduction to Maharishi Gandharva Veda
Introduction to Maharishi Sthapatya Ved

UNIT – III
Introduction to Maharishi Vedic Management
Fundamental Elements of Vedic Management:- Totality
Ideal Management in Indian Society (Ashram Vavstha :Cast, Religious)
Management Science and Art.

UNIT – IV
Maharishi Absolute theory of Defence.
Maharishi Absolute theory of Development.
Maharishi Absolute theory of Information.

UNIT – V
Maharishi's Swasthya Vidhan.
Scientific Research based on T.M. & T.M. Sidhi Programme.

Suggested Readings:
Maharishi Sandesh -1and 2 -His Holiness Maharishi Mahesh YogiJee
Scientific Yoga Ashanas –Dr.Satpal.
Chetna Vigyan -His Holiness Maharishi YogiJee.
Dhyan Shailly by Brahmchari Dr. Girish Ji

CURRICULUM DEVELOPMENT AND COMPARATIVE EDUCATION

COURSE OBJECTIVES
To enable the students to:
1. To acquaint the student with educational systems in terms of factors and approaches of comparative education.
2. To orient the students with skills to assess the efficiency of educational systems of various countries in terms of prevailing trend in those countries.
3. To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.
4. To enable the students to develop an understanding about important principles of curriculum construction.
5. To acquaint students with curricular content, curriculum implementation and process of curriculum evaluation.
6. To help students to understand issues, trends and researches in the area of curriculum in India.

COURSE CONTENTS

UNIT-I
Concept, aims and scope of Comparative Education. History and Developmental Stages of Comparative Education. Factors influencing of Education System and Comparative Education. Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach. Concept of Universalization, its implications for Indian Education.

UNIT-II
Primary Education in U.S.A., U.K. and India (Aims, Content, Methods & Instruction and Evaluation System). Secondary Education and its Vocationalization in U.K, U.S.A., Russia and India. Higher Education in U.K., U.S.A. & India. Distance Education: its needs and various concepts with reference to U.K., Australia & India.

UNIT – III
Educational Administration in U.K., U.S.A. and India. Teacher Education Programmes in U.K., U.S.A., Russia & India.

UNIT-IV
Concept of Curriculum, difference between syllabus and curriculum concept of Emerging, Hidden and Irrelevant Curriculum. Considerations for Curriculum Planning: Philosophical, Psychological, Sociological & Discipline Oriented.

UNIT-V
Different Models of Curriculum Development: Administrative Model, Grassroot Model, Demonstration Model and system Analysis Model. Concept of Curriculum Development, Different categories & Types of Curriculum.

Concept, Need and importance of Curriculum Evaluation. Concept of Formative & Summative Evaluation, Interpretation of evaluation results According to marks, rating and Grades.

Books:-

1. Bexday, G.Z.L.(1964) Comparative Methods in Education. New Delhi Oxford and IBH Publishing Co.
2. Cramer, I.F. & Brown. G.S.(1965) Contemporary Education: A Comparative Study of National System. New York Harcourt Brace & Company
3. Denis Lawten.(1986) School Curriculum Planing, London Hodder and Stoughton.
4. Hans, Nicholas (1961). Comparative Education, London Routledge and Kegan Paul.
5. Harold Alberty.(1957) Reorganizing the High School Curriculum. New York MacMillan Company.
6. Harold, B.Alberty& Elsic, J. Alberty (1963). The Curriculum. New York, The MacMillan Company.
7. Hugh Sockelt.(1976) Designing the Curriculum Design.(London), McGraw Hill
8. Ivor, K.Davies.(1976) Objectives in Curriculum Design, London, McGraw Hill.
9. John, D.McNeil(1977). Curriculum Boston. Little Brown and Company.

CONTEMPORARY ISSUES IN INDIAN EDUCATION

COURSE OBJECTIVES
To enable the students to:
1. Develop a critical understanding of the challenges facing Indian Education today.
2. Get the Knowledge of the contemporary issues in Indian Education in a global perspective.
3. Get a historical insight into the development of Education in India.
4. Have a critical understanding of the development of Education as a distinct discipline.

