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 413

Course Name: Action Research in Education

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 this course, the students will be able to:
- Explain the fundamental concepts of Action Research
- Apply various methods for collecting Data Action Research
- Develop the skill of analysis and interpretation of action research data
- Understand the different process of evaluation of action research
- Able to conduct independent action research in required situation.

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

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

Course Content

Unit I- Action Research: An Introduction (4 Hours)

The Nature of Educational Research- Principles of Research- Quantitative Versus Qualitative Research- Action Research Principles-History of Action Research-Action Research Model-Statement of the Problem (Initial Diagnosis)-Developing an Action Research Proposal-Benchmarking-Ethical and Legal Considerations.

Unit II- Data Collection Methods in Action Research (5 Hours)

The Nature of Data Collection-Observing-Interviewing-Surveying-Assessing-Processing- Different Data Collection Tools-Interview Protocol Form -Preparation Checklist for an Interview-Time Sampling Form-Individual Event Sampling Form-Group Event Sampling Form-Group Skills Checklist-Individual Skills Checklist -Field Notes -Professional Journal -Professional Log -Anecdotal Notes Form -Sociogram -Photo Log -Running Records Form-Retelling Form-Forced-Choice Checklist -Likert-Type Scale -Ranking Form-Open-Ended Question

Unit III- Data Analysis and Interpretation in Action Research (4 Hours)

Threats to Validity-Using Descriptive Statistics- Significance Levels and Tests of Significance - Using Graphs and Diagrams- Writing Narrative Reports-Solving Problems and Taking Action-Barriers to Problem Solving-Steps in Solving Problems-Managing Change-Planning and Initiating Action- Data-driven Decision Making (DDDM)

Unit IV- Evaluating Action Research (3 Hours)

Areas for Evaluation-
Methods for Evaluating Results-
Evaluating Action Research Studies

Unit V- Conducting Action Research (4 Hours)
Sample Research Study Analysis -Collaborative Process Intervention: An Action Research Study -Modifying Discussion and Assessment Techniques to Increase-Student Understanding and Teacher Reflective Practices

Essential Reading

- Daniel R. Tomal (2010). *Action Research for Educators (2nd Edition)*. Plymouth , United Kingdom: Rowman & Littlefield Education.
- Lin S. Norton (2009). *Action Research in teaching and learning*. New York, NY: Routledge.
- Sandra M. Alber (2011). *A toolkit for Action Research*. Plymouth, United Kingdom: Rowman & Littlefield Publishers, Inc.

Suggested Reading

- Arhar, J., Holly, J., & Kasten, W. (2001). *Action research for teachers: Traveling the yellow brick road*. Upper Saddle River, NJ: Merrill.
- Mills, G. (2000). *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ: Prentice-Hall.
- Keemis, S., & McTaggert, R. (Eds.). (1998). *The action research planner* (3rd ed.). Geelong, Victoria, Australia: Deakin University Press.
- Hoffke, S. E., & Stevenson, R. B. (Eds.). (1995). *Educational action research: Becoming practically critical*. New York: Teacher College Press.

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Course Code: TTR 449

Course Name: Elementary Education

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.)

Objectives

On completion of this course the students will be able to:
- Understand the context of elementary education
- Analyze organizational structure of Elementary Education and role of various organizations, institutions and agencies in Elementary Education
- Discuss the development of elementary education in India since independence
- Provide opportunity to develop critical understanding about significance of transitions in elementary education

Attendance Requirements:

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

Evaluation Criteria:

1. Mid Term Examination: 50
2. End Term Examination: 100
3. Continuous Internal Assessment: 50
   - Attendance/Participation: 10 marks
   - Seminar: 20 marks
   - Assignments: 20 marks

Unit I- Introduction (8hrs)

0. Concept, nature and importance of Elementary Education in the context of teaching through mother tongue, contextualisation, multilinguism, heterogeneous socio-cultural backgrounds.
1. Developmental tasks. Influence of home, school and community related factors on child's development.
2. Conceptual analysis of learner and learning, learner centred approach, activity centred approach, freedom and discipline
3. Reflection on current practices in Elementary Education

Unit II- Development of Elementary Education (08hrs)

☐ Nature and focus of Elementary Education after independence.

