



## **Tamil University, Thanjavur**

**7.1.15 Course on Human Values And Professional Ethics**

### **Paper 1 Learning and Human Resource Psychology**

Time 75 hrs

External Marks - 20

Internal Marks - 80

#### **Objectives**

Candidates and Teachers can acquire the following skills after learning this paper

1. To know the problems related to education, Educational Psychology is used.
2. To satisfy the duty of a teacher, one can utilise the knowledge of Educational psychology.
3. Can explain the theories and basic ideas of human resource development; can describe the relation between learning and Development.
4. To manage the problems of code of conduct and learning abilities of their wards teachers may use the progressive techniques of the educational psychology.
5. One can use the psychological measurements to measure the managerial skills of the students. They can test the managing skills of their own and their colleagues and students.
6. They can understand the problems of their own and others.
7. One can understand and utilise the Intelligence, Motivation, Concentration, Perception, Teaching theories, theories of thoughts and other learning theories in the class room to enhance the productive learning.
8. One can find out and analyse the problems of wards in their schools.
9. They can absorb the skills of the neighbours who grows their children with higher values. They can adapt that skills, duties regarding education, creativity and general achievement motive .
10. They may mentor and advice the students who dwells in their area.

## **UNIT 1: Educational Psychology – An Introduction**

Psychology: Meaning, Branches of Psychology, various types of human behaviour ..

Psychoanalysis: Behaviourism, Humanities – Psychology beyond Consciousness.

Educational Psychology: Meaning, Origin of Educational Psychology for the Teachers, Limits and Significance.

## **UNIT 2: Development and Progress**

Universal opinion: Growth, Development, Maturity, Stages of Development, Process of Development,

Dimensions of Development: Body, Society, Passion and Intelligence .

Theories of Child Development : Psycho-sexual instinct (Sigmund Freud), Psycho-Sociological Theories ( Erikson) – Cognitive Development : Process, Stages of

Cognitive development ( Piaget ) , Moral development (Piaget, Lawrence Kohl berg)

Adolescence Period- Characteristics, Problems and Solutions.

## **UNIT – 3 Personality and Human Suitability**

Personality: Meaning, Elements, Factors, deciding Personality, Integral Personality, Integration as a duty and process – reasons for inappropriateness, Mental Struggle, Depression – Self defence strategies

Group Movements: Co-operation, Competition – Leader's nature and Class room situation.

## **UNIT- 4 Instruments to measure Psychology and Methods**

Measuring Personality, Need for Measure, Types of measure Scientific Measurement techniques : Observation, Interview, Questionnaire, Tables, Individual Research work, Situation Test, Projective procedures: Meaning – (TAT Ink blot test, Story completion test, - Dream analysis test, Precautions to conduct the psychological tests, Invalid application.

## **UNIT-5- Motivation**

Motivation : Types of Motivation, Process of Motivation, Motivation in Education, prizes and punishments are for motivation, Factors deciding Motivation, Internal and External Motivators, Theories of Motivation, Maslow hierarchy of Needs ( Maslow), Psychoanalysis Theory of Motivation (Sigmund Freud), Achievement Motivation ( McClelland) – Level of Aspiration, to increase the Achievement Motivation in Learners.

## **UNIT-6- Focus, Perception, Recall**

Focus, Meaning – Related ideas, Distraction, Lack of Focus, Division of Focus, Span of Attention, Factors deciding attention, Perception and Perceptual Visual Perception, Rules of Visual perception, Errors in Visual Perception, Memory and Forgetfulness : Meaning, Reasons for forgetfulness, Types of saving, perceptual memory, short time memory, Long time memory, time period for saving memory types and process, Forgetting Theories, Extinction by not using, Interference Theory, Strengthening or Standing theory, methods to improve memory, Memory Problems.

## **UNIT-7- Learning and Learning Theories**

Learning : Meaning, Nature, Importance of Learning in Human Life, Methods of Learning, Conditions of Learning (Gagne), Factors influence Learning, Learning Graph, Types of Learning,

Learning by Observing, Changing in Learning, idea, Theories, Best education for change in learning, Building knowledge base, Deficiency in learning and Reading, and writing, arithmetic calculation.

#### **UNIT-8: Thinking, Intelligence, Creativity**

Thinking : Meaning, Types of Thinking , Investigation, Problem Solving, Contribution of Language in Thinking and Learning, Intelligence: Meaning, Types, Intelligence Theories, Various types of Intelligence, Emotional Intelligence , Nature and Types, Uses, Creativity, Strategies, Measuring Emotional intelligence and creativity, Methods to grow creativity in students.

#### **UNIT-9: Mental Health and Special Children**

Mental health and Psychiatry: Ideas, Meaning, Mental Health problems of Indian Children, Parenting based on sex in India, Mental health in Indian Schools, Methods to improve Mental health in Schools, Special Children, Characters and types.

#### **UNIT-10: Guiding and Counselling**

Guiding and Counselling: Meaning, Theories, Types- Importance of Counselling centres in schools, Duties of Counselling centres, counselling centres in Middle, High, Higher Secondary Schools, Duty of Counsellors, Qualities of a best Counsellor, Basics of Counselling, Ethics of Counsellors.

#### **Practical**

Group Discussion : Teachers and students may form a group and submit report of discussion.