COURSE CONTENTS

UNIT-I
Education in India during:
• Vedic
• Budhistic
• Medieval period.
Development of Education in India
• Maculay's minutes and Bentick resolution and Adam's Reports.
• Wood's Despatch of 1854.
• Lord Curzen's education policy & National Consciousness.
• National Education Movement.

UNIT-II
History of Education in India: Pre Independence era
• Indian Education Commission, 1882.
• Calcutta University Commission, 1917-1919.
• Wardha Scheme of Education, 1937.

UNIT-III
Contemporary Issues in Indian Education in a Global Perspective highlighting the UNESCO's Current Concerns in respect of the following:
• Concept of Universalization of Elementary Education.
• Related Issues of Universalization: Provision, Enrolment and Retention/completion rates in elementary education.
• Programmes for achieving the objectives of Universalisation of Elementary Education.
• Vocationalisation of secondary education.
▪ District Primary Education Projection (DPEP).
▪ Sarva Shiksha Abhiyan.
▪ National Programme of Nutritional Support to Primary Education (NPNSPE) or Midday Meals.
▪ National Programme of Education of Girls at Elementary Stage Scheme (NPEGESS).
▪ Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS).

UNIT-IV
History of Education in India: Post Independence era:
• University Education Commission (1948-49).
• Secondary Education Commission, (1952-53).
• Indian Education Commission (1964-66).
• National Policy of Education, 1986.
• Ramamurti Committee.
• Revised National Policy, 1992.

Diverse Issues in Education:
• Education and Employment.
• Computer Education in Schools.
• Education of the SCs, STs, OBCs and Girls in Various age groups.
• Issues relating to quality in education and excellence.
• Educational Programmes for disabled children.

UNIT-V
Contemporary Issues in Indian Education in Global Perspective:
• Issues pertaining to Distance Education and open learning system.
• Issues relating to medium of instruction three language formula.
• Issues in respect of emotional integration and International Understanding in the context of Globalization.
• Education and Democracy.
• Constitutional Provisions for Education.
• Learning Without burden –Yashpal Committee 1993..
• National Curriculum Framework for School Education 2000 & National Curriculum Framework 2005.
• Educational Reforms in India in 21st Century.

Selected Readings:
1. Nurullah. S., Naik J.P. and Oad L.K.(Eds.) 1970 A Student History of Education in India, Bombay MacMillan and Co.
2. M.H.R.D. Report of the University Education Commission (1948), Ministry of Education, Govt.of India, New Delhi, 1949.
3. M.H.R.D. Report of the Secondary Education Commission (1952-53) , Ministry of Education, Govt. Of India, New Delhi,1953
4. M.H.R.D. Report of the Education Commission - Education and National Development (1964- 66), Ministry of Education, Govt. Of India, New Delhi 1966.
5. M.H.R.D. Challenges of Education, A Policy Perspective, Ministry of Education, Govt. of India, New Delhi,1985.
6. M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. Of India, New Delhi, 1986.
7. M.H.R.D. Programme of Action(1992), Ministry of Education, Govt. Of India, New Delhi, 1992.
8. M.H.R.D. Towards an Enlightened and Humane Society - A Review (NPERC), Ministry of Education, Govt. Of India, New Delhi, 1990
9. M.H.R.D. Education for All: The Indian Scene, Ministry of Education, Govt. Of India, New Delhi, 1993.
10. World Year Book of Education. Youth, Education and Work, Kogan Page, London, 1995.

Computer Education

COURSE OBJECTIVES
1. To make students aware about fundamentals of computer hardware and software.
2. To develop capability in students to use computers for teaching-learning activities.
3. To use computers for collection and dissemination of information throughout the world.

COURSE CONTENTS
UNIT – I

Basics of Computer Hardware. Computer: Structure, block diagram. Working of: Input Devices, Processing, Devices, Output Devices. Memory Devices : Primary - RAM, ROM. Secondary - HDD, FDD, CD-ROM. Auxiliary Memory . Emerging Computer Hardware Technologies.

UNIT – II

Software Applications. Application Software : Meaning, Classification. System Software: Meaning, Classification (DOS, WINDOWS in Detail). Documentation Preparation making of synopsis, Cover page, report writing by using Word Processing (Ms-Word and PageMaker). Use of Spreadsheet (Excel, SPSS): - Data Entry, Data Analysis, Charts, Graphs, Computers in data analysis, Statistical Package. Presentation Software: - Power Point Presentation of Report.

