**SEMESTER IV**

**CORE VII: SCHOOL AND SOCIETY**

**OBJECTIVES:**

* Develop an understanding of different theories on sociology and education and relate it to power relations
* Develop sociological perspective about the impact of culture
* Learn the situations involved in socialization process would be analyzed to see how socialization practices
* Understand how teacher relates to education and schooling
* Create an awareness about the values on the teacher

**Unit –I Sociology and Culture**

Sociology: Meaning, Nature and Scope of sociology – relationship between Sociology and Education – Role of Teacher in socialization process- impact of socialization on Education.

Culture: Meaning, Definition, Characteristics – Culture lag and Culture Diffusion – Cultural-Setting and the School.

**UNIT -II SOCIAL CHANGE AND EDUCATION**

Meaning and factors responsible for Social change - Concept and attributes of Modernization - Social stratification, Social Mobility and Education - Education as a facilitator for social change - Social networking its implications on social cohesion and education.

**Unit –III AGENCIES of Education**

Structure and Educational Function: Home, Peer Group, Community, Religion, School and Mass Media –– Links on between school and community -Types of Social Agencies

**Unit -IV Teacher and school organization**

Objectives of Professional development, Professional prospects for teachers, meaning and programme of pre-service and in-service training , service conditions of teachers, principle and types of time – table, budgeting , Teachers – Students relationship.

**UNIT -V SOCIAL VALUES AND THE TEACHER**

The concept of values – Democracy, socialism, secularism, Non-violence, Integration: National and International value Education in schools, Teachers personal values and code of conduct for teachers - Personal development of the teacher.

**PRACTICUM:**

* Visit a co-education high school and girls high school and prepare a report on the facilities to girl students and women teachers
* Survey literacy rate among boys and girls
* Case studies on how students perceive role models in their own lives
* Debate to be conducted in school / college among adolescence

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* Lakshmi, S.(1990). Challenges in Education. New Delhi: Streling Publication.
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* Pathak, R.P.(2001). Philosophical and Sociological Perspectives of education. New Delhi: Atlantic Publishers and Distributers.
* Krishnamurthi, J. (1994). Education and the Significance of Life. Krishnamurthi Foundation, India.

**SEMESTER IV**

**CORE VIII: CONSERVATION AND PRESERVATION OF ENVIRONMENTAL REGENERATION**

**OBJECTIVES:**

* Develop insight on the meaning and nature of environmental science
* Acquire skill natural resource management
* Understand consumerism and consumption pattern
* To identified issues in environmental conservation

**Unit I - ENVIRONMENTAL conservation and regeneration**

Importance of need and scope of environmental conservation and regeneration -Structure and functions of different ecosystems -India as a mega biodiversity Nation

Role of individual in conservation of natural resources: water energy and food

Role of individual in prevention of pollution: air and water -Equitable uses of resources for sustainable livelihoods -Environmental legislation: awareness and issues involved in enforcement -Role of information technology and media in environment and human health.

**Unit –II NATURAL resource management**

Community participation in natural resource management – water, forests, etc -Deforestation in the context of tribal life -Sustainable land use management -Traditional knowledge and biodiversity conservation -Developmental projects, including Government initiatives and their impact on Biodiversity conservation -Issues involved in enforcement of environment legislations -Role of media and ecotourism in creating environmental awareness -Role of local bodies in environmental management

Shifting cultivation and its impact on environment -Change in forest cover over time.

**Unit III- Consumerism and consumption pattern**

Consumerism and waste generation and its management -Genetically-modified crops and food security -What consumption pattern in rural and urban settlement

Ethno-botany and its role in the present day world -Environmental degradation and its impact on the health of people -Economic growth and sustainable consumption

Organic farming - Agricultural waste: Their impact and management -Rain water harvesting and water resource management -Biomedical waste management -Changing patterns of energy and water consumption

**Unit- IV ISSUES IN Environmental conservation**

Environmental conservation in the globalised world -Alternative sources of energy Impact of natural-disaster / man-made disaster on environment -Biological control for sustainable agriculture -Heat production and green house gas emission

Impact of industry / mining / transport on environment -Sustainable use of forest produces.

