

- To create frameworks for achieving Peaceful and Nonviolent societies.

#### **Unit -1: Introduction of Peace Education**

- Meaning, Concept and need of Peace Education.
- As a universal value
- Aims and Objectives of Peace Education

#### **Unit-2 Role of Social Agencies**

- Role of Social Agencies : Family, Religion, Mass Media, Community, School, NGO's, Government Agencies in promoting peace education.
- Current Status of Peace Education at Global Scenario.

#### **Unit 3- Challenges to Peace-**

- Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
- Strategies and Methods of teaching Peace Education- Meditation, Yoga , Dramatization , Debate and etc.

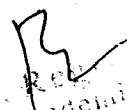
#### **UNIT 4.Effective Teaching of Peace Education**

- Peace Research, International classroom, International Parliament, Peace Awards, Creating Models for Peace technology - development of new tools, techniques, mechanisms and institutions for building up peace and Engaging students in Peace Process.

#### **Unit 5- Role of Social Agencies:**

Role of Religion in propogation of Peace. Nelson Mandela Mother-Theresa, Vivekananda, Gandhian Philosophy in promoting Peace Education. Role of Great personalities in promoting Peace **Tasks and Assignments**

- |               |          |
|---------------|----------|
| 1. Class Test | 10 marks |
| 2.Any one     | 10 Marks |

  
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- Write a report on Gandhi and Peace.
- Write about the contribution of any two Noble prize winners for Peace.
- Prepare an album of Indian Philosophers and write their thoughts on peace.

**REFERENCES :-**

1. Adams.D (Ed) (1997) UNESCO and a culture of Peace: Promoting a Global Movement. Paris UNESCO.
2. Aber,J.L. Brown, J.L.A.Henrich, C.C.(1999) Teaching Conflict Resolution: An effective.
3. Dr.Haseen Taj (2005) National Concerns and Education, Neelkamal Publications.pvt.Ltd
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5. Mahesh Bhargava and Haseen Taj (2006) Glimpses of Higher Education. Rakhi
6. Prakashan, Agra-2 7. Wttp://www.un.org/cyberschoolbus/peace/content.htm.

**M.ED-14 (vi d)**

**YOGA EDUCATION**

**OBJECTIVES:-**

**MARKS-100**

The course will enable the student teachers to –

- To enable them to understand the need & importance of Yoga Education.
- To acquaint them to allied areas in Yoga Education.
- To sensitize the student teacher towards its importance.
- To make them aware of the benefits of physical and mentally fitness & activities for its development.
- To help them acquire the skills for assessment of over all fitness.
- To introduce them to the philosophical bases of Yoga.

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- To introduce them to types of Yoga & its importance.
- To motivate them to resort to physical and mentally activity for the fitness development.

### **Unit 1. Basis of Yoga**

- Yoga Upanisada : Isa, Mandukya, Mundaka, Taitriya
- Bhagwadgita
- Concept of Dharma
- Karma Yoga

### **UNIT-2 Basic understanding**

- Basic understanding of Karma Yoga according to Bhagwatgita
- Personality Development through Karma Yoga
- Community awareness Programme

### **UNIT-3 Application of Yoga**

- Special Techniques: Asthama, Nasal allergy, Diabetes, Low bachache, Hypertension/IHD, IBS/GID,
- Tension/Migraine, Headache

### **UNIT-4 Advance Techniques:**

- Self Management of Excessive Tension
- Pranic Energisation Technique
- Meditation: a. Omkara Dhyana, b. Cyclic Meditation
- Advance Techniques: a. Self Management of Excessive Tension b. Pranic Energisation Technique 3. Meditation: a. Omkara Dhyana, b. Cyclic Meditation

### **UNIT V - Education and Yoga**

- Educational Philosophy: Definition, Meaning, Nature, Scope, Functions.
- Thinkers and Philosopher of Yoga and Education. Brief Life Sketch, Philosophy and

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- contribution in the field of Yoga Education. i) Maharishi Patanjali, Buddha, and Gourakhnath ii) Vivekananda, J. Krishnamurti, Osho , Paramahansa Yogananda.

### Tasks and Assignmentss

1. Following activity-

MARKS:- 25

- Fundamental skills of yoga with detailed.