UNIT – III

Computer in Education: Computer Aided Instruction. CAI: - Meaning, Modes. Advantages and disadvantages of Computer Aided Instruction. Multimedia: Meaning, use of multimedia CD-ROM's for educational Purposes. Use of Multimedia in Education.

UNIT – IV

Internet: Meaning, History, Working, Educational uses of the Internet including: educational web sites & resources; Downloading information; understanding the basis of Hypertext Mark Up Language (HTML); Internet Service Providers (ISPs) Surfing the Internet: Searching, Connecting, Communicating, Downloading Web Education. Electronic Mail: Application and usages of E-mail.

UNIT – V

Data Communication and Networks: communication channels –twister, coaxial, fiber, optic. Types of Networks – LAN, WAN, MAN etc, Topologies of LAN –Ring, BUS, STAR, MESH and TREE topologies , components of LAN-media , NIC,NOS, Bridges, HUB, Routers Repeater and Gateway . Computer virus: Virus working principles, types of viruses, virus detection and prevention, viruses on networks. Use of communication and IT in daily life. An Introduction: Modern Science and Vedic Science, Unified Field based Computer Science.

Selected Readings:
1. Cox, J. and Urban, P. "Quick courses in Microsoft Office. Galotia Publications, New Delhi, 1999.
2. Jain, Satish: "Introduction to Computer Science and Basic Programming". BPB Publications, New Delhi, 1990.
3. Rajaraman, V, "Fundamentals of Computers". Prentice Hall of India, New Delhi, 1996.
4. Sexena, S., "A first Course in Computers". Vikash Publishing House Pvt. Ltd. New Delhi, 1998.
5. Sinha, P.K. "Computer Fundamentals, BPB Publications, New Delhi, 1990.
6. Tanenbaum, A.S. "Computer Networks", Prentice Hall of India, New Delhi, 1998.

ENVIRONMENTAL EDUCATION

Course objectives: After completing the course, the students will be able to:
• explain the concept and component of environment.
• explain the concept and types of ecosystems
• describe food chain and food web.
• explain the concept, importance, scope and aims of Environmental education.
• enlist the principles and foundations of Environmental Education.
• discriminate between different types of Environmental Pollution.
• suggest some strategies for Environmental Conservation.
• discuss the importance of responsible Environmental behaviour.
• discuss the importance of Environmental awareness, attitude, sensitivity and action strategies for teachers and students.

COURSE CONTENTS
UNIT – I
a. Introduction to Environmental Education: Concept, Importance and Scope.
b. Concept and Types of Ecosystem
c. Food Chain and Food Web.
d. Aims and Objective of Environmental Education.
e. Guiding Principles and Foundations of Environmental Education.

UNIT-II
a. Environmental Pollution: Air, Water, Soil and Noise and Radioactive Pollution.
b. Extinction of Flora and Fauna, Deforestation and Soil Erosion.
c. Importance of Environmental Conservation and Strategies for Environmental Conservation.

UNIT-III
a. Meaning, Importance and Components of Responsible Environmental Behaviour among Teachers and Students.
b.Importance of Environmental Awareness, Environmental Attitude, Environmental Sensitivity and Environmental Action Strategies for Teachers and Students.

UNIT – IV
a. Relationship between Man and Environment.
b. Effect of Man Made and Natural Disaster on Environment.
c. Role of Educational Institutions in Disaster Management.
d. Features of Curriculum for Environment Education.
e. Special Nature of Curriculum on Environment Education.
f. Programmes of Environment Education for Primary, Secondary and Higher Education Institutions.

UNIT-V
a. Interdisciplinary and Integration Approaches for Teaching Environment Education.
b. Methods of Teaching Environment Education, Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Survey, Projects, Exhibition and Experimental Learning.
c. Role of Media: Print, Films and T.V. for Imparting Environment Education.
d. Global Environment Problems: Global warming, Ozone Depletion, e-waste and Population Explosion.
e. Waste Management: e-waste, Medical Waste, Nuclear Waste, Solid and Liquid Waste.
f. Comparative Study of Environmental Projects from Various countries.

SELECTED READINGS
1. Dani, H.M. (1986), Environmental Education : Panjab University , Chandigarh, Publication Bureau.

