



**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 - 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:**

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. 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

### **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: Dakar 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](http://www.cbse.nic.in/cce/life_skills_cce.pdf).)
- Life SKills Education ([www.lifeskillsed.com](http://www.lifeskillsed.com).)
- Life Skills Approach to Teaching- Teacher Education ([www.teindia.nic.in/files/teacher\\_trg-module/13\\_life\\_skills\\_module.pdf](http://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/>



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**Course Code:** TTR 448

**Course name:** Educational planning and Administration

**Course Credit:** 4

**Credit Equivalent:**

One credit is equivalent to

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

### **Course Objectives:**

The course will accomplish following objective:

- The course is an attempt to introduce the importance of management processes in effective educational administration.
- Educational institutions have emerged as a distinct organizational forms, quiet distinct from purely economic and social organizations. Thus a sound understanding of organizational processes, practices and change will be imparted.
- To understand the process of educational planning and its challenges in present times.
- The course will look into the underlying theoretical perspective of educational leadership.
- The course will engage onto the ways of supervision and its various styles in education system.

### **Attendance Requirements:**

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

### **Evaluation Criteria:**

4. Mid Term Examination: 25%

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

## **Course Outline:**

### **Unit 1: Educational Administration and Management**

Development of administrative theory: classical, neo classical and modern  
School as a open system

### **Unit 2: Organizational Structure**

Features of organization, Models of organization: The Bureaucratic model, the participatory management model, alternative model for organizational structure  
Organization culture: creating, maintaining and changing organizational culture

### **Unit 3 Administrative Processes:**

Motivation: Content theory: need hierarchy theory, existence relatedness growth theory, learned needs theory, Content motivation theory

Process theories: self-efficacy theory

Leadership: nature of leadership. Trait theories, behavior theory, contingency theory

Leadership styles, Synergetic leadership theory

Leader member exchange theory, Substitutes for leadership Transformational leadership

Decision making: Nature of decision making, Types of decision, decision model: rational model, the bounded rationality model, road map to decision making the decision tree

Benefits of group decision making, problem with group decision making, Group decision making technique: brainstorming, Nominal group technique, Delphi technique, devil's advocacy, dialectical inquiry

### **Unit 4 Educational Planning**

Approaches to educational planning: Institutional planning: concept and scope

Operational planning in educational organization

Decentralized planning and management

### **Unit 5 Educational Supervision**

Meaning and scope, Supervision as service activity, supervision as educational leadership, modern supervision, functions of supervision, planning, organizing and implementing supervisory programme

**Suggested Readings:**

- Lunenberg, Fred C. & Ornstein Educational Administration Concept and Practices Sixth Ed.
- Ananda W.P. Gurung General Principles of Management for Educational Planner and Administrators, Paris, UNESCO, 1984.
2. Bhagia, H.M. et.al Educational Administration in India and Other Developing Countries, New Delhi, Commonwealth Publication, 1990.
  3. Flippo, E.B. Personnel Management, New York, McGraw Hill, (7th edition) 1984.
  4. Fred Luthens Organisational Behaviour, Tokyo, McGraw Hill, International Book Co., 1996.
  5. Goel, S.D. Modern Management Techniques, New Delhi, Deep and Deep, 1987.
  6. Hostrop, R.W Managing Education for Results, New Delhi, ETC Publication, 1975.
  7. Kumar A. Personal Management, Theory and Practice, Guwahati, DVS Publication, 2001.
  8. NIEPA Modern Management Techniques in Educational Administration, New Delhi, Asian Inst. of Educational Planning and Administration, 1971.
  9. NIEPA Educational Management in India, New Delhi, NIEPA, 1986.
  10. Oberoi P Organisation Development, Guwahati, DVS Publication, 2002.
  11. Tanner D. & Lawrel T Supervision in Education Problems and Practices, New York, McMillan Pub.Co., 1987.
  12. Thomas, J. Sergiovann et.al Educational Governance and Administration, New Delhi, Prentice Hall, 1987.
  13. Werral, N People and Decision, London, Longman, 1980.



