SYLLABUS FOR SEMESTER I

Sub - Education

PAPER. ED – 101

PHILOSOPHICAL FOUNDATION OF EDUCATION

OBJECTIVES
1. To expose the students to philosophical enquiry as a basis of all educational endeavors,
2. To enable the students to develop an understanding of –
   a. The contribution of various Indian Schools of Philosophy of fields of education.
   b. The impact of Western Philosophies on education.
   c. The contribution of a few of the great Indian as well as Western educational thinkers.
   d. The concepts related to social philosophy of education.

COURSE CONTENTS

UNIT-I
Relationship between Education and Philosophy.
Meaning, nature and scope of Educational Philosophy.
Functions of Educational Philosophy
Aims of Education in Relation to Philosophy of Life.

UNIT-II
Western Schools of Philosophy:
Idealism, Realism, Naturalism, Pragmatism, Existentialism, and Marxism with special reference to the concepts of knowledge, reality and values their educational implications for aims, contents and methods of education.

UNIT-III
Indian Schools of Philosophy (Sankhya, Vedanta, Buddhism, Jainism, Islamic traditions) with special reference to the concept of knowledge, reality and values and their educational implication.

UNIT-IV
Contributions of Vivekananda, Tagore, Gandhi and Aurobindo to educational thinking

UNIT-V
National values as enshrined in the Indian Constitution and their educational implications.
Modern concept of Philosophy: Analysis – Logical analysis. Logical empiricism and positive relativism – (Morris L. Prigge)
RECOMMENDED BOOKS:

OBJECTIVES
3. To enable the student to understand concept and principles for Educational Psychology as an applied science.
4. To enable the learner to understand implications of leaning and other psychological theories for education.
5. To enable the students to understand the concept of individual differences.
6. To acquaint the learner with the process of development of various abilities and trait.

COURSE CONTENTS

UNIT-I

Educational Psychology: Concept, Nature and scope of Educational psychology, Relationship between Education and Psychology, Educational Psychology as applied field
Contribution of the following schools of Psychology towards Education:
Behaviourism, Gestalt, Psychoanalytical

UNIT-II

Process of Growth and Development
- Physical, Social, Emotional and Cognitive
- Development of concept, logical reasoning, problem solving, language.
Individual differences: determinants, role of heredity and environment,
Educational implications

UNIT-III

Intelligence---Concepts, theories and measurement
Creativity----- Concepts, process, identification, measurement and fostering
Relationship between intelligence and creativity
UNIT-IV

Theories of learning-----Thorndike’s connectionism; Pavlov’s Classical and Skinner’s operant conditioning; Learning by insight; Hull’s reinforcement theory and Tolman’s theory of learning, Lewin’s Field Theory

--------Gagne’s hierarchy of learning
--------Factors influencing learning
--------Learning and motivation
--------Transfer of learning and its theories.

UNIT-V

Psychology and education of exceptional children----Creative, gifted, backward, learning disables and mentally retarded
Personality --- type and trait theories—measurement of personality
Mental health and hygiene---process of adjustment, conflict and defense mechanism, mental hygiene and mental health. Sex Education.

RECOMMENDED BOOKS:

OBJECTIVES

To enable the student to understand ---

1. Meaning and nature of educational sociology, sociology of education and social organization.
2. Group dynamics, social interaction, social change and the contribution of education to these aspects.
3. Meaning of culture and concepts of modernization, westernization, westernization and sanskritisation.
4. Various social factors and their impact on education.
5. Social theories with special reference to Swadeshi.

COURSE CONTENTS

UNIT-I

Relationship of Sociology and Education.
Meaning and nature of Educational sociology and Sociology of education

UNIT-II

Education----as a social sub-system—specific characteristics.
Education and the home
Education and the community with special reference to Indian society.