2. Bhall, S.C. and Khanna, H. (2007), Environmental Education, New Delhi : Regal Publication.
3. Nagra, V. (2006), Environmental Education, Jalandhar : Sharma Publications.
4. Nanda, K.V. (1997), Environmental Education, New Delhi: APH Publishing Corp.
5. Nasrin (2007), Education, Environment and Society, New Delhi : APH Publishing Corp.
6. Saxena, A.B. (1986), Environmental Education, Agra : National Psychological Corp.
7. Sharma, R.C. (1981), Environmental Education, New Delhi : Metropolitan Book Co.
8. Shrivastva, K.A. (2007), Global Warming, New Delhi : APH Publishing Corp.
9. Shukla, K.S. and Srivastva, R.P. (1992), Emerging pattern of Environmental Structure, New Delhi: Commonwealth Publishers.
10. Singh, K.Y. (2005), Teaching of Environmental Science, New Delhi : Charman Enterprises.
11. Sudhir, A.M. and Masillamani, M. (2003), Environmental Issues, New Delhi : Reliance Publishign House.
12. Vyas,H. (1995), Paryavaran Shiksha, New Delhi : Vidya Mandir.

SPECIAL EDUCATION

COURSE OBJECTIVES
To make the students:
1. Understand the concept of exceptional children.
2. Know about the meaning and scope of special education in India.
3. Grasp about the meaning, specific characteristics and modalities of identification of various types of students who are different than majority or exceptional learners.
4. Identify with the various types of exceptional children.
5. Acquaint with the various types of handicaps and their causes.
6. Provide guidance in handling of exceptional children.
7. Understan7d various educational intervention programmes for meeting the needs of exceptional learners.

COURSE CONTENTS

UNIT-I
Concept of Exceptionality
• Positive, Negative and Multiple Deviations
• Needs & Problems of Exceptional Children
Nature of Special Education
• Objectives
• Historical perspectives
• Continuum of Special Education alternative programmes.
• School of Integrated/Inclusive Education : Organisation and Management

UNIT-II
Education of Orthopaedically Handicapped
• Concept
• Types of Handicap
• Characteristics
• Educational Programmes
Education of Mentally Retarded
• Concept
• Classification
• Etiology
• Educational Programmes for Trainable Mentally Retarded
• Educational Programmes for Educable Mentally Retarded
• Management of Behaviour Problems prominent in Severe & Profound Retardation

UNIT-III
Education of Visually Impaired
• Characteristics
• Degree of Impairment
• Etiology and Intervention
• Educational Programmes

UNIT-IV
Education of Hearing Impaired
• Characteristics
• Degree of Impairment
• Etiology
• Educational & Intervention Programmes
Education of Learning Disabled

• Characteristics
• Types
• Identification
• Educational and Intervention Programmes

UNIT –V
Education of Gifted, Creative and Juvenile Delinquents
• Juvenile Delinquents
• Characteristics
• Identification
• Problems
• Educational Programmes
Guidance and Counselling of Exceptional Children
• Meaning & Need
• Role of Teachers & Other specialists

Selected Readings:
1. Berdine W.H. & Blackhurst A.E. (eds.)(1980), An Introduction to Special Education,Boston, Harpers Collins Publishers.
2. Dunn, L & Bay, D.M. (Ed.): Exceptional Children in the Schools, New York: Holt,Rinehart, Winston.
3. Hallahar D.P. & Kauffman, J.M.(1991), Exceptional Children: Introduction to special Education, Masschuaters Allyn & Bacon.
4. Hewett Frank M. & Foreness Steven R.(1984) Education of Exceptional Learners, Massachusetts Allyn & Bacon.
5. Jordern, Thomes E.The Exceptional Child, Ohio: Merrill.
6. Kirk S.A. & Gallagher J.J.(1989), Education of Exceptional Children;Boston Houghton Miffin Co.
7. Magnifico, L.X.: Education of the Exceptional Child, New York, Longman.
8. Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
9. Singh, N.N. and Beale, I.L. (eds.)(1992) Learning Disabilities -Nature, Theory and Treatment, New York Springer -Verlag,
10. Strang, Ruth: Exceptional Children & Youth, J.J.: prentice Hall.