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**Course Code: TTR 422**

**Credits: 02**

**Course Name: Teacher Education**

**Course Instructor:**

**Credits Equivalent: 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:

On completion of this course the students will be able to

- Gain insight into the need and objectives of secondary and senior secondary teacher education,
- Understand the development of secondary and senior secondary teacher education in post-independent India,
- Gain insight into the existing pre-service teacher education programmes and their organisational aspects,
- Develop understanding of the needs, importance and existing practices of in- service education of teachers and functionaries associated with secondary and senior secondary education,
- Develop understanding of status of secondary and senior secondary teachers and the problems and issues related to professional growth.

**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 I**

#### **Teaching as a Profession**

- Teaching skills and competencies required of secondary and senior secondary school teacher, the need for education and training of teachers; code of ethics.
- Expectations of NCF 2005 from teacher as a professional practitioner; Academic and professional qualification of a secondary and senior secondary school teacher – analysis of status; Teaching as a profession, analysis of present status and types of personnel recruited as teachers

### **Unit II**

#### **Pre-service Teacher Education and Teacher Education Curriculum at Elementary level**

- Rationale for pre-service teacher education, review of existing practices in different stages – structure and components, weightage, duration, eligibility requirements
- Orientation, objectives, curriculum components, weightages and organisations
- Theoretical inputs in teacher education, foundation courses and teaching methods of different school subjects – content, rationale, objectives and organisation
- Rationale and objectives for different inputs in practical and field experiences – developing skills – instructional skills, communication skills, managerial skills, organizational skills and contextual skills (multigrade, large class etc.)
- Organising learning skills – awareness, observation, practice in simulated and practice in real conditions, internship, laboratory, school attachment
- Supervising student teaching – objectives, tools and techniques
- Evaluation in teacher education – theory, skills and competencies, attitudes and values – tools and techniques

### **Unit III**

#### **Teacher Training Methods and Techniques**

- Making training participatory – methods and techniques, delivery of training – modes, methods and techniques; democratisation, lecture-cum discussion, work sessions, skills practice sessions, micro teaching simulations, role-play, peer teaching, projects, modular and mini course
- Using ET resources in training – Computer, projector, films, studios and videos

### **Unit IV**

#### **In-service Teacher Training**

- Complementary nature of pre and in-service teacher education – need for in-service training, objectives of in-service training, planning in in-service training, identifying training needs, determining objectives, content and methodology; monitoring, evaluation, reporting and follow-up of in-service training programme
- Different formats – workshops, seminars, institutes, courses and their features
- Enhancing effectiveness of in-service training – school based, INSET, recurrent INSET, setting up thematic priorities (subjects and skills)

### **Unit V**

#### **Resource Institutions for Teachers and Trainers**

- Cluster resource centers (school complexes), block resource centers, DIETs, CTE, IASE, SCERTs, RIEs, NCERT – objectives, structure, functions and programmes

- NCTE – objectives, functions and roles in quality control of teacher education
- Professional associations of teachers/trainers – roles and functions

### **Transactional Mode**

Group discussion, Lecture-cum-discussion, Panel discussion, Symposium, Reports, Research Journals, School visits and sharing of experiences

### **Sessional work**

- Preparing a training plan (design) for the in-service training of specified target group on a specified theme
- Demonstrating a training technique with peers
- Constructing a tool for evaluation of specified skills/understanding/attitudes
- Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions

### **Essential Readings**

- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.

### **References**

- Dunkin, M.J. (Ed.) (1987): The International Encyclopedia of Teacher and Training Education, Pergamon Press, N.Y.
- Jangira, N.K. & Ajit Singh (1992): Core Teaching Skills – A Microteaching Approach, NCERT – New Delhi.
- Kauchak, D.P. & Paul, D. Eggen (1998): Learning and Teaching. Allen & Bacon. Sydney.
- Kundu, C.L (1988): Indian Yearbook on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
- MHRD (1986)-Towards a Human and Enlightened Society – Review of NPE, New Delhi.
- MHRD (1966): Report of the Education Commission, New Delhi.
- NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.
- NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
- NCERT (2005): National Curriculum Framework, New Delhi.
- NCTE, (2004): Teacher Education Curriculum, New Delhi.
- Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, NCERT, New Delhi.
- Wragg, E.C. (1984): Classroom Teaching Skills, Croom Helm, London.





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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 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: 50
11. End Term Examination: 100
12. Continuous Internal Assessment: 50
  - Attendance/Participation: 10 marks
  - Seminar: 20 marks
  - Assignments: 20 marks

**Unit I- Introduction (8hrs)**

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