UNIT-III

Education and Modernization
Education and politics
Education and religion
Education and culture
Education and democracy
Socialization of the child

UNIT-IV
Meaning and nature of social change
Education as related to social stratification and social mobility
Education as related to social equity and equality of educational opportunities
Constraints on social change in India (caste, ethnicity, class, language, religion, regionalism)

UNIT-V
Education of the socially and economically disadvantaged sections of the society
With special reference to scheduled castes and scheduled tribes, women and rural population.

SUGGESTED READINGS

2. Barry, H. & Johnson, L.V
3. Blackledge, D.& Hunt, Barry
5. Chandra S.S.
6. Chandra S.S.
8. D’Souz A.A.
9. Durkheim, E.
10. Goode & Hatt
11. Hemlata, T.
12. Inkeles, A.& Smith
13. Jayaram,
14. Joyee L.Epstein & Sanders M.G
15. Mishra. B.K.& Mohanty R.
16. Mohanty, J.

Sociology in Theory and Practice, New Delhi, Santhi Publishers, 1974
Classroom Group behavior: Group Dynamics in Education. New York, John Wiley & Sons, 1964
Sociology of Education, New Delhi, Atlantic Publisher, 2002
Indian Educational Development, Problems and Trends, New Delhi, Kanishka Publishers, 2002
The Human Factor in Education, New Delhi, Orient Longmans, 1969
Methods in Social Research, Japan, McGraw Hill, Kōgakusha, Ltd. 1952
Becoming Modern, New York, Hanoman, 1982
Sociology of Education, New Delhi, Rawat, 1990
School, Family and Community partnership, Guwahati, Nivedita Book Distributors, 2002
Trends and issues in Indian Education, New Delhi, Kanishka publishers, 2002
Indian Education in Emergency Society, New Delhi,
OBJECTIVES

To enable the student to
- Acquaint with the nature of educational technology.
- Develop an understanding of models of teaching and its application in classroom learning.
- Become familiar with self-learning reading materials.

COURSE CONTENTS

UNIT-I

Meaning, nature and scope of Educational Technology
Components of Educational Technology—hardware, software
Systems approach in Educational Technology
Multimedia approach in Educational Technology

UNIT-II

Concept of Communication Process
Classroom Communication: verbal and non-verbal communication.
Factors affecting classroom communication
Observation Schedules of Classroom Interaction
Flanders’s Interaction Analysis Categories System (FIACS)

UNIT-III

Micro teaching—Definition, Skills involved in Microteaching. Uses, effectiveness and Limitations of Micro teaching.
Models of Teaching—Concept and Types, Uses and Limitations.

UNIT-IV

Teaching Aids—Psychology of Using Teaching Aids. Types of Teaching Aids—Non projected, Projected and Audiovisual Aids. Computer as Teaching Aid.

UNIT-V
Levels of teaching-Memory, Understanding and Reflective
Programme Instruction- Linier and Branching

RECOMMENDED BOOKS:-

SEMESTER – II

TOTAL CREDITS 10 (CORE COURSE) + 8 (ELECTIVE COURSE) = 18

(Three core paper & any two from the elective paper)

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<td>Methodology of Educational Research</td>
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<td>Administration and Management of Education</td>
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<td>Distance Education</td>
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<td>Guidance and Counselling in Education</td>
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<td>EDCN 806E</td>
<td>Education for Empowerment of Women</td>
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OBJECTIVES
After undergoing this course the students will be able to:
- Explain and describe the meaning of Scientific Method, Scientific Inquiry, Paradigm, Theory and their implications for educational research.
- Explain and adopt different strategies of research to solve educational problems.
- Write research proposals.