☐ Relevance of educational thought of Mahatma Gandhi and Tagore to elementary education.

☐ Constitutional provision for education and Directive Principles related to elementary education and their implications. Right to education Act (Education as a fundamental right)

☐ Elementary education as referred to in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.

Unit III Programmes and Implementation Strategies at Elementary Education (8hrs)

- Centrally sponsored schemes – assumptions, implementation strategies and impact (IEDC, SOPT, PMOST, OBB, MLL, DPEP, EGS and AIE, KGBV)
- State projects –assumptions, implementation strategies and impact (BEP, APEP, UP BEP, Lok Jumbhish, ABL, Mahila Samakhya, Shiksha Karmi, AIEP, Learning Enhancement)
- Sarva Shiksha Abhiyan (SSA) –objectives, focus areas, implementation strategies and impact on quality enhancement
- Mid Day Meal scheme (MDM) – objectives, implementation and impact on quality enhancement

Unit IV Concerns, Issues and Challenges in Elementary Education (9hrs)

- Achieving UEE - Universal access, retention and success
- Quality concerns in elementary education – classroom processes, learning achievement
- Language formula and its implementation - medium of instruction, multilingual approach at primary level
- Matching local conditions with reference to cultural practice and language - utilising family and community resources
- Implementation of Right of Children to Free and Compulsory Education Act 2009
- Co-ordination among and between different ministries for ensuring effective inclusive elementary education

Unit V Teacher at Elementary level (7 hrs)

- Teacher as professional practitioner-Expectations from NCF 2005
- Teaching in government schools versus private school
- Teacher and society
- Teacher's concerns

Essential Readings

- ¬ MHRD (2001): Convention on the Right of the child. New Delhi.
- ¬ UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
- ¬ Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
- ¬ Government of India (1986) National Policy on Education, New Delhi, MHRD.
- ¬ Government of India (1987) Programme of Action, New Delhi: MHRD.
- ¬ Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
- ¬ Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
- ¬ Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
- ¬ Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
- ¬ Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
- ¬ Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
- ¬ Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
- ¬ National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- ¬ Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
- ¬ Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
- ¬ Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- ¬ Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- ¬ Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.

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Course title: Pedagogy across Curriculum
Course code TTR 468
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.)

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:
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 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
Erickson, H. Lynn and Lois A. Lanning. 2013. Concept based Curriculum and Instruction How to bring Content and Processes Together. Corwin
• Connections between knowledge, curriculum, textbooks, knowledge and learners
Basil Bernstein Class, Code and Control Volume III Towards a Theory of Educational Transmission Chpater 3, 4, 5

Unit 2: Learner Centred Education (LCE) and current scenario
• Social Constructivist ideas and some of its proponents: Vygosky, Piaget, Bruner

- Social Constructivism and social learning theory
• Pedagogy rules, principles and theories that guide current practices
Pritchard Allan and Woollard John. 2010. Psychology for the Classroom: Constructivism and Social Learning. New York Routledge Chapter 1, 3 and 4

- Learner centered education: definition and provenance
- Justification for LCE: cognitive, emancipation and preparation
- Contexts for LCE: global, national and local
- Learner centered education in Indian schools

Schweisfurth Michele. 2013. Learner Centered Education in International Perspective Whose Pedagogy for Whose Development? Routledge Chapter 1 to 5

Unit 3: Transforming the classroom:
Creativity in the classroom
Theories of creativity: Psychoanalysis theory, behavioural theory, Humanist theory, Development of creativity and social interaction, creativity, intelligence and and cognition
Creativity and classroom life
Tools for creative thinking
Problem solving, Divergent thinking strategies
Starko, Alane Jordan. 2014. Creativity in the Classroom Schools of Curious Delight. 5th Edition, Routledge. New York. Chapter 3 and 6

Unit 4: New Concerns in Pedagogical Practice:
Pedagogy of critical hope
Social Justice pedagogy
Chapman, K. Thandeka and Hobbel, Nikola (ed.). 2010. Social Justice Pedagogy across the Curriculum The Practice of Freedom. Routledge, New York Chapter 1 and 7
Multilingual approaches and curricula
Mohanty, Ajit K., Panda, Minati, Philipson, Robert and Skutnabb Kangas Tove (ed.) 2009. Multilingual Education for Social Justice. New Delhi Orient Blackswan Chapter 1 and 18

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. *Harward 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&Bacom.
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 People Learn Brain, Mind, Experience, and School.* 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.

