

DEPARTMENT OF EDUCATION

**SYLLABUS
FOR
VALUE ADDED COURSE
(UG LEVEL)**

EXTENSION EDUCATION AND DEVELOPMENT



RAMA DEVI WOMEN'S UNIVERSITY

Vidya Vihar, Bhubaneswar-751022

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EXTENSION EDUCATION AND DEVELOPMENT

Course Code: EDN-VAC-EED

Course Outcomes (COs)

After the completion of the course, the students will be able to

CO1: To develop an understanding of Concept, Principles, Philosophy and Approaches of Extension Education

CO2: To critically analyze the dynamics of Extension Education & its development

CO3: To discuss the Problems and Issues in Development of Extension Education in higher education.

Course contents

Hours: 12

Module -01: Introduction to Extension Education and Development (CLO1)

- Extension Education: Concept, Principles, Philosophy and Approaches
- Development of Extension Education in India
- Extension Methods and Media Unit

Module-02: Dynamics of Extension and Development (CLO2)

Hours: 12

- Planning and Developing Extension Programme
- Manpower Planning and Personnel Management in Extension and Development
- Evolution of Extension Models & Dynamics of Development

Module-03: Problems and Issues in Development (CLO3)

Hours: 12

- Basic Issues in Development
- Social Issues in Development
- Issues and Problems of Governance in Development

Books Recommended/Essential Readings

Campbell, E. (2008). The ethics of teaching as a moral profession. Curriculum Inquiry, 38 (4), 357-385.

Aggarwal, J.C (1990). Curriculum reform in India- world overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.

Soltis, J. F. (1986). Teaching Professional ethics. *Journal of Teacher Education*, 37 (3), 2-4.

Arora, G.L. (1984). Reflections on curriculum. NCERT.

Beane, JA, Conrad, E.P. Jr. & Samuel JA, Jr. (1986). Curriculum planning and development. Allyn & Bacon, Boston..

Brady, L. (1995). Curriculum development. Prentice Hall,.

NCERT (1976). The curriculum for the ten-year school: A Framework. Reprint Edition, National Council of Educational Research and Training, New Delhi.

NCERT (1984). Curriculum and evaluation. NCERT, New Delhi.

NCERT (1988). National Curriculum for elementary and secondary education: A framework, Revised Edition, National Council of Educational Research and Training, New Delhi.

NCERT (2000). National Curriculum framework for School education. NCERT, New Delhi

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SYLLABUS

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(UG LEVEL)

GANDHIAN PHILOSOPHY



RAMA DEVI WOMEN'S UNIVERSITY

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GANDHIAN PHILOSOPHY

Course Code: **EDU-SBCC-GP**

Course Objectives:

Course Learning Outcomes (COs)

After the completion of the course, students will be able to

CO1: Understand the underlying meaning of Gandhian philosophy.

CO2: Integrate Gandhian Thoughts in their day to day life.

CO3: Apply Gandhian philosophy for the cause of Socio-economic transformation.

CO4: Analyze the relevance of Gandhian philosophy in today's world

Module-01: Fundamental Concepts in Gandhian Philosophy (CO1, CO2)

Hours: 12

- Truth and Nonviolence
- Satyagraha,
- Sarvodaya

MODULE 02: Socio-Economic and Political Thoughts of Mahatma Gandhi(CO3)

Hours: 12

- Economic Thought of Mahatma Gandhi
- Political Thought of Mahatma Gandhi
- Gandhiji's Thoughts on Social Transformation

MODULE 03:Relevance of Gandhian Thought in the Indian and Global Context (CO4)

Hours: 12

- Impact of Gandhian Thought on the Constitution of India
- VinobaBhave and Bhoodan Movement
- Martin Luther King and Nelson Mandela

Reference Books

Fischer, Louis. The essential Gandhi: His life, work, and ideas: An anthology. Random House Inc, 2002.

Gangal, Anurag. The Gandhian concept of Human Security and Peace.2007.

Gangurde, K.D. "Gandhi's Autobiography: Moral Lessons", Gandhi Smriti and Darshan Samiti, New Delhi.

Ghosh, B. N. Gandhian political economy: Principles, practice and policy. Ashgate Publishing, Ltd., 2007.

Guha, Ramachandra. India after Gandhi: The history of the world's largest democracy. Pan Macmillan, 2011.

Scalmer, Sean. Gandhi in the West: The Mahatma and the rise of radical protest. Cambridge University Press, 2011.