COURSE CONTENTS

UNIT-I
Nature and scope of Educational Research.
meaning and Nature
Need and Purpose of Scientific Inquiry
Fundamental-Applied and Action Research

UNIT-II
Formulation of Research Problem
Criteria and sources for identifying the problem
Delineating and Operationalizing variables
Developing assumptions and hypothesis in various types of research

UNIT-III
Collection of Data
Concept of population and sample
Various methods of sampling
Characteristics of a good sample

UNIT-IV
Tools and Technique
Characteristics of a good research tool
Types of research tools and techniques and their uses
Questionnaire- Interviews-Observations
Tests and scales, projective and sociometric techniques

UNIT-V
Major Approaches to Research
Descriptive Research
Ex-post facto Research
Experimental Research
Field Experiment
Field Studies
Historical Research
SUGGESTED READINGS

1. Best, J.W & Kahn, J.V
   Prentice Hall, 1989

2. Buch, M.B
   A Survey of Research in Education, Baroda, CASE, M
   S.University, 1974

3. Fox, D.J
   The Research Process in Education, New York, Holt

4. Garret H.E
   Statistics in Psychology and Education, Bombay.
   Vikils, Feiffer & Semen’s Ltd, 1988

5. Good, Barr & Scates
   Methodology of Educational Research, New Work
   Appleton Crofts, 1962

6. Guildford, J.P & Fruchter, B
   Fundamental Statistics in Psychology & Education,
   New York, McGraw Hill, 1974

7. Kerlinger F.N
   Foundation of Behaviour Research, Delhi, Surjeet
   Publications, 1978

8. Koul, I.
   Methodology of Educational Research, New Delhi
   Vikash Publications, 1998

   Statistical Methods in Education and Psychology,
   New Delhi, Narosa Publishing House, 1980

10. Sax, G
    Empirical Foundation of Educational Research, New
    Jersey, Englewood Cliffs, 1968

11. Scigal, Sydne, Y.
    Non-parametric Statistics for Behavioural Science,
    New Delhi, McGraw Hill, 1978

12. Singh, Arun Kumar
    Text, Measurement and Research Methods in
    Behavioural Sciences, New Delhi, McGraw Hill, 1986

13. Sukia S.P, & Other
    Elements of Educational Research, (3rd Edition),
    Bombay, Allied Publishers, 1974

14. Tuckman, B.W
    Analyzing and Designing Educational Research, New

15. Tuckman, B.W
    Conducting Educational Research (2nd Edition), New

    Understanding Educational Research, New York,
OBJECTIVES

1. To enable the student teacher to understand meaning, nature, scope, function, principle and approaches of educational management.

2. To develop an understanding in the students about various approaches to educational planning.

3. To develop an understanding of required educational leadership and accountability to be maintained by the teacher and administrator.

COURSE CONTENTS

UNIT-I

Administration as a process
Meeting the Psychological needs of employees, systems approach specific trends in Educational Administration such as (a) Decision making, (b) Organizational Compliance, (c) Organizational Development, (d) PERT, (e) Modern Trends in Educational Management.

UNIT-II

Leadership in Educational Administration:
- Meaning and Nature of Leadership
- Theories of Leadership.
- Styles of Leadership.
- Measurements of Leadership

UNIT-III

Educational Planning
- Meaning and Nature
- Approaches to Educational Planning
- Perspective Planning
- Institutional Planning
UNIT-IV
Educational Supervision
Meaning and Nature
Supervision as service activity
Supervision as a process
Supervision as educational leadership

UNIT-V
Aspect of Educational Management, planning, Organizing and controlling.

RECOMMENDED BOOKS:-

DISTANCE EDUCATION

OBJECTIVES

After completing the course the students will be able to:
1. Conceptualize the concept of Distance Education and its present status in the world with special reference to that of India;
2. Comprehend different modes of education – Distance, Open and Formal.
3. Appreciate different philosophies of Distance Education.
4. Critically evaluate the Staff-Development; Evaluation and Tutor Systems of Distance Education;
5. Acquire the skills for designing self-instructional materials in Distance Education
6. Understand the role of media in Distance Education;
7. Networking activities of Distance Education.

COURSE CONTENTS

UNIT-I
Distance Education; Significance, meaning and characteristics;
Present status of Distance Education

UNIT-II
Designing and preparing self-learning materials (SLM)-their types and roles;
Oral materials;
Role of electronic media in Distance Education
ICT and their applications in Distance Education (with reference to EDUSAT and e-learning)

UNIT-III
Self – support service in Distance Education;
Technical and Vocational Programmes through Distance Education;
Distance Education in rural development.