**UNIT- V WOMEN IN CONSERVATION**

Role of women in conservation–Female feticide / infanticide and skewed sex ratio -Development of slum area and their inhabitants -Child mortality and material heath HIV / AIDS, malaria-status, measures undertaken for their control eradications.

**Practicum:**

* The students on completion of each topic of unit 1 will submit a small assignment in the form of an activity.
* Observation of important relevant days, preparation of bulletin board materials, wall games, crossword puzzles, worksheets etc.
* Environment club. The activity has to be one some local specific issue pertaining to the place of residence of the student.

**REFERENCES**:

* Aggarwal, S.K.et al – “the Degrading Environment” Commonwealth Pub. New Delhi (1993)
* Balakrishnan , Mundaanthra – “Environmental Problems and Prospects in India” Oxford & IBH Publication Calcutta(1993)
* “Environmental Studies Curriculum” , Referred by the Supreme Court of India (2004).
* K.Kumarasamy, Lestser W. Milbrath – “Learning to Think and Act Environmentally” concept Publication New Delhi.
* Panneersselvam and Ramakrishnan – “Environmental Science Education” Sterling , New Delhi (1996).

**SEMESTER IV**

**ELECTIVE I: PERCEPTIVES IN INCLUSIVE EDUCATION**

**Objectives**

* Understand the need and nature of disability
* Understand the role of RCI in the education of children with disabilities
* Understand the educational needs of various categories of person with disabilities
* Understand the major types of disabilities , its identification , causes and intervention
* Understand the concept of multiple disabilities and various combinations.

**Unit- I introduction**

Concept and Nature of Inclusive Education: Inclusive Education – Meaning –objectives –special Needs –Distinguish between Handicap, Disability and Impairment Rehabilitation council of India.

**Education of the Visually Impairment &Hearing Impairment:**

Visually impairment: Definition – Identification -characteristic –Types –causes – prevention –Early intervention - Educational programmes& Assistive devices

Hearing impairment: Definition – Identification -characteristic –Types –causes – prevention –Early intervention- communication Approaches -Educational programmes & Assistive devices

**Unit-II EDUCATION of the Mental Retardation &Mental illness**

Mental Retardation: Definition – Identification -characteristic –Types –causes – prevention –Early intervention- Educational programmes & Assistive devices

Mental illness: Definition – identification -characteristic –Types –causes – prevention –Early intervention-Educational programmes

**UNIT-III EDUCATION OF LEARNING DISABILITIES & AUTISM**

Learning Disabilities: Definition – identification – Types –causes –prevention –Early intervention- Educational programmes & Assistive devices.

Autism: Definition – Identification -characteristic –Types –causes – prevention –Early intervention- Educational programmes & Assistive devices

**unit- Iv EDUCATION of the locomotor Disabilities**

Locomotor Disabilities: Definition – Identification -Characteristic –Types –causes – prevention –Early intervention-Educational programmes & Assistive devices.

**unit – V EDUCATION ofmultiple DISABILITIES & Juvenile Delinquents**

Multiple Disabilities: Definition – Identification –Characteristics- Types –Causes –prevention –Early intervention- Educational programmes & Assistive devices

Juvenile Delinquents: Characteristics - Problems of Alcohol – Drug addiction - Anti-social and character disorder Education programmes for Rehabilitation

**PRACTICUM:**

* Prepare album of assistive devices: Visual impairment- Hearing impairment –Mentally Retardation –locomotor disabilities –Learning Disabilities Multiple disabilities
* Prepare a checklist for identification of at least one disability.
* Prepare a checklist for identification children with low vision.
* Prepare a checklist for identification children with hearing impairment.
* The students are expected to visit at least two institutes for disabilities and observe children with disabilities learning, and submit a report of their observation.
* Prepare case studies of two differently abled children ( with different disabilities)
* Observations of 5 class room teaching periods in each of special schools prepare a report highlighting the teaching strategies implemented by the teachers.
* Form a small group of 5-6 student teachers and conduct an awareness camp in any village /ward on causes, prevention and referral services available for differently abled children and prepare a report.
* Visit any one NGO offering Vocational training for special children and prepare a report
* Critically analyses the needs, strengths and issues of differently abled children mentally, visually and hearing challenged.