### REFERENCES:-

- Kuvalayananda, Swami, Pranayama,(1983) , Popular Prakashan Bombay.
  - Kuvalayananda, Swami,Asanas,(1983) Popular Prakashan Bombay, English/Hindi.
  - Lal, Raman Bihari. (2008). Siksha Ke Daarshnik Evam Samajshastriye Sidhant. Meerut, Rastogi Publications.
  - Nagendra, H.R. ( 1993 ). Yoga in Education. Banglore, Vivekananda Kendra.
  - Niranjana, Swami. (1998). Yoga Darshan. Deoghar, Panchadashanam Paramahansa Alakh Bara.
  - Rai, Lajpat, Sawhney, R.C. and Selvamurthy, W.Selvamurthy (1998). Meditation Techniques, their Scientific Evaluation. Gurgaon, Anubhav Rai Publication.
  - Raju, P.T. (1982).The Philosophical Traditions of India. Delhi ,Moti Lal Banarsi Dass.
  - Ram, Swami. (1999). A Practical Guide to Holistic Health. Pennsylvania, Himalayan Institute of Yoga.
- Reyna, Ruth. (1971). Introduction to Indian Philosophy. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.

### **M.Ed-14(vi-e)** **Inclusive Education -2**

**Marks-100**

### Objectives :-

After completing the course the students will be -

- To develop an understanding of the concept and philosophy of inclusive

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education in the context of education for all.

- To identify and address diverse need so all learners
- To develop an attitude to foster Inclusive Education
- To develop an understanding of the role of facilitators in Inclusive Education
- To incorporate innovative practices to respond to education of children with special needs;
- To implement laws pertaining to education of children with special needs.

#### **Unit-I Introduction to Inclusive Education-2**

- Characteristics of children with Disability: Mentally Retarded, Hearing Impaired, Orthopedically Impaired, Visually Impaired, Cerebral Palsy, Learning Disabled and Autistic children.

#### **Unit -II Inclusive Practices In Classrooms For All**

- Community based Rehabilitation ,Individualized Educational Plan (IEP):Development & Implementation
- Practices and Classroom Management in Inclusive Education: Seating Arrangement, Whole Class Teaching
- Main streaming, Activity Based Learning, Peer tutoring and Cooperative/Collaborative Learning.

#### **Unit III: Legal And Policy Perspectives- 2**

- Education in the National Policy on Disability,2006,
- Scheme for Inclusive Education for the Disabled Children (IEDC, 2000),

#### **Unit IV: Inclusive education models**

- Inclusive education models and practices for universal schooling (Classes I- XII).
- Policy on teachers and special support staff for children with special needs (CWSN).
- Barrier in universal schooling: Physical, social, economic and pedagogic.

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## Unit V Teacher based Assessment of exceptional students

- Teacher based Assessment
- Impact Assessment of social welfare schemes for gender, marginalized and disabled groups.

### Sessional Work:

25 marks

- Make a report on observation of the behavior of any one child of an inclusive school.
- Make a report on role of community in fostering the education of gifted children.

### REFERENCES:-

1. Bhargava, M., (2003): *Vishishtha Balak – Unkiksha Evam Punarvasa*, Vedanta Publications, Lucknow.
2. Bist, A.R., *Vishishtha Balak*, Vinod Pustak Mandir, Agra. (Hindi)
3. Cruickshank, W.M. (1975), *Psychology of Exceptional Children and Youth*, Englewood Cliffs NJ, Prentice Hall.
4. Dash, M., (2000) *Education of Exceptional Children*, New Delhi, Atlantic Publishers and Distributors.
5. *Drishtibadha*, (2012) AICB, New Delhi. (Hindi)
6. Guilford, (1971), *Special Education Needs*, Routledge Kagan Paul.
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Mathew, S.(2004)Education of children with hearing impairment .RCI, Kanishka Pub.
- 13.National Policy on Education(1986,1992),MHRD, GOI, Delhi
- 14.UNESCO (1989).UN convention on the rights of the child. UNESCO.
- 15.UNESCO.(2006).United Nations Conventions on the rights of persons with disabilities.

  
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