



Netaji Subhas Open University

Master of Arts in Education

SYLLABUS

PROGRAMME OBJECTIVES:

The Programme intends the learners with the following primary objectives:

- To develop the knowledge, skills and attitudes necessary to pursue further studies in Education.
- To deliberate on the varied understanding of the concept of Education; its various purposes/aims and its substances from different perspectives.
- Imparting an adequate knowledge on the bases of educational aims and goals according to different schools of thought in the Indian and Western traditions.
- Equipped the learners with the changing faces of education and relevant reforms and debates.
- Enabling learners to understand the psychological bases of education, learner and learning factors.
- To appreciate the international dimensions of education and its multicultural and contemporary perspectives.
- To orient the learners to the pervasiveness of Educational technology; develop a critical appreciation of the use of ICT in education in the context of modern India.
- To emphasize that education should help the learners contrast to her or his knowledge according to the social context she or he is placed in.
- Equip the learners to know the broad educational concerns addressed by emerging curricula and a study of possible future trends.
- To introduce the nature of educational research, methods of acquiring knowledge and different paradigms of educational research.
- To develop an understanding of the concept of educational management and administration.
- Acquaint learners with the fundamental and contemporary issues of environmental and population education.
- Give an understanding of Special Education, Inclusive Education, Teacher Education and Women Education perspectives in particular-their status and concerns.

EXPECTED PROGRAMME OUTCOMES:

The PG in Education program may be helpful to the candidates who are aspiring for:

1. Higher study in Education or in the concerned areas, viz., M. Phil. Ph.D. etc.;
2. Professional studies in the Teacher Education or in the relevant areas,
3. Appearing TET, CTET and allied competitive examinations to obtain jobs in Teaching at various levels (after fulfilling the minimum eligibility).
4. Job Promotion towards Sub-Inspector of Schools or Education Services at Government level (after fulfilling the minimum eligibility);
5. Meeting the growing demands of human resources in Educational Planning and Management at Government, Semi-Government and Private sectors;
6. Grasping wider and more comprehensive understanding of Education as a field of knowledge and serving varied needs of learners as parents, guardians, teachers, social activists, NGO workers, policy framers, administrators or decision makers in the field of Educational practices.

NETAJI SUBHAS OPEN UNIVERSITY

Master of Arts in Education Proposed Syllabus Course Structure

Part- I

Paper 1: Philosophy of Education and History of Education in India 100 Marks

Module- 1: Philosophy of Education. 50 Marks

Module- 2: History of Education in India. 50 Marks

Paper- II: Psychological Foundation of Education 100 Marks

Module-1: Psychological Foundation of Education 50 Marks

Module- 2: Factors Related to Learning 50 Marks

Paper- III: Sociological Foundation of Education 100 Marks

Module 1: Education and Society 50 Marks

Module II: Theories of Sociology and Social Issues in Education 50 Marks

Paper IV: Methodology of Educational Research and Educational Statistics.

100 Marks

Module 1: Methodology of Educational Research 50 Marks

Module 2: Educational Statistics 50 Marks

Part II

Paper V : Educational Technology and Curriculum Studies 100 Marks

Module 1: Educational Technology 50 Marks

Module 2: Curriculum Studies 50 Marks

Paper VI : Educational Administration and Management 100 Marks

Module 1 : Educational Administration 50 Marks

Module 2 : Educational Management 50 Marks

**Paper VII : Evaluation and Measurement in Education and Guidance
and Counselling** 100Marks

Module 1 : Evaluation and Measurement in Education 50 Marks

Module 2 : Guidance and Counselling 50 Marks

Paper VIII : Subject of Special Study. (Any One of the Following) 100 Marks

1. Special Education

2. Teacher Education
 3. Education of Women in India
 4. Population Education
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Paper – I