**REFERENCE:**

* TNOU course material – Nature and Need of Various Disabilities.
* Hearing impairment, G lokanandha Reddy j. SujathaMalini . A. Kusuma (2004), Discovery Publishing House
* Visual impairment, IGNOU Manual .
* Mental Retardation,G Glokanandha Reddy j. SujathaMalini . A. Kusuma (2004), Discovery Publishing House
* Autistic specturum Disorder . Merry Baruna (2008), Aahau action for autism.
* Reading Disability. S. Krishna Babu (etal) (2004), Sonalipublications.
* Education of Exceptional children. Premprakesh (2008), Kanishkapulishers.
* Ramakrishna Mission Vivekananda university SSA manual book.

**semester – iv**

**Elective ii: CAREER INFORMATION & GUIDANCE and Counseling**

**OBJECTIVES:**

At the end of this course, the student- teachers will be able to

* list out the principles underlying guidance
* understand the meaning, nature and scope of guidance
* understand the meaning of and the need for group guidance
* elucidate the need of guidance and counselling in schools
* describe the different services in the school guidance programme
* appreciate the need for guidance
* understand the various therapies in counselling
* know the qualities required for a good counsellor
* understand the various types of counselling
* understand the group guidance and counselling

**UNIT -I NATURE AND SCOPE OF GUIDANCE**

Guidance- Meaning, Definitions, Aims, Nature, Principles and Needs. Types- Educational, Vocational, Personal, Social- Needs of guidance at various levels of education/ schooling – primary, secondary, higher secondary, vocational- Benefits of guidance: students, teacher, parents, community, and administrators.

**UNIT –II NATURE AND SCOPE OF COUNSELLING**

Counseling– Meaning, Definitions, Elements-Characteristics – Objectives – Need – types: Directive counseling, Non-directive counseling, Eclectic counseling. Advantages & limitation of counseling.Difference between counseling and guidance.Counselor-Qualities-functions. Professional Ethics of Counselor-role of teacher as counselor.

**UNIT -III COUNSELLING APPROACHES**

Counseling approaches: Psychodynamic approaches, behavioral approaches, Humanistic approaches. Trends in school counselling: Computer assisted Counseling, Telephonic counselling - Peer counselling: Its concept and the relevance to the Indian situation.

**UNIT –IV GUIDANCE SERVICES IN SCHOOLS**

Types of guidance services in schools: Pre admission, admission, orientation, information, remedial, counseling, placement, follow up, research, evaluation. Role of guidance personnel - Career and occupational Information – sources, gathering, filing, dissemination- Career Corner- Career Conference- Career exhibitions – mobiles counseling centers. Role of teacher in guidance programmes.

**UNIT –V MENTAL HEALTH AND PERSONALITY**

Meaning and definition of personality- major determinants of personality- theories of personality- types, trait, types and trait and psychoanalytic-integrated personality- -concept of mental health and hygiene – conflict and frustration-unrest- adjustment and maladjustment- causes of maladjustment- Defense mechanisms- mental Illness- Juvenile delinquency. Promotion of mental health of Student Teacher.

**PRATICUM:**

* Indicate the needs of measuring personality scale through questionnaire techniques by asking to fill up forms.
* Asking them to collect the details of essays about Guidance procedure, which are published in the magazines.
* Based on your counseling do you find any two improvement process seen in the classroom situation – discuss.
* To visit various counseling centers and making report upon their activities on their own point of view.