UNIT-IV
Concept, and need of evaluation in distance education, difference between evaluation in traditional learning and distance learning, Technique of evaluation in distance education:
UNIT-V

Concept and importance of counseling in Distance Education, qualities of counselor
Procedure of counseling-, Quality assurance of Distance Education;
Role of Distance Education Council, IGNOU

RECOMMENDED BOOKS:

- Distance Education: Principles, Potentialities and Perspectives – A.Goel & S.Goel.
- Distance Education: In the 21st Century – A.Goel & S.L.Goel.
- Distance Education-V.K.Rao
- Distance Education in Different Countries- D.B.Rao
- Handbook of Distance Education – M.G.Moore.
- International Handbook of Distance Education – T.Evans, M.Haughey & D.Murphy.
- Distance Learning Concepts and Principles – Madhulika Sharma.
COURSE OBJECTIVES

To enable the students understand

2. Major tools and techniques of evaluation and essential qualities of a good measuring instrument.
4. Characteristics of attitude scale, interest inventory personality tests.
5. Concept of reliability and validity of measures and method of determining reliability and validity coefficient.
6. Method of determining item effectiveness-difficulty value and discriminating power.
7. Use of derived scores in interpreting test results and use of norms.
8. Application of non-parametric tests in education evaluation.

COURSE CONTENTS

UNIT-I

Concept of measurement and evaluation. Different types of measuring scales Need for measurement and evaluation in education. Placement, diagnostic, formative and summative evaluation-Role of teachers in an evaluation Programme. Taxonomy of educational objectives (cognitive, affective and psychomotor) – specification of objectives steps in the process of evaluation.

UNIT-II

Major tool and techniques in educational evaluation. Different types of tests-teacher made Vs standardized, criterion-referenced vs. norm-referenced test. Essential qualities of good measuring instrument.

Education tests: Measurement of Achievement-construction of achievement test and standardization. Relative merits and demerits of using different types of test items. Diagnostic test-construction and usefulness.

UNIT-III
Acquaintance with psychological tests in the area of Intelligences, Attitude and personality. Examination system-current strategies-examination reforms-open book examination-semester system.

**UNIT-IV**
Statistical treatment of data: frequency distribution and graphic representation of data, measures of central tendency and variability. Co-efficient of correlation by Rank difference and product Moment methods, Percentile and Percentile rank, Skewness and Kurtosis. Normal Probability Curve, Derived scores (Z score, Standard score and T-Score).

**UNIT-V**

**RECOMMENDED BOOKS:-**
- Taxonom of educational objectives- Bloom B.S et al.
- Psychological testing- Anastasi, A
- Measurement and Evaluation-Brown, F.G
- Statistics in Psychology and Education- Garret, H.E
- Fundamental statistics in Psychology and Education- Guilford, J.P
- Measurement and Evaluation in Education-Gronind.N
OBJECTIVES

1. To help students understand the concept and nature of educational & vocational guidance and counseling and their necessity in making career choices.
2. To make students familiar with various techniques of guidance and counseling.
3. To specify the roles of parents, teachers and counselors in guidance programme.

COURSE CONTENTS

UNIT-I

UNIT-II
Records-kinds, reliance. Testing techniques- Intelligence, achievement, interest, aptitude, adjustment & interpersonal relations, personality (objective, self-report, projective), sociometric devices. Non-testing techniques-systematic case study, Interview- counseling interview, observation-role & method. Diagnosis in counseling. Follow-up.

UNIT-III
Organization of guidance service at different levels of education. Essentials of good guidance programme. Kinds of services- information, testing, counseling, follow-up. Role of personnel in guidance programme.

UNIT-IV

UNIT-V
Counseling & inter-professional interaction, Selection & training of counseling. Professional issues in counseling. Counseling process-relationships & its characteristics. Parental counseling. Student counseling-high school, Role of parent, teacher & counselor in guidance programme.