Philosophy of Education and History of Education in India

Module 1 – Philosophy of Education

- Unit 1- Western Schools of Philosophy – Idealistic, Naturalistic, Realistic, Pragmatic and Marxist schools.**
- Unit 2- Oriental schools of Philosophy- Brahmanic, Buddhist and Islamic schools.**
- Unit 3- Aims and concepts of Education with reference to the individualistic and socialistic views in Education.**
- Unit 4- Educational Philosophy of Plato, Rousseau, Froebel, Pestalozzi, Vivekananda, Rabindranath Tagore and Mahatma Gandhi**
- Unit 5- Some issues in Education- i) Freedom and Discipline in Education, ii) Democratic ideals in Education, iii) Education and Humanity and iv) Internationalism in Education.**

Module 2 – History of Education in India

- Unit 6- Education in Vedic and Post Vedic period.**
- Unit 7- Brahmanic Education, Education in Buddhist period and Islamic Education In the Medieval India.**
- Unit 8- Education in India during British rule with special reference to i) Adam's report (1835-1838), ii) Macaulay's Minute on Indian Education (1835), iii) Wood's Despatch (1854), iv) First Indian Education Commission or Hunter Commission (1882), v) Indian University Commission (1902), Calcutta University Commission or Sadler Commission (1917- 1919), vii) Post war Education Commission or Sargent Report.**
- Unit 9- Education in free India with special reference to i) Indian Education Commission or Radhakrishnan Commission (1948-1949), ii) Secondary Education Commission or Mudaliar Commission (1953), iii) National Education Commission or Kothari Commission (1964-1966), iv) National policy of Education (1986) and subsequent developments.**
- Unit 10- Some issues in Indian Education i) Women's Education, ii) Adult Education iii) Non-formal Education, iv) Vocational Education, v) Teacher Education and vi) Education for all.**

REFERANCES:

- 1) **Randall Curren, A Companion to the Philosophy of Education.**
- 2) **Nel Nodding, Philosophy of Education**
- 3) **Nurullah, S and Naik, J.P. A History of Education In India**
- 4) **A. Banerjee, Philosophical Foundation of Education**

5) **J.C. Chakraborty, Educational Philosophy**

6) **A.S. Altekar, Education In Ancient India**

7) **S.P. Chaube, History of Education in India.**

8) **S.K. Das, Educational System of Ancient Hindus**

9) **S.N. Mukherjee, History of Education.**

10) **B.R. Purkait, Milestone in Modern Indian Education**

Paper II

Psychological Foundation of Education

Module – 1: Psychological Foundation of Education

Unit 1- Educational Psychology- Definition of Educational Psychology, Scope of Educational Psychology, modern trends and methods of Educational Psychology.

Unit 2- Growth and Development of learners- Concept of Growth and Development Stages of development. Determinants of Development, Heredity and Environment. Physical Development, Motor Development, Emotional and Social Development.

Unit 3- The process of Learning- Concept and types of learning, Theories of learning- Pavlov's Conditioning, Thorndike's Trial and Error, Skinner's Operant Conditioning and Gestalt theory. Modern views of learning.

Unit 4- Transfer of learning- Concept and Types of Transfer, Theories of Transfer and uses of Transfer in teaching- learning.

Unit 5- Memory and Forgetting- Concept of Memory and Forgetting, Processes Involved in memory. Information Processing Model of memory. Causes of forgetting. Nature of forgetting according to nature of processing and other cognitive views.

Module 2- Factors Related to Learning

Unit 6- Learner's Intelligence- Concept of Intelligence. Nature of Intelligence. Nature of Intelligence according to Spearman, Thurstone, Guilford and Sternberg.

Unit 7- Learner's Motivation- Concept of Motivation. Theories of Motivation- Maslow, Weiner, McLelland and Atkinson. Motivation and Learning.

Unit 8- Learner's Attention- Nature of Attention. Determinants of Attention. Theories of Attention- Broadbent's Funnel Theory, Resource allocation Theory, Modern views of Attention.

Unit 9- Learner's personality and Mental Health- Concept of Personality. Theories of Personality- Elementary idea of Psychodynamic, Trait and Social Learning Theories. Concept of mental health and adjustment. Causes of disturbed mental Health. Education and mental health.

Unit10- Learner's with Exceptional ability

Giftedness- Concept and Special needs of gifted learners. Identifying gifted Learners and their education.

Mental Retardation – Concept and types of mental retardation. Characteristics of Retarded Learners. Causes of disturbed mental health. Education of the Retarded Children.