- a) Adjustment Problems in Schools
- b) Adjustment Problems in home
- c) Types of Parenting and its effects in Mental health of the children.

#### **Individual Research**

Each Teacher should select a student and study his background regarding his /her society, Emotion, Conduct, Knowledge and its effect on is/her education. They should submit a report of this study.

#### **Research Work**

Teachers and Students should select any six topics from the following titles, test them with appropriate instruments and should prepare a report.

1.	Management	7.	Affinity
2.	Intelligence	8.	Attitude
3.	Memory	9.	Interest
4.	Creativity	10.	Problem Solving ability
5.	Motivation	11.	Creating General idea
6.	Aspiration Level (Dembo)		

## **Bibliography**

- Judith, L. (2008). Learners, Learning and Educational activity London: Routledge.
- Graham, R. (2008). Psychology: The Key Concepts London : Routledge.
- Venugopal .I.P.(2008) Kalvi Ulaviyal (Educational Psychology), Chennai: Saradha Publications.
- Saravamuthu.R.(2008). Teaching and Learning , Chennai: Saradha Publications.
- Santhanam.S(2008). Kalviyal Manaiyiyal (Home Science in Education )
- Sahul Hameed (2008). Karpithal Kattalil Ulaviyal (Psychology in Teaching and Learning), Chennai: Saradha Publications.
- Samuel.W.(2007) The Intellectual and Moral development of the present age. U/S: kessingerpubco/
- Ramalingam (2007). Kalviyum Ulaviyalum ( Education and Psychology), Chennai: Saradha Publications.
- Chobra.R.K. (2006) Elements of Educational Psychology. New Delhi: Arise Publishers.
- John,W.S., (2006). Educational Psychology: Classroom update preparing for PRAXIS and the class-room U.S. Mc Graw Hill Company.
- Ramesh Chadurvethi, R. (2006) Guidance and Counselling Techniques, Chennai: SBA Book Publishers.
- Thomas, M.H.(2005) A Student's guide to studying psychology, London, Psychology Press.
- Alison/G,(2004)/ Exploring Cognitive Development : The Child Problem Solver(1<sup>st</sup> ed) U.S: Blackwell Pub.
- Michael, W.E., (2004) Psychology : An International Perspective, USA: Psychology Press.
- Jack , S., & Robert, B. (2004) Psychology Applied to teaching. USA: Houghton Mifflin.
- Migel, J. (2000) . Counselling in careers guidance/ U.S. Open University Press.
- Matt, J. (2000) Theoretical Approaches in Psychology. London: Routledge .
- Bharatnagar,A., & Gupta, N. (1999) Guidance and Councelling. Newdelhi: Vikas Publishing House.
- Nagarajan, K., Selvakumar, S.D., Mani.,S.



  
**REGISTRAR**  
**TAMIL UNIVERSITY**  
**THANJAVUR-613 010**

## **Paper 2 : Human Rights Education**

Hours: 75 hrs.

External Mark: 20

Internal Mark: 80

### **Objective:**

At the end of this study, the students will have the following capabilities:

1. Understanding the meaning , theme , theories of Human rights.
2. The role of the UNO in promoting human rights
3. Understanding human rights in the Indian constitution.
4. Learn about Human rights and International Organisations.
5. Understanding the activities of several human rights commissions in India.
6. Classify the human rights violation on oppressed section.
7. Understanding the common phenomena of human rights violations.
8. Understanding the need for human rights Education.
9. Select and use the correct method to teach human rights Education.
10. Understanding the role of various institutions in promoting human rights Education.

### **Unit 1 : Human rights , meaning , theme , theories**

Human rights – Definition about the theme, meaning, culture and history – Theories – Nature, law, Social welfare, idealist

### **Unit 2 :**

United Nations Charter (1945 ) - Declaration of International Human rights (1948) - International Covenant on Economic, Social and Cultural Rights (ICESCR) (1966)

### **Unit 3 : Indian Constitution and Human rights**

Human rights in Constitution – Basic rights- Theories – Guidelines for State Government

### **Unit 4 : Human rights and International Organisations**

International Groups and commissions on Human rights – International Court –International Criminal Tribunals and Courts - International Labour Organization (ILO) - Amnesty International – International Red cross society



**Unit 5 : Human rights commissions in India**

National human rights commission - State level human rights commissions - Human rights court -  
National and state level human rights court for women

**Unit 6 : Human rights for oppressed section.**

Human rights problems on race - language minority - Refugees - old people , Women , children,  
Physically challenged and trans genders

**Unit 7 :** Ridicule - Teasing women - Human trafficking - war - Terrorism and Genocide - Child labor -  
Domestic Extremism - Sexual harassment - Female infanticide

**Unit 8 : Human rights Education**

Objective - Stages of Human rights Education - Human rights Education in Primary , Secondary and  
Higher Education level - Research in Human rights Education


**Unit 9 : Teaching methods of Human rights Education**

Lecture - Discussion - Group Study - Individual research - Drama - Puppet Show - Simulations - Social  
activities

**Unit 10 : Institutions for Human rights Education**

Family ,Equivalent Group , Religion and Social medias , Education Institutes



  
**REGISTRAR  
TAMIL UNIVERSITY  
THANJAVUR-613 010**