Course Code: TTR 429

Course Name: Educational Theories: Philosophical & Sociological Perspectives

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 this course, the students will be able to:
- To be acquainted with scientific and sound principles and theories of education.
- To understand the concept, nature and scope of education.
- To gain knowledge about different aims of education.
- To be familiarized with different dimensions of Education such as the learner, the teacher and the curriculum.
- To acquire knowledge about the concept of discipline and freedom.
- To expose the students to modern trends of education – particularly value 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:
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 Content

Unit: 1: Meaning, Concept and Scope of Education
- Meaning of Education
- Definition of Education
- Nature of Education-Education as a process and product
- Scope of Education

Unit-2: Aims and Objective of Education
- Importance of Aims of Education, Determinants of Aims
- Individual and Social aim of Education
- Cultural and Vocational Aims

- Democracy and Education

Unit: 3: Forms of Education
- Formal Education: School- Functions and responsibility of School, relationship between school and society.
- Informal education: Educational role of family, Social institution-religious institutions, state.
- Non formal Education –Distance and Open education.

Unit: 4: Dimensions of Education
- The Learner–Her innate endowment and environment, Learner-Centered Education
- The Teacher-Qualities and Responsibilities
- Knowledge –Legitimation and Indoctrination

Unit: 5: Educational Thoughts:

Contribution to educational thought and practice made by great thinkers and their critical appreciation with specific reference to their views on
- Concept of man and the process of development.
- Socio-cultural scenario, a global perspective
- Indian thinkers :Ambedkar, Sri Aurobindo, Mahatma Gandhi, J. Krishnamurti.
- Western Thinkers : Plato, Dewey, Freire, Gramsci

Suggested Readings :
- Safaya and Saiyda– Educational Theory and Practice
- Ross J.S. – The Ground Work of Educational Theory.
- Banerjee, A — Philosophy and Principles of Education, Kolkatta, B.B. Kundus andSons.

Further Readings:
- Passi, B.K. and Singh, P — Value Education, Agra, H.P. Bhargava Book House.

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Course Code: **TTR408**   **Credit: 4**

Course Name: **Educational Technology**

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:

- Describe meaning and need of Educational Technology.
- Understand various approaches of Educational Technology.
- Explain principles of Classroom Communication.
- Define various levels of teaching.
- Develop competency in using Flanders' Interaction Analysis.
- Discuss Programmed Instruction Material
- Use Multimedia in 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:

10. Mid Term Examination: 25%

11. End Term Examination: 50%

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

- Seminar: 10 marks
- Assignments: 15 marks

Course Contents:

UNIT I:

Educational Technology- Its Meaning, Nature and Scope, Significance , Approaches of Educational Technology- Hardware approach, Software approach and System approach.

UNIT II:

Communication: Concept, Nature, Process, Components, Types, Classroom Communication, Factors affecting classroom communication, Mass Media approach in Educational Technology.

UNIT III:
Levels of teaching, Phases of teaching, Micro teaching, Flanders' Interaction Analysis, Simulation, Team Teaching

UNIT IV:
Basic Principles of Programmed Instruction, Origin and Types : Linear, Branching and Mathetics Model, Steps in the Development of Programmed Instructional Materials, Content Analysis, Writing frames, Tryout, Editing and Validation

UNIT V:
Multimedia – Concept, Use, Role of Teachers in Using Multimedia, Importance of Multimedia in Education

Suggested Readings:

❖ Adam, D.M. (1985). *Computers and Teacher Training: A Practical guide,* The Haworth Pren, Inc., N.Y.

❖ Behera, S.C. (1991. *Educational Television Programmes,* Deep and Deep Publications, New Delhi.

❖ Coburn, P. et al. (1985). *Practical Guide to Computers in Education*, Addison – Wesley Publishing Company, Inc.

❖ Das, R.C. (1993). *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.

❖ Evaut, M. *The International Encyclopedia of Educational Technology*.