REFERENCES:

- 1) Elizabeth B. Hurlock, Adolescent Development.**
- 2) S.S. Chauhan, Advanced Educational Psychology**
- 3) E.R.Hilgard, Learning Theories**
- 4) P.N.Bhattacharya, A Text Book Of Psychology**
- 5) S.K. Mangal, Advanced Educational Psychology**

Paper III

Sociological Foundation of Education

Module – 1: Education and Society

Unit 1- Sociology of Education- Evolution of Society (A brief account). Meaning and Scope of Sociology of Education. Social determinants of Education – Religion, Class, Culture, Technology, Economic Issues. Society and its constituent factors- Location, Population, Human Relation. Education as Social Subsystem. Social function of Education.

Unit 2- Socialization- Concept of Socialization. Agencies of Socialization and Education- Family, Community, Peer Group, Media, School, State Policy and Religion.

Unit 3- Social Change. Meaning and Factors of Social Change. Education and Culture, Education and Democracy. Education as a vehicle of Social Change. Scientific and Technological development.

Unit 4- Modernity- Concept and Characteristics of Modernity. Modernization through Education

Unit 5- Social Stratification and Mobility- Meaning of Social Stratification and Mobility. Relationship of Education and Social Stratification and Mobility. Dimension of culture diversity in India and their impact on Education- Language, Religion, Ethnicity, Caste and Territoriality. Education, National Development, National Identity, National Integration.

Module 2- Theories and Social Issues in Education

Unit 6- Theories of Sociology and their impact on Education- Functionalist, Marxist and Integral Humanist Theories. Social Determinants of Education- Views of Durkheim, Parsons Merton, Bourdium and Young.

Unit 7- Equality of Educational opportunity- Meaning of Equality of Educational opportunity. Constitutional privation in India. Factors effecting Equality of Educational opportunity. Problems of Education of Disadvantaged People- Women, Disadvantaged Community, Physically and Mentally Challenged. Problems related to Rural, Urban, Industrial Population.

Unit 8- Group- Nature and types of Groups. Primary and Secondary Groups. Formation of classroom groups and cliques. Impact of groups on Education. Sociometry.

Unit 9- Delinquency and Youth Unrest- Sociological and other views on their causes and remedies

Unit10- Educational Institution as a Social micro system- Inter institutional and intra institutional dynamics in educational institution. Institutional climate- its meaning. Determinants and impact on Education. Leadership- Types, style and Characteristics

REFERENCES:

- 1) Y.K. Sharma, Sociological Foundation of Education**
- 2) Hemlata Talesra, Sociological Foundation of Education**
- 3) Lalita Kabra, Scheduled Caste Girls: Educational Backwardness**
- 4) Divya Nagar, Deprived Children**

Paper – IV

Methodology of Educational Research and Statistical Treatment of Data

Module – 1

Methodology of Educational Research

Unit 1a) Concept, Aim and Nature of Scientific Research- Concept and Aims of Scientific Research. Nature of Scientific Research. Educational Research and Scientific Research. Types of Educational Research- Fundamental, Applied and Action Research. Historical and Philosophical research in Education. Ethnographic Research. Qualitative and Quantitative research.

Unit 1b) Variables- Concept of variables. Types of Variables- Dependent and Independent Variable, Intervening variables, Extraneous variables. Research and control variables.

Unit 2- Sample and Sampling- Concept of Population and Sample. Characteristics of good sample. Probability sampling techniques - Concept of probability. Types and characteristics of probability sample and sampling. Nonprobability sampling. Types and characteristics of nonprobability sample and sampling.

Unit 3a) Formulation of research problem and research design- Characteristics of good research problem. Selection of research problem. Framing hypothesis, meaning

of hypothesis, place of hypothesis in research, types of hypothesis.

3b) **Research design- Meaning of Research design, need and characteristics of good research design. Descriptive research- Survey, Experimental research design, types of experimental design- single group design, quasi-experimental design, randomized design, randomized block design and factorial design, correlational research design.**

Unit 4- Tools and collection of data- meaning and types of data, tools and methods of data collection – Observation, interview, questionnaire, test scales, analysis of data.