Varma, R. "Gandhi's theory of trusteeship: An essay in understanding." Contextualizing Gandhian thought: Essays in honour of and by RavindraVarma. Wardha: Institute of Gandhian Studies.

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SYLLABUS

FOR

VALUE ADDED COURSE

(PG LEVEL)

**PLANNING AND MANAGEMENT OF HIGHER
EDUCATION**



RAMA DEVI WOMEN'S UNIVERSITY

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S. Mohanty

Shahid
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PLANNING AND MANAGEMENT OF HIGHER EDUCATION

Course Code: EDN-SBCC-PMHE

Course Outcomes (COs)

After the completion of the course, the students will be able to

CO1: To develop an understanding of planning and management of higher education.

CO2: To critically analyze the management process in higher education institutions.

CO3: To discuss the planning and management of curriculum in higher education.

Course contents

Module -01: Planning Management of Higher Education (CLO1) Hours: 12

- Planning Management of Higher Education
- Structure and organization of Higher Education in India
- Universities in India

Module-02: Management of an Institution of Higher Learning(CLO2)Hours: 12

- Principles of managing an Institution of higher learning
- Aspects of institutional Management
- Managerial skills for teachers- Communication, Motivation, and Team work

Module-03: Planning and Management of Curriculum (CLO3)Hours: 12

- Curriculum planning
- Curriculum Development
- Curriculum transaction and Evaluation

BooksRecommended/Essential Readings

Aggarwal, J.C (1990). Curriculum reform in India- world overviews, Doaba WorldEducationSeries-3 Delhi,Doaba House,Book sellerandPublisher.

Arora,G.L.(1984).Reflectionson curriculum. NCERT.

Beane, JA, Conrad, E.P. Jr. & Samuel JA, Jr. (1986). Curriculum planning anddevelopment.Allyn & Bacon, Boston..

Brady,L.(1995).Curriculumdevelopment. PrenticeHall,.

NCERT (1976). The curriculum for the ten-year school: A Framework.
Reprint Edition, National Council
of Educational Research and Training, New Delhi.

NCERT (1984). Curriculum and evaluation. NCERT, New Delhi.

NCERT (1988). National Curriculum for elementary and secondary education:
A framework, Revised Edition, National Council of Educational Research
and Training, New Delhi.

NCERT (2000). National Curriculum framework for School education.
NCERT, New Delhi.

NCERT (2005). National curriculum framework-2005. NCERT, Sri Aurobindo
Marg, New Delhi

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YOGA IN STUDENTLIFE



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YOGA IN STUDENTLIFE

Course Outcomes (COs)

On the completion of the course the students will be able to;

CO1: Understand the historical development of yoga in India.

CO2: Appreciate the contribution of Swami Vivekananda and J. Krishnamurti to the field of education.

CO3: Reflect upon the scope and importance of yoga in education.

CO4: Adopt and practice various stress reduction techniques in their daily life.

Unit-I: Yoga in Education(CLO1, CLO2)

12 Hours

- Historical development of yoga: Classical and Post-Classical age.
- Importance of yoga in education.
- Thinkers of yogic education and their contributions: Swami Vivekananda and J. Krishnamurti.

Unit-II: Yoga for Memory and Concentration (CLO3)

12 Hours

- Meditative Asana and Pranayam: Padamasana, Anulom-Vilom Pranayam
Bhramari Pranayam: Steps, benefits and precautions.
- Surya Namaskara: Steps, benefits and precautions.
- Mudra: Gyanmudra, Brahmanjali: Process and practice.

Unit-III: Stress Management through Yoga(CLO4)

12 Hours

- Relaxation Asanas: Sukhasana, Balasana/Ananda Balasana, Shabaasana.
- Yoga Nidra: Steps and benefits.
- Mindfulness Stress Reduction Technique: Process and practice.

Books/Documents Recommended

Dasgupta, S.N.(2005). Yoga philosophy in relation to other system of Indian thought.
New Delhi: Motilal Banarsidass Publishers.

Iyengar, B.K.S. Light on Yoga (2006). New York: Harper Collins Publishers.

Krishnamurti, J.(2001) The Book of Life. Penguin Books.

Swami Satchidananda(2012).The Yoga Sutras of Patanjali. New York: Start Publishing.

Swami Vivekananda(2017). The Complete Book of Yoga. Delhi: Teenage Publishers.

International Journal of Yoga. Mumbai: Medknow Publications