SUGGESTED READINGS:-

1. Bengalee, M.D
2. Bhattacharya

Guidance and Counseling, Bombay, Sheth Publishers, 1984
Principles of Guidance, A Basic Test (Indian Education), New
4. Chandra, R  
Delhi, Allied Publishers Pvt. Ltd. 1987
5. Crobach, Lee  
6. Crow, L.D. & Crow, A  
7. David, A  
An Introduction to Guidance, New York, American Book Co., 1951
8. Fuster, J.M.  
Guidance & Counseling, DVS Publishers and Distributors, Guwahati, 2004
9. Gururani, R  
Psychological Counseling in India, Bombay, McMillan and Co., Ltd., 1964
10. Gibson, D.  
Guidance & Counseling, DVS Publishers and Distributors, Guwahati, 2005
11.Jayaswal S.  
Introduction to Counseling and Guidance, Pearson Education, New Delhi, 2007
12. Kochhar, S.K  
Guidance & Counseling, Lucknow, Prakashan Kendra, 1981
13. Mathewson, Robert, H  
Guidance in Indian Education, New Delhi, Sterling Publishers Pvt.Ltd, 1979
14. Mishra, R.C  
15. Nayak, A.K  
Guidance and Counseling (2 Vols) APH, Publishing Cooperation, New Delhi-2005
16. Pasrisha Prem & Screk, Thomas C.  
18. Safaya, Rai  
19. Swamy R.V. (ed)  
Guidance Service in Colleges and Universities, Bangalore, Bangalore University and Directorate of Employment and Training, 1971.
20. Sharma, A.  
Guidance & Counseling, DVS Publishers and Distributors, Guwahati, 2006
21. Vaugh, S.R.  
22. Vashist, S.R.  
23. Vashist, S.R.  
24. Venkataiah, S.  
25. Yadav, S.  
Guidance & Counseling, Anmol Publishing, New Delhi-2005
PAPER EDCN – 806E  EDUCATION FOR EMPOWERMENT OF WOMEN

OBJECTIVES
1. To know the expected roles (Political, Social and Economic) of India women in developing countries including India.
2. To acquaint with the types and modes of preparation needed for them in playing such roles effectively and efficiently in tune with the constitutional directives.
3. To be aware of the concept of women as change agents for the transformation of third world countries as studied by World Bank and other World Organizations like ILO.

COURSE CONTENTS

Unit 1
  Concept of Women’s Empowerment
  - Women’s Empowerment in Today’s World
  (a) Global Gender Gaps
  (b) Women’s Rights
  (c) Women’s Movement

Unit 2.
  - Health conditions, Sex Ratio, Family Planning and Welfare
  - Education: Literacy & Gender Bias
  - Work Related Issues: Existing Prejudices, Sex Related Violence, Gender Discrimination

Unit 3 - Political participation: Lack of women’s representation
  - Economic Conditions: Prostitution
  - Social Conditions: divorce, rape, domestic violence

Unit 4.
  Approaches to Women's Education
  - Education for achieving quality of life, equality of opportunities, and equity

Unit 5.
Women in developing countries with special reference to India
Women in National Development
Women in Decision Making

SUGGESTED READINGS

18. Walker Alexander *Women: Physiologically considered as to mind, morals,*
Syllabus of MA in EDUCATION for the SEMESTER – I11

TOTAL CREDITS 11 (CORE COURSE) + 4 (ELECTIVE COURSE) = 15

(Students have to study three Core paper & any one from the Elective paper).

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Note: EDCN 901C for the student of own Department & EDCN 901E for the student of other Department
OBJECTIVES
1. To enable students to understand the need and importance of value – Education.
2. To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
3. To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.