Unit 5- Writing a research report- importance of writing a research report. Purpose of Writing a research report. Steps involved in report writing.

Module- 2

Statistical Treatment of Data

Unit 6- Need of Statistical Treatment of Data and descriptive analysis – need of statistical treatment of data in educational research. Preparation for data analysis- frequency distribution. Measures of central tendency- Mean, Median and Mode. Measures of variability - Standard deviation and Quartile Deviation. Graphical representation of data- frequency polygon and histogram. Nature of distribution - Concept of normal distribution and normal probability curve. Deviation from normality- Skewness and Kurtosis.

Unit 7- Relation and prediction – Correlation – Product Moment Correlation, Biserial

and Point biserial Correlation, Phi-coefficient. Spearman's Rank Correlation. Significance of correlation. Regression and Prediction- Linear and multiple regression. Multivariate relation – Partial correlation and multiple correlation.

Unit 8- Testing hypothesis- Comparison of two means- t-test (correlated and uncorrelated), t-test for small N. Analysis of variance.

Unit 9- Nonparametric test- Chi-square test, sign test, Wilcoxon Signed Rank Test, Median test, Mann-Whitney U test.

Unit 10- Psychological scaling- percentile score and percentile rank. T-score and Z-score.

REFERENCES:

- 1) Arun Kumar Singh, Tests, Measurements, and Research Methods in Behavioral Sciences.**
- 2) A. Anastasi, Psychological Testing**
- 3) Best, J.W. & Kahn, J.V. Research in Education**
- 4) Kerlinger, F.N. Foundation of Behavioural Researches**
- 5) Robert J. Gregory, Psychological Testing.**

Paper V
Educational Technology and Curriculum Studies
Module – 1: Educational Technology

- Unit 1- Concept of Educational Technology. Definition, Nature, Scope and Limitation of Educational Technology. Components of Educational Technology: Hardware and Software approach. Educational Technology and Instructional Technology.**
- Unit 2- Instructional design and Programmed Learning. Taxonomies of instructional objectives. System Approach-Concept and components of instructional system. Programmed Instruction- Concepts, Theories and Types- Linear and Branching; Computer assisted instruction.**
- Unit 3- Teaching Methods and Teaching Models. Concept of Teaching and major methods of teaching. Models of Teaching- Concept and types of models. Uses and limitations. Microteaching and Team teaching.**
- Unit 4- Communication and Classroom Interaction. Definition and types of communication. Barriers of classroom communication. Classroom Interaction- Meaning of Classroom Interaction. Analysis of Classroom Interaction by Flanders Interaction category system.**
- Unit 5- Teaching Aids and Trends of Educational System. Teaching Aids- Psychology of using Teaching Aids, types of Teaching Aids- Projected, Non projected and Audio-visual aids. Computer as teaching aid. Formal and Non-formal education, Distance and correspondence education.**

Module 2- Curriculum Studies

- Unit 6- Concept of Curriculum. Traditional and Modern approaches of Curriculum. Types of Curriculum. Role of Curriculum in Education.**
- Unit 7- Bases of Curriculum, Philosophical Psychological and Sociological bases of Curriculum.**
- Unit 8- Learning theories and Curriculum. Cognitive developmental approach, Connectionism and Constructivism. Information processing Model.**
- Unit 9- Curriculum Construction. Principles of Curriculum Construction. Taxonomies of Educational Objectives. Curriculum Development process and System approach. Determinants of content selection – culture based, knowledge based and need based.**
- Unit 10- Curriculum Evaluation. Meaning and purpose of Curriculum evaluation. Means of Curriculum Evaluation. Formative Summative Evaluation.**

REFERENCES:

- 1) J.C. Agarwal, Essentials of Educational Technology.**
- 2) F.W. Benghort, Educational System Analysis.**
- 3) R.S. Bloom, Taxonomy of Educational Objectives.**
- 4) U.Rao, Educational Technology**
- 5) M.K. Sen. Shiksha Projuktibigyan.**

Paper VI

Educational Administration and Management

Module – 1: Educational Administration

Unit 1- Nature and scope of Educational Administration. Agencies of Educational Administration. Role of central and state govt. and local bodies. Views of NPE 1986 and Rammurty Committee on Educational Administration.