**REFERENCES:**

* Bhatnagar, R. P., &Seema, R. (2003). Guidance and counselling in education and psychology . Meerut: R.Lal Book Depot.
* Crow , L. D., & Crow , A. (2008). An introduction to guidance. Delhi: Surjeet Publications.
* Jones, A. J. (2008). Principles of guidance.(5 ed). Delhi: Surjeet Publications.
* Meenakshisundaram, A. (2006). Experimental psychology. Dindigul: Kavyamala Publishers.
* Meenakshisundaram, A. (2005). Guidance and counseling. Dindigul: Kavyamala Publishers.
* Prof. K.Nagarajan , (2013) Psychology of Learning & Human Development , Sriram Publishers , Chennai.
* Prof. Ramesh Chandra, Career information & Guidance and Counselling
* (2005), ISHA Books, Delhi.
* Sharma, R. A. (2008). Fundamentals of Guidance &Counselling Meerut: R.Lall Books Depot.
* IGNOU School of Education, Guidance &Counselling (2010) .
* Sharma, R. N. (1999). Guidance and counseling. Delhi: Surjeet Publishers.
* Sharma, R. A. (2008). Career information in career guidance. Meerut: R.Lall Books Depot.

**SEMESTER IV**

**ELECTIVEIII: APPLICATION OF COMPUTER IN EDUCATION**

**OBJECTIVES:**

* Develop an understanding of computer education
* Develop perspective about the parts of computer
* Create an awareness about the values of computer on the teacher
* understand the various roles of computer education on school
* Develop an understanding of computer in various fields

**UNIT I INTRODUCTION TO COMPUTER**

Computer: Definition - Characteristics – Generation of Computers – Classification of Computers. Parts of Computer and their functions.

**Input devices**: Keyboard, mouse, joystick, touch screen, touch pad, magnetic ink character reader, optical mark reader, bar code reader, scanner, web camera.

**Output devices**: Monitor printers: line, serial, dot matrix, inkjet and thermal.

**Memory Devices:** Primary storage devices and Secondary storage devices

**UNIT II MS – OFFICE**

**MS-WORD**

Introduction - Concept of word processing– Entering Text – Selecting and Inserting text – Making paragraph, Getting help – moving and copying – searching and replacing – formatting character and paragraph -using a Document – Data entry, editing, saving and retrieval of data – formatting a text – handling multiple documents, Manipulation of tables – columns and rows- tables and foot notes – table of contents and index – sorting, Formatting sections and document

**MS -EXCEL**

MS\_EXCEL: Statistical applications of MS-EXCEL: calculation of measures of central tendency-mean-median-mode-Graphical Representation.

**MS - POWER POINT**

Basics of power point – creating a presentation, the slide manager preparation of different types of slides, slide design, color and background, Manipulation and presentation of slides.

**UNIT III COMPUTER APPLICATIONS**

Applications of computers in Education, Medicine, Banks and Railways **Computers in Evaluation:** Online Testing-CD-ROM based Evaluation-Data Analysis through computer-Web based surveys.

**Computers in Educational Administration:** Preparation of students admission list- provision for online payment of admission fees- Preparation of attendance registers of both staff and students – Preparing time table and preparing a workload chart-Maintenance of leave registers- Academic profiles of the faculty- database for students bio-data and for important events.

**UNIT – IV INTERNET AND ITS APPLICATION**

Internet – importance -Intranet, Extranet –Network and its types - World Wide Web - Internet Protocols - Wireless Internet –E-Mail: Attaching a file, creating an E-mail id, Sending and Receiving Mail - Web Browsers -IP address- Domain name- URL- Search Engine.

Security Management Tools: Virus, worms, threats, virus detection, prevention and cure utilities, Firewalls.

**UNIT – V INFORMATION SECURITY EDUCATION**

Awareness for school students against major threats: while downloading – Instant Messaging – Using Passwords - While exposure to unusually materials and unwanted materials-while using social networking websites -Internet addiction – problem of internet addiction and Computer phobia -Role of parents and teachers in information security education.

**PRACTICUM:**

* Prepare the document and format that correctly in Ms-Word
* Prepare Students Mark List in Ms-Excel
* Prepare the lesson using Ms-Power Point
* Create the E-Mail and examine how it is functioned

**REFERENCE:**

* Adam, D.M. (1985) Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N.Y.
* Alexey Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers.
* Bose K Sanjay (1996): Hardware and Software of Personal Computer.
* Conrad, Kerri (2001) Instructional Design for web – based Training HRD Press.
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* Mallik, Utpal et al. (2001): Leaning with Computers Level – III. NCERT New Delhi.
* Lee, William W; Diana L Owens (2001) Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass.
* P K Sinha. (1990): Computer Fundamental.