TEACHER EDUCATION

COURSE OBJECTIVES
To enable the students to understand about the:
1. Concept, aims and scope of teacher education in India with its historical perspectives.
2. Teaching profession and types of teacher education programmes.
3. Development of teacher education curriculum in India.
4. Different competencies essential for a teacher for effective transaction.
5. Research in various areas of teacher education.

COURSE CONTENTS

UNIT-I
• Teacher Education: Concept and historical perspectives
• Recommendations of various commissions on teacher education with special emphasis on Kothari Commission and NPE 1986 and 1992

Aims and Objectives of Teacher Education
• Elementary Level
• Secondary Level
• College Level

UNIT-II
• Teaching as a profession
• Professional Organization for various levels of Teachers and their role
• Faculty Improvement
• Performance appraisal of teachers
• Internship in Teacher Education
• Pre-service Teacher Education
• In-service Teacher Education
• Distance Education and Teacher Education
• Orientation and Refresher Courses

UNIT –III
• Preparing teachers for special schools
• Implementation of curricula of teacher education at various levels
• Various agencies of teacher education
• Teacher education and other institutions.

Unit-IV
Instructional Strategies in Teacher Education
• Lecture strategy
• Discussion
• Brain storming
• Supervised study
• Individualized study
• Simulation
• Action Research

Unit-V
Areas of research in Teacher Education with special emphasis on
• Teacher effectiveness
• Criteria of admission

- Modification of teacher behaviour
- School effectiveness
- Future of teaching as a profession
- Current problems of teacher education and practicing schools

Selected Readings:

1. CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. Of India, MHRD, New Delhi.
2. Delors, J.(1996)Learning: The treasure with in UNESCO Publishing.
3. Dunkin, J. Micheal(1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
4. Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press.
5. Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi, Radha Publishing.
6. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. Of India, New Delhi.
7. MHRD(1992) Programme of Action, Department of Education, Govt., of India, New Delhi.
8. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publication, New Delhi.
9. Oberoi, M.K.(1995) Professional competencies in Higher Education, New Delhi UGC Publication.
10. MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. Of India, New Delhi.

DISTANCE EDUCATION

COURSE OBJECTIVES

- To provide opportunity to those who have missed the opportunity of taking advantage of conventional mode of learning.
- To provide equal educational opportunities for higher education through distance mode for a large segment of the population, including those in employment, women (including housewives) and adults who wish to upgrade their education or acquire knowledge in various fields of study.
- To provide flexibility with regard to eligibility for enrollment, age of entry, choice of courses, methods of learning, conduct of examinations and operation of the programme.
- To complement the programs that existing Universities in the country, in the field of higher learning so as to maintain the highest standards on par with other institutions in the country.
- To promote integrity in the country through its policies and programs.
- To offer degree courses, diplomas and post graduate programs for the benefit of the working population in various fields and for the benefit of those who wish to enrich their lives by studying subjects of cultural and aesthetic values.
- To make provision for research and advancement and dissemination of knowledge.
- To serve as a source of continuing education, consultancy and to provide equal access to knowledge and higher education.

COURSE CONTENTS

UNIT – I
Distance Education and its development
(a) Some definitions and teaching Learning components.
(b) Need and characteristic features of Distance Education.
(c) Growth of Distance Education.
(d) Distance Teaching-Learning systems in India.

UNIT – II
Intervention strategies at a distance
(a) Information and Communication Technologies and their application in Distance Education.
(b) Designing and preparing self-instructional material.
(c) Electronic media (T.V.) for Education
(d) Distance Education.

UNIT – III
Learning at a distance- I
(a) Student-support-services in Distance Education and their management.
(b) Technical and vocational programmes through Distance Education.

UNIT – IV
Learning at a distance- II
(c) Programmes for women through Distance Educaton.
(d) Distance Education and Rural Development.

UNIT – V
Quality Enhancement and Programme Evaluation
(a) Quality assurance of Distance Education
(b) Mechanisms for maintenance of standards in Distance Education
(c) Programme evaluation.
(d) Cost analysis in D.E.-concept, need and process.
(e) New Dimensions in Distance Education-promises for the future.