Unit 2- Theories of Educational Administration.

- a) Classical Theory**
- b) Neo classical Theory**
- c) Modern Management Theory**

Unit 3- Concept of Organisation. Departmentation. Delegation of authority. Decentralisation. Autonomy of institution. Self managed institution. Organisational structure.

Unit 4- Educational Finance: Resource acquisition and allocation. Sources of finance. Privatization of educational institution. Partnership between public and private sector institution.

Unit 5- Inspection and Supervision- Meaning and concept. Role of modern Supervisor.

Module 2- Management

Unit 6- Concept of Management. Relation between Management and administration. Managerial function of educational administrators- Planning, Organising, Staffing, Controlling, Directing. Application of Management science in the field of education. Roles of teachers in different areas of educational Management including teaching learning process and social responsibility.

Unit 7- Leadership in educational Management. Management in action- guidance, supervision, control, communication, coordination. Leadership skills. Theories of leadership. Leaders as team manager and motivator. Effective decision making by the leaders.

Unit 8- Educational planning- concept and objectives. Approaches to planning. Micro, macro, grass root level planning. Drawbacks of Educational planning. Institutional planning.

Unit 9- Control process. Performance Standard for critical areas of control in Educational Management.: role of accreditation bodies: NAAC, NCTE quality control in education. Application of TQM principles in education. Performance appraisal.

Unit10- Development of Educational organization. Managing change, resolution of conflict. Development of manpower and training.

REFERENCES:

- 1) R.P. Bhatnagar, Educational Administration**
- 2) Aruna Goel, Educational Administration and Management**
- 3) Niyati Bhatt. Higher Education Administration and Management**

Paper VII

EVALUATION AND MEASUREMENT IN EDUCATION and GUIDANCE AND COUNSELLING

Module – 1: EVALUATION AND MEASUREMENT IN EDUCATION

Unit1- Concept and characteristics of Measurement. Concept and characteristics of Evaluation. Place of Evaluation in education. Difference and relationship between Measurement and Evaluation. Evaluation and Examination. Types of Evaluation.

Unit 2- Educational objectives and Evaluation – Meaning and types of Educational Objectives. Taxonomy of Educational Objectives under Cognitive Affective and Psychomotor Domain. Sources of Educational Objectives. Use of the objectives in Educational Evaluation.

Unit 3 – Tools of Evaluation - need for Tools of Evaluation. Type of Tools. Criterion referenced tests – Characteristics, uses and limitations. Method of preparing criterion referenced tests. Norm referenced tests – Characteristics and types. Essay tests – Merits and Demerits. Improvement of Essay tests. Objective Tests – Types, Merits and Demerits. Intelligence Tests. Aptitude Tests. Personality Tests. Interest Inventories. Attitude Scales. Diagnostic Tests.

Unit 4 – Emerging Trends in Evaluation – Types of Conventional Tests. Written, Oral and Practical Examinations. Their merits and demerits. Overall demerits of existing examination system. Question Bank. Grading system – Concept, Method, Advantages and Disadvantages. Semester System – Concept, Advantages and Disadvantages. Use of computer in Evaluation.

Unit 5 – Recording, Reporting and Using Evaluation outcomes. Need for recording and reporting. Conventional recording and reporting. Cumulative Record Card. Computer recording and Online transfer of data. Exit Portfolio.

Module 2 Guidance and Counseling

Unit 6 – Concept of Guidance and Counseling – Meaning of Guidance and Counseling. Difference and Relation between the two. Base principles of counseling. Counseling and Psychotherapy.

Unit 7 – Steps in Guidance and Counseling. Steps in Counseling. Steps in Guidance. Ethical issues in Counseling.

Unit 8 – Area of Guidance and Counseling. Clinical, Personal, Marital, Rehabilitation counseling. Educational and Vocational Guidance.

Unit 9 – Approaches of Guidance and Counseling. Directive, Non-directive and Eclectic approaches. Individual and Group Counseling.