COURSE CONTENTS

UNIT-I
Concept of Values
Inherent Difficulties in Acquiring Values
Concept & Needs of Morality
Educating parents as natural Moral Educators
Values Education: Meaning, Significance and Global trends

UNIT-II
Moral Development Concept, Significance,
Piaget’s theory of Moral Development
Kohlberg’s Theory of Moral Development
Carol Gilling’s Feminist theory of Moral Development
Role of parents to facilitate children’s Moral Development

UNIT-III
Fostering Values: meaning and significance
Values in the Classroom
Value from the pupil’s perspective
Approaches to Values Education
Role of Teacher in fostering value among students.

UNIT-IV
Meaning of Human Rights Education
The Indian Constitution and Human Rights
Development of Curriculum of Human Right Education
Human Rights Education through Co-Scholastic Activities

UNIT-V
Understanding Peace by Understanding Conflict
Aims of Peace Education
Basic of Peace Education
Peace Education and Teacher
Power of Silence
Yogic Meditation

RECOMMENDED BOOKS:-

- Values Education – Bagchi, J. P. University Book House (P) Ltd.
- Fundamentals of Indian Philosophy – Puligandla, R. Abingdon Press.
- Values and Teaching: Working with values in the Classroom, Raths, L
OBJECTIVES

To enable the students to understand and use descriptive and inferential statistical techniques in education.

COURSE CONTENTS

UNIT-I


UNIT-II

Measures of Central Tendency. Arithmetic Mean, Median Mode: Calculation, Interpretation and use of measures of Central Tendency. Measures of variability-Meaning of the measures of variability, Range, Quartile Deviation, Average Deviation, Standard Deviation. When and where to use the various Measures of variability.

UNIT-III

Correlation and Regression. Correlation- Meaning and Types. The calculation of the correlation by the product moment method. Liner Regression, The Regression line in Prediction, Partial and Multiple correlation.

UNIT-IV

UNIT-V

Analysis of variance, Non-parametric Tests. When to use Parametric and Non-Parametric test in Education. Median Test, Mann-Whitney ‘U’ Test, Chi-square Test, Rank-difference correlation.

RECOMMENDED BOOKS:-

PAPER EDCN 904 E INTELLIGENCE, CREATIVITY AND EDUCATION

COURSE OBJECTIVES

To enable the students understand

1. The nature, meaning and concept of intelligence.
2. The meaning and concept of creativity along with the educational procedures for fostering creativity among individuals.
3. The stages of intellectual development, creativity development and compatibility between them at various levels of Education.
4. Facing and managing the creative children and at the same time nurturing their creative talent.
5. The research studies conducted in the field of creative education in the world and in our country.

COURSE CONTENTS

UNIT-I


UNIT-II

Nature and scope of creativity: The major aspects of creativity, the creativity process. The creative product, the creative person and the creative situation Relationship between Creativity and Intelligence. Need to foster Creative thinking Process, discovering creative potentialities and teaching for creativity, problem solving and creativity.

UNIT-III
Creative Learning Methodology: Understanding creative learning, learning to learn, learning with joy, developing creativity through games, four pillars of creative learning, Exploring creativity through Education, Development of creativity, The Environmental and psychological Factors, The role of Teacher in developing creativity in students.

UNIT-IV
Problems of creative children: Problems in maintaining creativity, Problems when creativity is repressed. Fostering creativity, Brain and the creative act, Artificial Intelligence, Multiple Intelligence, metacognition, Paradigm shifts, Barriers to creativity and creative attitudes.

UNIT-V
Research in Creativity-in India and abroad: Review of related research literature.

RECOMMENDED BOOKS:-
- Creativity in Education (It's correlates) – B.K.Pass
- Creativity and Cognitive Styles in Children – A Kusum
- Creativity and Education – Lylko & Hugh
- Creativity: Its educational implications – ed,E.P Terrance & others
- Managing Creativity – G. Leytham
- A Survey of Research in Education – Buch NCERT
- Human intelligence – Its nature and assessment – H.J.Butcher
PAPER EDCN 905 E INCLUSIVE EDUCATION

OBJECTIVES

1. To enable students to acquire knowledge and understanding of Inclusive education.
2. To enable the students to acquire knowledge and understanding about different areas of disability (Physically impaired, Visual, Hearing & Orthopedically impaired, mentally retarded).
3. To acquaint the students with Government Policies, Legislatures & National Institutes related to the disabled.
4. To acquaint the students with Educational Programmes, Equipments and Aids for education of the disabled.
5. To acquaint the students with the role of parents, peers and society in rehabilitation of the disabled.

