

Skill Enhancement Courses

Early Childhood Care & Education

Unit I Concept, Scope & Methods.

- i) Meaning & objectives of Early Childhood Care & Education.
- ii) Need and Scope of Early Childhood Care & Education
- iii) Recommendations of Kothari commission (1964-66) and NPE (1986)
- iv) Methods of studying child behaviour
 - a) Observation
 - b) Experimental
 - c) Case study

Unit II The Development of Early Childhood.

- i) Social and Personal Development
- ii) Emotional development & Motor skills and their development
- iii) Development of Creativity.

Unit III Contribution of the following Philosophers and Educationists with special reference to Child study

- i) Froebel
- ii) Montessori
- iii) Dewy

Unit IV Origin and Development of Pre-School Education

- i) U.K
- ii) U.S.A
- iii) India.

Nai Taleem (Experiential Learning)

Unit I M. K. Gandhi

- i) General Background
- ii) Gandian Educational Thought - relevance to contemporary India
- iii) Gandhi's Experiments in Education
- iv) Aspects of Educational Idealism

Unit II Gandian Educational Thought

- i) Meaning , aims importance and objectives
- ii) Gandhiji 's Nai Talim or Basic Education
- iii) Gandian Philosophy and Aims of Education
- iv) Curriculum and methods of Teaching

Unit III **Experiential Learning - Gandian Approach**

- i) Wardha Education Conference,
- ii) Experiential Learning and Work Education
- iii) Education through Craft and Development of Crafts
- iv) Rural reconstruction

Unit IV **Field Based Activities**

- i) The students are required to visit the Craft based centres in
- ii) the local areas and prepare five case studies on each craft.

Educational Technology & ICT

Unit I **Educational Technology**

- i) Meaning, Nature and Function.
- ii) Approaches – Hardware, Software and System approach
- iii) Forms a) Teaching Technology b) Instructional Technology c) Behavioral Technology
- iv) CIET – Its Role and Organizational Structure

Unit II **Innovations in Teaching**

- i) Microteaching – Meaning and Elements
- ii) Major Skills a) Set Induction b) Stimulus Variation c) Reinforcement d) Asking Questions e) Use of Writing Board
- iii) Simulated teaching – Meaning, Type, Steps, Procedure, Training Group, Role Play Simulation in Teaching Education programme.

Unit III **Programmed Instruction/Learning**

- i) Background
- ii) Linear and Branching Programming - Characteristics
- iii) Development Phase of a Programme Writing

Unit IV **Technology Support for Quality Instructions**

- i) Use of ICT in a) Teaching Learning Process b) On-line Research c) Use of Internet and Websites.
- ii) Changing Face of Classroom a) Smart Classroom b) Basic requirements for Smart Classes (Concept advantages and Limitations).
- iii) ICT Inputs in Teacher Education – An Introduction.