Unit 10 – Essential Information for Guidance and Counseling. Personal Information – Information about Physical, Intellectual, Personality, Academic Achievement and others. Educational Information – Scope and Opportunities available. Occupational Information – Scope and Opportunities for employment. Career prospects.

REFERENCES:

- 6) Arun Kumar Singh, Tests, Measurements, and Research Methods in Behavioral Sciences.**
- 7) A. Anastasi, Psychological Testing**
- 8) Best, J.W. & Kahn, J.V. Research in Education**
- 9) Kerlinger, F.N. Foundation of Behavioural Researches**
- 10) Robert J. Gregory, Psychological Testing.**

Paper VIII (E1)
SPECIAL EDUCATION
(Old Syllabus)

Module – 1: Education of Physically Disabled

Unit 1- Introduction to Special Education- Concept of Exceptionality, Disability and Special Education. History of Special Education. Scope of Special Education- Types of disability.

Unit 2- Strategies of Special Education- Special school, integration and inclusive education. Rehabilitation of disabled. Status of Special Education in India.

Unit 3- Visual impairment- Definition, types, and etiology. Characteristics and education of Visual impairment.

Unit 4- Hearing handicap- Definition, types, and etiology and identification. Characteristics and education of Hearing handicap.

Unit5- Cerebral Palsy- Definition, types and causes of Cerebral Palsy. education of Cerebral Palsy.

Module 2- Education of the mentally exceptional children

Unit6- Mental retardation- Definition, types and causes of Mental retardation. identification. Characteristics and education of Mentally retarded.

Unit7- Gifted children- Concept of giftedness. Characteristics and problems of Gifted children. Identification and education of Gifted children.

Unit 8- Learning Disability- Definition, types and causes of Learning Disability. Characteristics and Measurement of Learning Disability. education of Learning Disability.

Unit9- Emotional Disturbance- Definition, types and causes, characteristics of Emotional Disturbance. education of Emotionally Disturbed.

Unit 10- Agencies of Special Education- National International Government and Nongovernmental agencies. Community participation and parent participation. Constraints of Special Education.

REFERENCES:

1) Sachindra Mohan Sahu, Education of Children with Special Needs

- 2) **Bishnupada Nanda, Bisesdharmi Shikha**
- 3) **S.K. Mangal, Special Education**

Paper VIII (E1)-Revised Syllabus
Special Education
(w.e.f 2017-19 academic session)

MODULE 1: INCLUSIVE EDUCATION

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Unit 1: Understanding Diversity

- 1.1 **Concept of Diversity**
 - 1.2 **Types of Diversity: Gender, linguistic, cultural, socio-economic and disability**
 - 1.3 **Diversity in learning and play**
 - 1.4 **Addressing diverse learning needs**
 - 1.5 **Diversity: Global Perspective**
- Unit 2: Introduction to Inclusive Education**

- 2.1 **Marginalisation vs. Inclusion: Meaning & Definitions**
 - 2.2 **Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion**
 - 2.3 **Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity**
 - 2.4 **Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment**
 - 2.5 **Barriers to Inclusive Education: Attitudinal, Physical & Instructional**
- Unit 3: Adaptations Accommodations and Modifications**

- 3.1 **Meaning, Difference, Need & Steps**
- 3.2 **Specifics for Children with Sensory Disabilities**
- 3.3 **Specifics for Children with Neuro-Developmental Disabilities**
- 3.4 **Specifics for Children with Loco Motor & Multiple Disabilities**
- 3.5 **Engaging Gifted Children**

Unit 4: Inclusive Academic Instructions

- 4.1 **Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment**
- 4.2 **Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching**
- 4.3 **Differentiated Instructions: Content, Process & Product**
- 4.4 **Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies**
- 4.5 **ICT for Instructions**

Unit 5: Supports and Collaborations for Inclusive Education

- 5.1 **Stakeholders of Inclusive Education & Their Responsibilities**

- 5.2 Advocacy & Leadership for Inclusion in Education
- 5.3 Family Support & Involvement for Inclusion
- 5.4 Community Involvement for Inclusion
- 5.5 Resource Mobilisation for Inclusive Education