Reference Books:

DEFINING DISTANCE EDUCATION, by Uğur Demiray
HISTORY OF DISTANCE EDUCATION, by Uğur Demiray and Aytekin İşman
DISTANCE EDUCATION AS A CHALLENGING CONCEPT IN SOCIOLOGY, by Adnan Boyaci
A CONCEPTUAL ANALYSIS OF DISTANCE EDUCATIONAL FUNCTIONS AND PERSPECTIVES IN SOCIOLOGY, by M.Cüneyt Birkök.
TELECOMMUNICATIONS TECHNOLOGIES IN DISTANCE LEARNING, by Don Flournoy
EMERGING TECHONOLOGIES IN DISTANCE EDUCATION , by George Veletsianos

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

COURSE OBJECTIVES
1. To acquaint the students with changing concepts of educational management along with their significance.
2. To help the students to understand educational management as a process at various levels.
3. To develop an understanding in students about education and problems of educational trends.
4. To help the students to know about resources of education and problems of educational finance.
5. To assist the students to learn about planning and organizing supervisory programmes in educational institutions.

COURSE CONTENTS

UNIT-I
• Meaning, Nature and Scope of Educational Administration, Relationship among Management, Administration, Supervision and Planning.
• Specific Trends in Educational Administration:
• Decision Making
• Organizational Compliance
• Organizational Development
• PERT

UNIT-II
• Meaning and Nature of Educational Planning
• Approaches to Educational Planning
• Meaning and Nature of Educational Supervision, Supervision as:
• Service Activity
• Process
• Function

UNIT-III
• Development of Modern concept of Educational Administration from 1990 to present day.
• Taylorism
• Administration as a process
• Human relations approach to Administration
• Meeting the psychological needs of Employees

Unit-IV:
• Meaning and Nature of Leadership
• Theories of Leadership
• Styles of Leadership
• Measurements of Leadership

Unit-V:
• Perspective Planning
• Institutional Planning
• Modern Supervision and Functions of Supervision
• Planning, Organizing and Implementing Supervisory Programmes

Selected Readings:
1. Harbison, I.F. (1967), Educational Planning and Human Resource Development, Paris: UNESCO.
2. Harding, H, (1987), Management Appreciation, London; Pitman Publishing.
3. Hatehy, H.J. (1968), Educational Planning Programming, Budgeting-A Systems Approach, New Jersey: Prentice Hall.

4. Kingrough, R.B. and Nunnery, M.Y. (1983), Educational Administration-An Introduction, N.Y.: MacMilan.

5. Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988), Human Resource Development, Bombay: Dhrun & Deep.

6. Shukla, P.D. (1983), Administration of Education in India, New Delhi: Vikas.

7. Sinha, P.S.N.(ed) (2002), Management and Administration in Govt. New Delhi: Commonwealth Publishers.

8. Spears, H. (1955), Improving the Supervision of Instruction, N.Y.: Prentice

9. Wiles Kimbal (1955), supervision for Better School, N.Y.: Prentice Hall.

VALUE EDUCATION AND HUMAN RIGHTS

Course objectives: After completing the course, the students will be able to:
• enable students to understand the need and importance of value- education and education for human rights.
• enable students to understand the nature of values, moral values, moral education and to differentiate such values form religious education, moral training or moral indoctrination.
• orient themselves with the basis of morality and with the place of reason and emotions in moral development of the child.
• enable them to understand the process of moral development vis-a-vis their cognitive and social development.
• orient themselves with various intervention strategies for moral education and conversion of moral learning into moral education.
• orient themselves about the philosophical foundations of human rights

COURSE CONTENTS

UNIT – I
Conceptual Framework of Value Education.
(i) Meaning, Nature and Scope of Value Education.
(ii) Objectives of Value Education.
(iii)Types-Competent, Instrumental, Terminal, Extrinsic and Intrinsic Values. Importance of Value Education Content of Value Education and Culture
(i) Competency Based Values- Subject wise (Languages, Social Sciences, Science, Maths etc.)
(ii) Co curricular Activity Based Values- Social, Moral, Aesthetic and Spiritual Values
(iii) Human Values in the Context of Indian Culture and Constitution - Truth, Love, Peace, Righteousness, Non- Violence etc.
UNIT – II
Conceptual Framework of Human Rights
(i) Meaning, Objectives, Nature and Scope of Human Rights
(ii) Content of Human Rights Education
(iii) Obstacles and Barriers in Implementing Human Rights.
(iv) Education as an Agency to Sensitize Students towards Human Rights

Philosophical Foundations of Human Rights: Nature and Sources.