❖ Graeme, K. (1969). *Blackboard to Computers: A Guide to Educational Aids,* London, Ward Lock.

❖ Haas, K.B. & Packer, H.Q. (1990). *Preparation and Use of Audio Visual Aids,* 3rd Edition, Prentice Hall, Inc.

❖ Kumar, N. & Chandiram, J. (1967). *Educational Television in India*, New Delhi: Arya Book Depot.

❖ Kumar, K.L. (2008). *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).

❖ Mukhopadhyay, M. (1990). *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.

❖ Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.

❖ Sampathet. al. (1981). *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.

❖ Sharma, B.M. (1994). Media *and Education*, New Delhi: Commonwealth Publishers.

❖ Venkataiah, N. (1996). *Educational technology*, New Delhi: APH Publishing Corporation.

❖ AnandRao, B. & Ravishankar: Readings in Educational Technology, Himalay Publishing House, Ramdoot Dr. Bhalerao Marg, Bombay – 04.

❖ Chauhan S. S. A Text Book of Programmed Instruction. (2nd Ed).Sterling Publishers Pvt Ltd., New Delhi / Bangalore.

❖ Dharma, O.P & Bhatnagar O.O. Educational and Communication for Development, Oxford and IBG, New Delhi.

❖ Goldberg, Alvin & Carl, E. Group Communication, Prentice Hall, Inc. New Jersey.

❖ H.Keith. Introducing CAL – Practical guide to writing CAL Programmes, Chapman and Hall, London.

❖ Patel I.J et al., A Hand Book of Programmed Learning, CASE, Baroda.

❖ Ronald H Anderson: Selecting and Developing Media for Instruction, Van Nostrand Reinhold, New York.

❖ Ruhela S. P. (2001): Some Aspects of Educational Technology.

❖ Sharma R.A. Programmed Instruction – An Instructional Technology, Loyal Bank Depot, Meerut (UP).

❖ Sharma R.A. Programmed Instruction – An Instructional Technology, Goyal Book Depot, Meerut.

❖ Walter A.W.& Charles F.S. Instructional Technology - its nature and use of A.V. Materials (5th Ed), Harper and Row Publishers, New York.

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Course Code: TTR - 471
Credits: 04
Course Name: LIFE SKILLS EDUCATION
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 and role Guidance and Counseling
- ➢ 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:
13. Mid Term Examination: 25%

14. End Term Examination: 50%

15. 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 (12 Hours)
Definition and Importance of Life Skills- Life Skills Development- Life Skills Education- Life Skills Approaches- Scope of Life skill education, Positive Attitude and its importance in Life Skill Education, Guidance and Counselling in Life Skill

Unit II- Cognitive Life Skills (6 Hours)
Critical thinking- Creative thinking- Decision making- Problem solving-
Training & Self- assessment of Critical thinking, Creative thinking, Decision making & Problem solving

Unit III- Psycho- Social Life Skills (6 Hours)
Self Awareness- Empathy- Interpersonal relationships- Effective Communication

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

Unit IV- Coping Life Skills (6 Hours)
Managing Emotions- Coping with stress
Training &Self- assessment of Managing Emotions & Coping with stress

Unit V- Practical Applications of Life skills (10 Hours)
Practical application of life skill in personal and social life- Personal development- Research and innovations in Life skill education- Application of life skills in school and higher 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:
- Baumgardner, R. Steve., Crothers. K. Marie. (2009). Positive Psychology. New Delhi: Dorling Kindersley India Pvt. Ltd.
- Carr Alan, (2004). Positive Psychology.: New York: Routledge.
- Nair,A.Radhakrishnan (2010). Life Skills Training for Positive Behaviour. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.
- UNESCO (2005). Quality Education and Life Skills: Unesco: Dakar Goals. Paris: WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Geneva: Inter-Agency Meeting. WHO.
- 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.
- Life SKills Education and CCE, CBSE. (**www.cbse.nic.in/cce/life** skills_cce pdf.)
- Life SKills Education (**www.lifeskillsed.com**.)
- Life Skills Approach to Teaching- Teacher Education (**www.teindia.nic.in/files/teacher_trg-module/13_life_skills_module** pdf.

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/