Unit 6: Policies & Frameworks Facilitating Inclusive Education

- 6.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- 6.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
- 6.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- 6.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy Education (1992), National Curricular Framework (2005), National Policy For Persons with Disabilities (2006)
- 6.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

REFERENCES

- Stow L. & Selfe, L. (1989). *Understanding Children with Special Needs*. London: Unwin Hyman
- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1997). *Successful Mainstreaming*. Allyn and Bacon
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom*. 4th Edition, London Routledge Falmer: Taylor & Francis Group.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- Sedlak, R. A., & Schloss, P. C. (1986). *Instructional Methods for Student Learning and Behaviour Problems*. Allyn and Bac

MODULE-2: EDUCATION OF THE DIFFERENTLY ABLED CHILDREN

Unit 1: Visual Impairment-- Nature and Assessment

- 1.1. Process of Seeing and Common Eye Disorders in India
- 1.2. Blindness and Low Vision--Definition and Classification
- 1.3. Demographic Information--NSSO and Census 2011
- 1.4. Importance of Early Identification and Intervention
- 1.5. Functional Assessment Procedures

Unit 2: Educational Implications of Visual Impairment

- 2.1. Effects of Blindness--Primary and Secondary

- 2.2. Selective Educational Placement**
- 2.3. Teaching Principles**
- 2.4. Expanded Core Curriculum-- Concept and Areas**
- 2.5. Commonly Used Low Cost and Advanced Assistive Devices**

Unit 3: Hearing Impairment: Nature & classification

- 3.1 Types of Sensory Impairment (Hearing Impairment, Visual Impairment) & Dual sensory impairment (Deaf-blindness)**
- 3.2 Importance of hearing**
- 3.3 Process of hearing & its impediment leading to different types of hearing loss**
- 3.4 Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped**
- 3.5 Challenges arising due to congenital and acquired hearing loss**

Unit4: Impact of Hearing Loss

- 4.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication**
- 4.2 Language & communication issues attributable to hearing loss and need for early Intervention**
- 4.3 Communication options, preferences & facilitators of individuals with hearing loss**
- 4.4 Issues & measures in literacy development and scholastic achievement of students with hearing loss**
- 4.5 Restoring techniques using human (interpreter) & technological support (hearing devices)**

Unit5: Learning Disability: Nature, Needs and Intervention

- 5.1 Definition, Types and Characteristics**
- 5.2 Tools and Areas of Assessment**
- 5.3 Strategies for reading, Writing and Maths**
- 5.4 Curricular Adaptation, IEP, Further Education,**
- 5.5 Transition Education, Life Long Education**

Unit6: Autism Spectrum Disorder: Nature, Needs and Intervention

- 6.1 Definition, Types and Characteristics**
- 6.2 Tools and Areas of Assessment**
- 6.3 Instructional Approaches**
- 6.4 Teaching Methods**
- 6.5 Vocational Training and Career Opportunities**

REFERENCES

- Moyes, R.A. (2010). *Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies*, Sensory World, Texas.
- Pierangelo, R., & Giuliani G.A. (2003). *Transition services in Special Education*, Allyn& Bacon.
- Reddy G.L., & Rama, R. (2000). *Education of Children with Special Needs*, New Delhi - Discovery Pub
- Simpson, R. L., & Myles, B, S. (2008). *Educating Children and Youth with Autism: Strategies for Effective Practice*. (2nd edition) Pro Ed. Texas

- Bradford, L. J. & Hardy, W.G. (1979). **Hearing and Hearing Impairment**. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). **Hearing and Deafness - Part I**. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). **Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments**. (2nd ed): New York: AFB Press.
- Taylor, B. (1988). **Reading Difficulties: Instruction and Assessment**, Random House, New York.
- Wong, B. Y. L. (1996) .**The ABCs of learning disabilities (1st ed.)** Academic Press, San Diego, CA.

Paper VIII (E2)
TEACHER EDUCATION
Module – 1: Principles of Teacher Education

Unit 1- Concept of teacher education- Difference between Training and Education, Need for ‘training in teaching’ and ‘education for teachers’.

Unit2- Some Philosophical issues on teacher education:

- i) **Image of a teacher**
- ii) **Role of a teacher**
- iii) **Education and social change**
- iv) **Value oriented teacher education**

Unit3- Origin and Development of teacher education.

Unit4- Objectives of teacher education.

Unit 5- Managing Agencies of teacher education.

Module 2- Practices of Teacher Education

Unit 6- Programme of Teacher Education at different levels of Education in India.

Unit 7- Framing of curriculum of teacher education.

Unit8- Professional preparation for teacher education-
Pre-service teacher education.
In-service teacher education.

Unit9- Some contemporary issues in Teacher Education
Models of Lesson Plan
Micro Teaching

**Simulated teaching
Action Research**

Unit 10- Problems and Prospects of Teacher Education in India and their remedial measures.

REFERANCES:

- 1) R.S. Shukla, Emerging Trends in Teachers Education**
- 2) R.S. Shukla Education of Teachers in India**

**Paper VIII (E3)
EDUCATION OF WOMEN IN INDIA
Module – 1: Prospectives of Women’s Education**

Unit1- Overview of Women’s Education in India. Concern for Women’s Education. Historical Perspectives, present status and other issues of Women’s Education.

Unit2- Development of Women’s Education during pre-independence period. Contribution of Missionaries. Role of British Govt.

Unit3- Contribution of Indian thinkers. Rammohan Roy, Iswar Chandra Vidyasagar. Radhakanta Dev and Nibedita.

Unit4- Major constraints of Women’s Education – Social, Political, Psychological, Economic and Religious.

Unit5- Women’s Education, Literacy and Population Growth. UNESCO Document.

**Module 2-
Post independence Development of Women’s Education in India**

Unit6- Policy perspectives. Role of UGC, MHRD, National policy of education- 1968, 1986, POA 1992. Constitutional Provision.

Unit7- Committees and Commissions on Women’s Education- Radhakrishnan, Mudaliar and Kothari Commission. Durgabai Deshmukh committee, Hansraj Mehta Committee and Bhaktabatsalam Committee.

Unit8- Present Status of Women’s Education. A brief account of the growth of Women’s

Education.

Unit9- Women's Education, empowerment and social transformation.

Unit10- Trends of research in Women's Education.

REFERANCES:

- 1) **A.Kumar, Women Education**
- 2) **S.P.Agarwal, Women Educatio in India**

Paper VIII (E4)
POPULATION AND ENVIRONMENTAL EDUCATION
Module – 1: POPULATION EDUCATION

Unit1- Concept of Population Education- Concept, History and Objectives of Population Education. Population Education Programme in India.

Unit2- Population Dynamics. Definition and component of population. Demographic characteristics. Changes in population. Population control measures- Family planning, education and reproductive health.

Unit3- Population and quality of life. quality of life Resource, Level of living, Social and political system, process of development. Health and sustainable development

Sex education- Objective, curriculum, Methodology
Adolescent education- Objective, curriculum
Family life education
Health education

Unit4- Population and Natural resource. Types- renewable nonrenewable. Conservation and recycling of resource

Unit5- Agencies and curriculum of population education. Agencies- formal and non-formal.

Curriculum of Population Education. Integration and correlation of curriculum. Co-curricular activities.

Planned Lesson- A few probable methods of teaching.

Module 2- Environmental Education

Unit6- Concept of Environmental Education: Definition, nature, scope, objectives and limitations of Environmental Education.

Unit7- Concern for Environment. Pollution, Resource degeneration. Population explosion. Man and environment- ecological and psychological views.

Unit8- Agencies of Environmental Education. formal and non-formal. Governmental and nongovernmental agencies. Mass Media- Newspaper, Radio, Electronic media and others.

Unit9- Curriculum and Approaches of Environmental Education. Principles and content of Environmental Education. Methodology. Environmental consciousness.

Unit 10- Teacher's training for Environmental Education. Present status, agencies, curriculum of Teacher's training. Problems and remedies of Teacher's training, different aids of Environmental Education.

REFERENCES:

- 1) R.N. Sinha, Population Education**
- 2) V.K. Nanda, Environmental Education**