UNIT – III
Approaches to Value Development
1. Psycho- Analytic Approach.
2. Learning Theory Approach Especially Social Learning Theory Approach.
3. Cognitive Development Approach

UNIT – IV
Models of Value Development
(i) Value Analysis
(ii) Inquiry
(iii) Social Action
Types and Agencies of Human Rights
(i) National and International Agencies of Human Rights
(ii) Role of NGO's in Human Rights Education
(iii)Various types of Rights- Civil, Political, Economic, Social and Cultural Rights.

UNIT – V
Child Rights in India and their Protection:
(i) Provisions in Schools
(ii) Teacher Preparation for Protecting Human Rights

SELECTED READINGS

1. Guber, F.C. (1963), Aspects of Value, Philadelphia: University of Pennsylvania Press.
2. Kluckhokhn, C. (1961), "The Study of Values". In D.N. barett (ed), Value in America, Norte Dame: University of Norte Dame Press.
3. Malhotra P.L.(1986), Education, Social Values and Social Work- The Task for the New Generation, New Delhi : N.C.E.R.T.
4. Morris, Charles (1956), Varieties of Human Values, Chicago: University of Chicago Press.
5. Mujeeb, M.(1965), Education and Traditional Values, Meerut: Meenakashi Prakashan.
6. Mukerjee, R.K. (1969), Social Structure of Values, New Delhi: S. Chand and Company.
7. Rokeach, M. (1978), The Nature of Human Values, New York : Jessy Brassm.
8. Karan, Reddy and V. Narayan (1979), Education and Value, New Delhi: B.R. Publishers Corpn.
9. Mohanty, J. (2005), Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and Deep Publications Pvt. Ltd.
10. Pandey, V. C. (2005), Value Education and Education for Human Rights, NewDelhi : Isha Books.
11. Bhatt, S.R. (1986), Knowledge, Value and Education: An Axionoetic Analysis, New Delhi: Gian Publishers.
12. Josta, Hari Ram (1991), Spiritual Values and Education, Ambala Cantt: Associated Publishers.
13. Kar, N.N. (1996), A Philosophical Study, Ambala Cantt: Associated Publishers.

EDUCATIONAL & VOCATIONAL GUIDANCE

COURSE OBJECTIVES
1. To help the students to have better understanding of Life and the world around.
2. To make them aware of the importance of making right choice in life, education, vocation, etc.
3. To help them realize the importance of working with a group, for a group and in a group.
4. To make them feel that each individual is capable of making some unique contribution to the all round growth and development of the society because of his unique potentialities.
5. To apprise them of the worth of understanding and assessing the individual correctly.

COURSE CONTENTS

UNIT-I
Guidance – Concept, Importance and Bases
• Development of Guidance
• Principles of Guidance
Areas of Guidance
• Educational Guidance
• Vocational Guidance
• Personal Guidance

UNIT-II
Guidance Services in Schools
• Need and Principles of organizing guidance functions in schools
• Mechanism of organizing guidance functions in school
• Guidance services in Higher Education
• Job Analysis – Meaning, Types and Purposes of Job Analysis
• Placement service – Meaning, functions and principles
• Follow up Service – Meaning, purposes and characteristics

UNIT –III
Study of the individual, data collection Techniques of Information. Standardized and Non- Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation, Interview and Cumulative Records.

UNIT-IV
Group Guidance
• Meaning and need of Group guidance
• Objectives and principles of Group guidance.
• Kinds of group guidance
• Scope and problems of group guidance
• Tools and Techniques of group guidance
Social Guidance
• Meaning, Objectives and need of social guidance
• Functions of social guidance
• Guidance of Exceptional children (Physically Handicapped, Gifted Children with behavioural problems)

UNIT-V
Concept of Counselling
• Meaning and definition of counselling
• Characteristics of counselling
• Field of counselling
• Procedure of counselling

• Techniques of counselling
Theories of counselling
• Directive counselling – Concept, procedure, advantages, limitations.
• Non-directive counselling – Concept, procedure, advantages, limitations
• Eclectic counselling – Concept, procedure, advantages, limitations.

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