COURSE CONTENTS

UNIT-I

Meaning, scope, and objectives of Inclusive education; Integrated Education – Definition, meaning, objectives, characteristics and its educational implication. A brief history of the evaluation of Inclusive Education in India. Special Education in India – Status, Issues and Problems.

UNIT-II

Hearing Handicap – Types, causes, Characteristics and Education.
Locomotors Disability – Types, Causes, Characteristics and Education.
Mental Retardation- Types, Causes, Characteristics and Education.

UNIT-III

Visually Handicap – types, causes, characteristics and education.
Learning Disability – Definition, Characteristics, Measurement: Causes and Education.
Social Disadvantage - Definition, Nature, Causes and Educational Programmes.
UNIT-IV


UNIT-V


RECOMMENDED BOOKS:

- Education of Exceptional Children – M. Dash
- Strategies for Teaching Students – With Mild to Severe Mental Retardation – Robert A Gable.
- Strategies for Teaching Learners with Special Need – James R Patton.
- Young Children with Special Need – Warren Umansky.
- Ideas of Educating Students with Disabilities – Giangreco Michel.
OBJECTIVES

1. To enable the students to understand the meaning, Scope, objective of teacher education and its development in India.
2. To acquaint the students with different agencies of teacher education in India and their role and functions.
3. To develop in the students an understanding about the important research findings in teacher education.

COURSE CONTENTS

UNIT-I
Teacher Education: Meaning, Development and Significance.
Aims and Objectives of Teacher Education at Elementary, Secondary and Tertiary level.
Agencies of Teacher Education – NCTE, NCERT, SCERT, DIET.

UNIT-II
Types of Teacher Education program.-In-service teacher education, Pre service teacher education, Orientation and Refresher courses

UNIT-III
Teacher education: Problems and solution,
Change in Teacher Education program and status of implementation.

UNIT-IV
Teaching as a professional ethics of a teacher. Professional Organizations for various levels and their roles. Performance Appraisal of Teachers.

UNIT-V
Trends of Research in Teacher Education in India and Abroad.
RECOMMENDED BOOKS:

- Teacher Education: J.Mohanthy.
- Teacher Education: Global Context and Framework.
- Teacher Education: RuchikaNath and YogeshKr. Singh.
- Teacher Education: Theories and Practices ShashPrabha Sharma
- Developing Inclusive Teacher Education: Tony Booth, Kari Ness-Marit Stromstad.
- Policy, Practice and Politics in Teacher Education: Marilyn Cochran.
- New in Teacher Education: G.Chaurasia.
- Teacher Education in India: All India Council for Secondary Education Publication.
- Reforming Teacher Education: Sheila Nataraj.
SEMESTER – IV

TOTAL CREDITS 08 (CORE COURSE)

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<td>Presentation on Dissertation</td>
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EDCN 1001C  CONTEMPORARY ISSUES IN EDUCATION

OBJECTIVES
6. To focus attention on certain major national and social issues and role of education in relation to them.
7. To develop an understanding of the causes and solutions of problems affecting social and national interest and solutions.

COURSE CONTENTS

UNIT-I
Early Childhood Education
Gender and education.
Education for gifted children
Equalizing educational opportunities.

UNIT-II
Internationalization of Education
Privatization of Education
Liberalization of Education
People-Public-Private partnership in education

UNIT-III
Population Education
Environmental Education
Non-formal and Adult Education.
Human Rights Education

UNIT-IV
UEE, RMSA, RUSA
Quality in Higher Education
Expansion of higher Education
Equity in higher Education.

UNIT-V
E-Learning
Uses of computer in evaluation
Grading system
CBCS system
RECOMMENDED BOOKS: