

Course code TEM401

Historical, Economic and Political Perspectives in Education

Course Objectives

- Understanding the nature of developmental History of education.
- Understanding the status of education in the different Commissions and Committees
- To enable the student to understand the Educational provision in Indian constitution, human rights
- To enable the student to understand relationship, between Education and Human Development Index
- To enable the student to know the role of international bodies in educational development

Unit I Historical Perspective-Pre Independence

- Brief overview of education in Vedic Period , Bauddha Period, medieval Period, British Period in India

Unit II Historical Perspective-Post Independence

- Important Education Commissions, Committees, National Policies on Education
- National System of Education and Structure
- Education as a development indicator, and enhancer of development indicators
- A review of the initiatives for educational development in India

Unit III Political Perspective

- Educational provision in Indian constitution
- Education and human rights
- Right to Education and Information
- Role of State in education under panchayti raj, state govt and central govt

Unit IV Economical Perspective

- Education and Human Development Index
- Positions of India in Human Development Index (with focus on gender) Status of girls, women in Indian society Status of access, enrolment, retention of girls' at pre-school, elementary and secondary stages,.
- Human capital theory, Dynamic relationship of education with the political process. .
- Education and employment , Education as an investment
- Privatization, private initiative, and liberalization in education

Unit V Global Perspective

- Role of international bodies in educational development: UNDP, WHO, UNICEF, UNESCO, World Bank, with reference to India
- Education for Sustainable Development
- Contribution of science and technology to education and challenges ahead.

Practicum

• Assignment	5 Marks
• Seminar Presentation	5 Marks
• Sessional Test	10 Marks
Total	20 Marks

References

- Blaug, Mark (1972): *An Introduction to Economics of Education*. Allen Lane the Penguin, London.
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- NCTE(2009) National Curriculum Framework for Teacher Education, New Delhi.
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- MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi.
- MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.

Course code TEM 402

Curriculum, Assessment and Evaluation in Secondary Education

Course Objectives

- To enable the students to understand concepts and principles of Curriculum
- To enable the learner to understand implications of Vocationalisation of school education.
- Critically analyse the process of Curriculum transaction
- Visualize multiple dimensions and stages of learner's mental ability and their implications on learning.
- Understand the General methods and techniques of teaching at secondary stage.
- Learn the factors affecting learner's environment and assessment.

Unit-1 : Curriculum Objectives, Problems and Issues

- Curriculum objectives in State board and CBSE board at VI – VIII and IX-X classes.
- Curriculum objectives of plus two (+2) level programmes in State Board and CBSE Board.

Unit-II : Problems and Issues

- Language Education: problem and Issues,
- Science Education: Problem and Issues,
- Social Science Education: Problem and Issues.
- Education for Personality development of children: problem and issues.

Unit-III : Problems of Vocationalisation of Secondary Education

- Vocationalisation of school education,
- Craft centred education. Work experience and SUPW.
- Curriculum Framework recommended by Kothari Commission.
- Ishwarbhai J Patel Committee report on vocationalisation on secondary education.
- M. Adisheshiah Committee report on Higher Secondary Stage Curriculum on vocational education.
- Problem and issues concerning implementation of vocationalisation of education and teacher preparation.

Unit-IV : Role of Models of Teaching in Curriculum Transaction

- Curriculum transaction practices.
- General methods and techniques of teaching at secondary stage-Self study, Class room activities, Laboratory practices, Language lab, Science lab, Math lab, Resource centre based activities, play way activities, field based studies and community development programmes.
- Models of teaching: Advance organizer, Jurisprudential model Taba's Model, Inquiry training model.

Unit-V Assessment and Evaluation:

- Overview of assessment and evaluation on practices of secondary education.
- Comparative view of assessment of state board and CBSE board different board system in school.
- Different tools and techniques of Continuous and Comprehensive evaluation, scholastic, co-scholastic and non-scholastic areas of Learning Grading system, Psychometric testing, portfolio assessment, formative and summative evaluation practices.
- Transparency and accountability of examination system in secondary education.

Practicum

• Assignment	5 Marks
• Seminar Presentation	5 Marks
• Sessonal Test	10 Marks
Total	20 Marks

References Book:

- Bruce R Juice et al (2014), Models of Teaching (9th edition), London; Pearson.
- Singh L.C.(Ed.1990), teacher education in India, New Delhi NCERT
- Smith, B.D (1980) A Design for a school of Pedagogy, U S Govt. Washington, D.C.
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- MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi.

Course Code TEM 403/4A

Educational Administration & Management

Course Objectives :

On completion of this course, the students will be able -

- To enable the student teachers to understand meaning, nature, scope, function, principle and approaches of educational management.
- To develop an understanding in the students about various approaches to educational planning.
- To develop an understanding of required educational leadership and accountability to be maintained by the teacher and administrator.
- To orient students with the concept of educational supervision, inspection and improvement in the field of education.
- To acquaint the students with specific trends in educational management.

Unit - I

- Meaning, Nature and Difference between Administration and Management.
- Function and Theories
- Development of modern concept of educational management from 1900 to present day
- Meeting the psychological needs of employees
- Total Quality Management
- MBO (Management by Objectives)
- Organizational Development
- Organizational compliance

Unit - II

- Meaning, Nature and Need of Educational Planning
- Approaches to Educational Planning
- Kinds of Educational Planning- Institutional, Strategic, Operational, Manpower Planning.
- Perspective & Institutional Planning

Unit - III

- Meaning and Nature of Leadership
- Theories of Leadership
- Leadership Styles
- Evaluating Styles of Leadership
- Functions of Educational Leader/Manager
- Decision Making at Secondary level- Concept, types and process of Decision Making.
- PERT

Unit - IV

- Meaning, Nature, Scope, Need and Functions of School Supervision
- Inspection vs Supervision
- Process of Supervision at Secondary level.
- Planning, Organizing & Implementing of Supervisory Programme

Unit - V

- Nature, Source and Scope of Educational Finance
- Procurement, Budgeting and Allocation of Funds
- Mobilization Official Resources
- Evaluation for Performance and Accountability
- Resources at Secondary level.
- Problems of Educational Finance, Sources of Income and Items of Expenditure at Secondary level.
- Research relating to Educational Management

Practicum

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|------------------------|-----------------|
| • Assignment | 5 Marks |
| • Seminar Presentation | 5 Marks |
| • Sessional Test | 10 Marks |
| Total | 20 Marks |

REFERENCES

- ओड़, एल०के० (2010), *शैक्षिक प्रशासन*, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
- कुदेसिया, उमेश चन्द्र (2001), *शिक्षा प्रशासन*, अग्रवाल पब्लिकेशन, आगरा।
- गुप्ता, बी०सी० (2005), *विद्यालय व्यवस्था*, राजस्थान स्टोर्स, उदयपुर।
- Baugman (Ed.), (1969), *Administration and Supervision of the Modern Secondary Schools*, West Nyak .
- Bhatnagar, R.P. and Agrawal, V. (1986), *Educational Administration*, Loyal Book Depot Pvt. Ltd, Meerut.
- Campbell, R.F. Gregg, Russel T. (1957),, *Administrative Behaviour in Education*, Harper and Brothers Publishers, New York.
- Haris, Ben (1963), *Supervisory Behaviour In Education*, Prentice Hall.
- Iyar Fred C. (1954), *Fundamentals of Instructional Supervision*, Harper.
- Mathur, S.S. (1969), *Educational Administration, Principles and Practices*, Krishna, Brothers, Jalandhar.
- Misa, A.N. (1962), *Educational Finance in India*, Asia Pub, Bombay.
- Morphet, Edgar, L. et al. (1967), *Educational Organization and Administration*, New Jersey, Prentice Hall.
- Myers, Roberts, S. (1954), *The Development of Leadership for Leadership Education*. Doctoral Diss University of Florida.

Course Code TEM 403/4B

EDUCATIONAL MEASUREMENT & EVALUATION

Course Objectives :

- To acquaint the student with the basic concepts and practices adopted in educational measurement and educational evaluation.
- To help the students understand relationship between measurement and evaluation in education and the existing models of evaluation.
- To orient the student with tools and techniques of measurement and evaluation.
- To develop skills and competencies in constructing and standardizing a test. a test.
- To make the students understand how various requirements of education are measured evaluated, interpreted and their results are recorded to help learners.

UNIT I

- The Measurement and evaluation process: Concept scopes and need.
- Taxonomies of educational objective, Norm referenced and criterion - referenced measurement.
- Evaluation Functions of evaluation, and the basic principles of evaluation.
- Models in Educational Evaluation.
- Interrelationship between measurement and evaluation in education

UNIT II

- Tools of Measurement and Evaluation
- Subjective and objective tools essay test, objectives test, scales, questionnaires, schedules, inventories performance tests.
- Basic Characteristics of good measuring instruments: Validity, objectivity, Reliability, Usability and Norms.
- Norm referenced test and criterion referenced test.

UNIT III

- Test Construction. General Principles of test construction and its standardization.
- Writing test times : Objective types, essay type and interpretive type.
- Item analysis procedures for achievement tests..
- Standard scores, T-scores & C- Scores

UNIT IV

- Measurement of Achievement, Aptitudes, Intelligence, Attitudes, Interest, Skills.
- Interpretation of the above test-scores and methods of feed back to students.

UNIT IV

- New trends in evaluation: Grading, Semester system, Continuous internal Assessment, Question Bank and Scaling.
- Choice Based Credit System
- Use of computers in Evaluation

Practicum

• Assignment	5 Marks
• Seminar Presentation	5 Marks
• Sessional Test	10 Marks
Total	20 Marks

REFERENCES

- अस्थाना, विपिन (2010), *मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन*, अग्रवाल पब्लिकेशन, मेरठ।
- कपूर, बीना एवं रावल (2001), *शिक्षा में मापन मूल्यांकन एवं सांख्यिकी*, श्री विनोद पुस्तक मन्दिर, आगरा।
- गुप्ता, एस0पी0 और गुप्ता अलका (2010), *आधुनिक मापन एवं मूल्यांकन*, शारदा पुस्तक भवन, इलाहाबाद।
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- Thornadike, R.L. and Hagen, E. : *Measurement and Evaluation in Psychology and Education*, John Wioley and Sons Pub, New York.
- UGC,(1972), *Examination Reforms : A Plan of Actions*, New Delhi.

Course Code TEM 403/4C

Inclusive Education

Course Objectives :

- To develop an understanding of the concept, principles and models of Inclusive Education in the context of education for All
- To know about the status of Inclusive Education in different Policy and programmes
- To explore the needs for Special Educational Learners in Inclusive School
- To orient the student to understand the Concept and Importance of Human and Material Resources.
- To develop skills and competencies in constructing and standardizing a test.
- To make the students understand how various requirements of education are measured evaluated, interpreted and their results are recorded to help learners.

Unit I: Introduction to Inclusive Education

- Concept, Meaning and Importance of Inclusive Education.
- Historical Perspectives on Education of children with Diverse Needs.
- Difference - Special Education, Integrated Education, and Inclusive Education.
- Principal and Models of Inclusive Education
- Advantages of Inclusive Education for Education for all Children.

Unit II: Policy and programmes

- Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations (with special reference to recommendation of NPE -1986, POA-1992, RCI and PWD Act 1995;
- Sarva Shiksha Abhiyan -2002 with special reference to Inclusive Education.
- National curriculum framework 2005,
- National Trust for Special Education
- National and International initiatives for inclusive education

Unit III: Special Educational Needs of Learners in Inclusive School

- Identification of Diverse Needs of SEN Learners and Referrals
- Definition and Characteristics of children with
 - a) Sensory (Hearing, Visual,) and physically challenged.
 - b) Intellectual (gifted with high intellect & talents, and mentally challenged).
 - c) developmental disabilities (autism, cerebral palsy, learning disabilities)
 - d) Orthopedic Impairment Multiple Disabilities
 - e) social and emotional problems
 - f) scholastic backwardness (underachievement, slow learner)
 - g) children belonging to other marginalized groups

Unit IV: Utilization for Resources

- Concept and Importance of Human and Material Resources.
- Types and use of Assistive Devices for learners with SEN

- Role of Teachers Working in Inclusive Setting and Resource Teacher in Developing and Enriching academic skills for higher learning.
- Types of service and approaches, strategies, personnel involved and their specific role and responsibilities.
- Creating Conducive Environment in Inclusive Schools, Material Resources, and Human Resources, Changing the Attitude of the Significant People, Exploring and Utilizing the Services and Resources available in the Community.
- Importance of Early Detention, Functional Assessment for Development of Compensatory Skills
- Role of Technology for meeting diverse needs of learners
- Managerial Skills for Mobilizing appropriate Resources.
- Identifying the required Resources for Children with Various Special Needs.

Unit V Planning and Managing Inclusive Curriculum in Schools

- School readiness and school transition
- Individualized Educational Plan: Development and Implementation.
- Practice and Classroom management in Inclusive Education: Seating arrangement, Whole classroom Teaching, Collaborative Teaching, Activity based learning, Peer-Tutoring and co-operative learning.
- Curricular and Instructional accommodations
- Need for multidisciplinary approach
- Role and Responsibility: General, Special and Resource Teacher
- Role and Responsibility: Family and Community
- Parent-Professional Partnership: Need and Relevance

Practicum

• Assignment	5 Marks
• Seminar Presentation	5 Marks
• Sessonal Test	10 Marks
Total	20 Marks

Suggested Reading-

- Ahuja, A., & Jangira, N.K.(2002). Effective Teacher Training: Cooperative Learning Based Approach. New Delhi: National Publishing House.
- Ainscow, M. & Booth, T.(2003). The Index of Inclusion: Developing Learning and Participation in Schools. Bristol: Centre for Studies in Inclusive Education.
- Jangira, A. & Mani, M.N.G.(1990). Integrated Education for Visually Handicapped. Gurgaon: Academic Press.
- Jha, M.(2002). Inclusive Education for All: Schools without Walls. Chennai: Heinemann Educational Publishers.
- Sharma, P.L.(1990). Teacher Handbook on IED-Helping Children with Special Needs. New Delhi: NCERT Publications

Course Code TEM 403/4D

Educational Technology and ICT

Course Objectives :

- To enable the student teachers to understand about the meaning, nature and scope and significance of E.T. and its important components in terms of Hardware and software.
- To help the students teachers to distinguish between communication and instruction so that can develop and design and sound instructional system.
- To acquaint students teachers with levels, strategies and models of teaching for future improvement.
- To enable the student teachers to understand about the importance of programmed instructions and researches in E.T.
- To acquaint the student with emerging trends in E.T. alongwith the resource centres of E.T.

Unit I- Fundamentals of Educational Technology

- Meaning, Nature and Scope of Educational Technology; Hardware, Software and System Approach.
- Theoretical bases of Educational Technology: Psychological, Communication, Taxonomy.
- Audio Tape, Radio Broadcast, ETV, CCTV, VCR, Preparation of ETV Lessons, Interactive Radio and Interactive Television and Teleconferencing.
- Indian experience of Radio Broadcast, ETV and Interactive Radio and interactive TV, Gyan Vani and Gyan Darshan.

Unit II – Learning Technology

- Programmed Learning Material, Principles, Styles of Programming: Linear, Branching and Mathetic; Steps of development of PLM.
- Instructional Materials: Modules, Computer Aided Instructional Materials, Multimedia Package, Learning Kits, Open Learning Material.
- Mastery Learning: Concepts, Types, Planning, Strategies. Personalized system of Instruction (PSI), Keller Plan: Preparing and Organizing PSI.
- System Approach: Meaning and Scope, Open vs. Closed System. Education as Open System,
- System Approach to Education, Steps in Designing Instructional Strategies.

Unit III – Teaching Technology

- Modalities of teaching, Difference between Teaching, Instruction, Conditioning and Training.
- Stages of Teaching: Pre-active, Interactive and Post-active;
- Nature and Characteristics of Models of Teaching; Teaching at different Levels Memory, Understanding and Reflective.

- Modifications of Teaching Behaviour: Micro teaching, Flander’s Interaction Analysis, Simulation and Gaming.
- Designing teaching Strategies: Writing in Instructional Objectives,
- Task Analysis;
- Modes of Teaching: Lecture, Team Teaching, Panel Discussion, Tutorial, Group Discussion, Seminar, Symposia, Conference, Cooperative Learning, Dialogue.

Unit IV – Information and Communication Technology in Education

- ICT: Nature; Information: Nature and Structure;
- Communication: Concept, Components, Models;
- Information and Communication Technology, Integration of ICT in Teaching and Learning,
- Use and assessment of ICT in Teacher Centered and Learner Centered Pedagogy.
- Multimedia Approaches to Instruction: Concept, Role and Importance, Development of Multimedia Package. Criteria of selection of Media and Technology in Multimedia Package.
- Interactivity and Networking, Conferencing, Web based Learning, Open Education Resources and Blended Learning.

Unit V- Open and Distance Learning System

- Open and Distance Learning System (ODLS): Concept, Definition and Characteristics.
- Criteria of Openness,
- Different Stages of Distance Education,
- Media Materials and Technology in ODLS,
- Learner Support Services and Counseling, Evaluation Strategies.
- Uses of ICT in ODLS: Different Stages and Futures Scope.

Practicum

• Assignment	5 Marks
• Seminar Presentation	5 Marks
• Sessional Test	10 Marks
Total	20 Marks

Suggested Readings

- Behera, S.C. (1991): *Educational Television Programmes*, Deep and Deep Publications, New Delhi.
- Das, R.C. (1993): *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.
- Evaut, M. *The International Encyclopaedia of Educational Technology*.
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- Kumar, K.L. (2008): *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).

- Mukhopadhyay, M. (1990): *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.
- Rana, S. (1994): *Open Learning in India*, Commonwealth Publishers, New Delhi.
- Sharma, B.M. (1994): *Distance Education*, New Delhi: Commonwealth Publishers.
- Sharma, K.D. and Sharma, D.V. (1993): *Open Learning System in India*, Allied Publishers Ltd., New Delhi.
- Venkataiah, N. (1996): *Educational technology*, New Delhi: APH Publishing Corporation.
- Chauhan S S: *A Text Book of Programmed Instruction*. (2nd Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.
- Ruhela S P (2001): *Some Aspects of Educational Technology*.
- Sharma R A: *Programmed Instruction – An Instructional Technology*, Loyal Bank Depot, Meerut (UP).
- Walter A Written and Charles F Schuller: *Instructional Technology - its nature and use of A.V. Materials* (5th Ed), Harper and Row Publishers, New York.

Course Code TEM 403/4E
Guidance and Counselling

Course Objectives :

- Understand the meaning, nature and scope of guidance.
- Recognize the role of guidance in attaining the goals of education.
- Develop acquaintance with various techniques of group guidance.
- Understand of various procedures of organizing various guidance services.
- Understand the meaning, nature and scope of counseling.
- Analyse the relationship between guidance and counseling.
- Understand the various stages involved in the process of counseling.

Unit - I

- Concept, assumptions, issues, need, scope and problems of guidance.
- Purpose of Guidance : Self understanding, self discovery, self reliance, self direction and self actualization.
- Types of guidance : Educational, Vocational and Personal.
- Tools and Techniques of Guidance: Record, Scales, Tests, Techniques and interview.
- Agencies of Guidance : National and State level.
- Organizing Guidance service at different levels of education, occupational, information, kinds of services like informations, testing.

Unit - II

- Guidance and Curriculum, guidance and classroom learning.
- Group Guidance Techniques : Class talk, career talk orientation talk. Group discussion, career conference, career corner, Bulletin board and Role play.
- Career development : Super's Theory about Guidance.
- Approaches to career guidance, vocationalization of secondary education and career development.

Unit - III

- Guidance of children with special needs: Problems and needs.
- Guidance of the gifted and creative students.
- Guidance of under-achiever and first generation learners.
- Role of the teacher in helping children with special needs.

Unit - IV

- Counseling Process: Concept, Nature, Principles and Approaches.
- Characteristics of good counseling.
- Group counseling vs. Individual counseling, counseling for adjustment.

- Group counseling: Process, Step, skills and Progress in group counseling process
- Peer counseling: Its concept and the relevance to the situation.
- Goals of counseling: Resolution of problems, modification of behavior and promotion of mental health
- Areas of counseling: Family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special group.

Unit - V

- Use of tests in guidance and counseling.
- Test of intelligence, aptitude, creativity, interest personality.
- Administering, scoring and interpretation of test scores.
- Communication of results as relevant in the context of guidance programme.

Practicum

• Assignment	5 Marks
• Seminar Presentation	5 Marks
• Sessional Test	10 Marks
Total	20 Marks

REFERENCES

- जायसवाल, सीताराम (1987), *शिक्षा में निर्देशन एवं परामर्श*, विनोद पुस्तक मन्दिर, आगरा।
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- सक्सेना, राधारानी एवं इन्दिरा रानी (1990), *शिक्षा में निर्देशन एवं परामर्श*, राजस्थान हिन्दी ग्रन्थ अकादमी।
- शर्मा, आर०ए० तथा चतुर्वेदी, शिखा (2003), *निर्देशन एवं परामर्श के मूल तत्व*, आर० लाल बुक डिपो, मेरठ।
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- Anastasi, A. and Urbina, S. (1997), *Psychological Testing, 7th Ed*, Upper saddle River. NJ: Prentice Hall.
- Bhatnagar, and Gupta Nirmala (Eds.) (1999), *Guidance and Counseling: Vol. I: A Theoretical Perspective*, Vikas, New Delhi.
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- Drummond, R.J. (1988), *Appraisal Procedures for Counselors and Helping Professionals*, Columbus, OH: Merrill.

- Gardner, H. (1999), *Multiple Intelligence: intelligence, understanding and the mind*, National Professional Resources: NY.
- Gozda George, R.M. (1989), *Group Counseling : A Development Approach*, Allyn and Bacon, London.
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- McLeod, J. and Cropley, A.J. (1989), *Fostering academic excellence*. Pergamon Press.
- Mohan, S. and Sibia, A. (1998), *Handbook of personality measurement in India*, NCERT, New Delhi.
- Oliver, W. and Randall, W.E. (2005), *Handbook of understanding and measuring intelligence*, Sage Publications, London.
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Course Code TEM 403/4F
Value Education and Human Rights

Course Objectives :

On completion of this course, the students will be able to :

- To enable the student to understand the need and importance of Value education and Education for Human Rights.
- To enable them to understand the nature of value, moral values, moral education and to differentiate such values from religions education, moral training or moral indentation.
- To orient the students with the basis of morality and with the place of reason and motions in moral development of the child.
- To enable them to understand the process of moral development of the child and their cognitive and social development.
- To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.

Unit - I

- Need and Importance of Value Education and Education for Human Rights in the existing social scenario.
- Valuation of culture: Indian Culture and Human Values.
- The Socio-moral and cultural context in Indian perspective.

Unit - II

- Nature and Concept of Morality and Moral Education.
- Moral Education Vs Religious Education; moral instructions, moral training and moral indoctrination.
- Language of moral education; form and context characteristics of morally educated persons.
- Justice and Care - The two dimensions perspectives in Morality: Dichotomy between reason and passion.
- Moral Judgment and Moral Action.

Unit - III

- Moral Development of the Child.
- Concept of Development and Concept of Moral Development.
- Psycho-analytic approach.
- Learning theory approach, especially social learning theory approach.
- Cognitive development approach: Piaget and Kohlberg.

- Stages of moral development and their characteristic.

Unit - IV

- Moral Learning outside the school - child rearing practices and moral Learning, Moral Learning via limitation. Nature of Society and moral learning. Media and moral learning.
- Moral Learning inside school providing form and Content to Education.
- Moral Education and the curriculum
- Intervention Strategies for Moral Education and Assessment of Moral Maturity: Models on Values JIM, VAM. ,Rationale Building Model ,The consideration Model ,Value classification Model Social Action Model and Just Community intervention Model.
- Assessment of moral maturity via moral dilemma resolution.

Unit - V

- Need and importance of Human Rights in existing social scenario
- History of Human Rights Development
- Human Rights Education : Meaning, need and scope
- Agencies of citizenship and Human Rights Education - School, Family, Community, Teacher
- Teaching Learning Process in citizenship and Human Rights Education through Curricular and co-curricular activities.
- Role of different Government and non-government organizations in Citizenship and Human Rights Education.

Practicum

• Assignment	5 Marks
• Seminar Presentation	5 Marks
• Sessonal Test	10 Marks
Total	20 Marks

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Course code TEM 405

Dissertation

Dissertation activities done during third semester will be extended up to completion and submission of the dissertation in bound form under the supervision of the guide.

Completion of Dissertation will be following Steps:-

- Presentation of Analysis and Interpretation of Data
- Presentation of Results of work
- Views on Educational Implication
- Bibliography/ References
- Appendix
- Pre-submission
- Submission
- Viva-Voce