

Master of Arts (Education)

PROGRAMME GUIDE

INDEX

• INTRODUCTION	3
• PROGRAMME CODE	4
• PROGRAMME DURATION	4
• MEDIUM OF INSTRUCTION	4
• SCHEME OF THE PROGRAMME	5
• SYLLABUS OF PROGRAMME	6- 19

INTRODUCTION

The teaching profession encompasses both arts and sciences. To excel in teaching, the teacher should possess practical knowledge of the language as well the ability to teach students in an understandable way. A M.A in Education is a degree program designed to inculcate the required knowledge and skills. It is important to note that there is a rapid expansion of knowledge due to IT boom. Professionals in teaching are expected to take up active role in upgrading their skills and knowledge. It helps them in efficient and effective transaction of the content. The importance for teachers and other professionals to develop their careers to the highest level can't be underestimated. Education is one of the upcoming industries in many countries of the world and there is a need of skilled manpower. This programme will play a very important role in bridging the gap between demand and supply of skilled personnel's.

ACADEMIC OBJECTIVES

Master of Arts (Education) is aimed at developing professionals for effective participation in educational actions in different areas of education. The programme is innovative. It emphasis both disciplinary and professional dimensions of education as an area of study. The target group is a graduate with or without a degree in education. M.A Education programme is designed for students who aspire to be educational administrators, trainers and researchers. The programme aims to impart the necessary knowledge and skills, which is a prerequisite to manage dynamic education system and knowledge based society in contemporary situation. Upon completion of this course, students will acquire sound knowledge and in depth understanding of the educational system and its pivotal role in social transformation. The thrust areas on which the programme attempts to focus could be listed as:

- **Philosophical Foundations of Education:** The coursework will enable the learner to understand and analyse the philosophical framework and its implications for educational practices.
- **Sociological foundations of Education:** The coursework will develop an understanding in the learner about the impact of social cohesion, national and international understanding on educational institution and society.
- **Psychological Foundation of Education:** The coursework will acquaint the learner with aspects of growth and development, relevance of learning theories in education and measurement of various mental abilities and traits.
- **Research and Development:** The coursework will acquaint the learners with an in depth understanding of educational research as a process with its implications for further research and strengthening of educational practices.

- **Educational Technology and ICT:** The coursework will develop the skills in learner to use different modes of communication and instructional material with effectiveness.
- **Leadership and Educational Entrepreneurship:** The coursework will inculcate the need of entrepreneurship in the learner & to promote the students to become future entrepreneurs.
- **Management of Education:** The coursework will acquaint the learners with the broad framework of the organisational structure of educational institutions and conflict management.
- **Guidance and counselling :** The coursework will develop understanding and skills among the learners to respond and manage the aspects of career pattern and career maturity through educational, vocational, personal and social guidance.

PROGRAMME CODE: 6421

DURATION OF THE PROGRAMME:

Minimum Duration 2 Years

Maximum Duration 5 Years

MEDIUM OF INSTRUCTION/ EXAMINATION:

1. The SLM/Text Books will be available in English, Hindi & Punjabi language.
2. Student can attempt the examination in English/Hindi/Punjabi language.

Scheme

COURSE CODE	COURSE TITLE	Cr.	CA	ETE(Th.)	ETE(Pr.)
FIRST YEAR					
DEDU401	PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION	8	20	80	0
DEDU402	DEVELOPMENT OF LEARNER AND TEACHING LEARNING PROCESS	8	20	80	0
DEDU403	EDUCATIONAL TECHNOLOGY	8	20	80	0
DEDU404	METHODOLOGY OF EDUCATIONAL RESEARCH AND STATISTICS	8	20	80	0
SECOND YEAR					
DEDU501	DEVELOPMENT OF EDUCATION SYSTEM	8	20	80	0
DEDU502	GUIDANCE AND COUNSELING	8	20	80	0
DEDU503	EDUCATIONAL MANAGEMENT	8	20	80	0
DEDU	SPECIALIZATION: ELECTIVE-I	8	20	80	0
TOTAL CREDITS				64	
ELECTIVES					
DEDU504	EDUCATIONAL MEASUREMENT AND EVALUATION	8	20	80	0
DEDU505	TEACHER EDUCATION	8	20	80	0
DEDU506	SPECIAL EDUCATION	8	20	80	0

Course Code:	D	E	D	U	4	0	1	Course Title:	PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION
--------------	----------	----------	----------	----------	----------	----------	----------	---------------	--

WEIGHTAGE	
CA	ETE (Th.)
20	80

COURSE CONTENTS:

Sr. No.	Topics
1.	Education & Philosophy: Meaning, Relationship, Nature and Scope.
2.	Significance of studying Philosophy in Education.
3.	Aims of Education: Individual and Social Aims of Education.
4.	Functions of Education: Individual, Social, Moral and Aesthetic.
5.	School of Philosophical Thoughts: Idealism.
6.	School of Philosophical Thoughts: Naturalism.
7.	School of philosophical thoughts: Pragmatism.
8.	School of philosophical thoughts: Humanism.
9.	Indian philosophical thoughts: Sankhya.
10.	Indian philosophical thoughts: Vedanta.
11.	Indian philosophical thoughts: Buddhism.
12.	Indian philosophical thoughts: Jainism.
13.	Indian philosophical thoughts: Islam.
14.	Contribution of Indian thinkers to Educational Thoughts : Mahatma Gandhi and Vivekananda.
15.	Contribution of Indian thinkers to Educational Thoughts – Aurobindo and Radhakrishnan.
16.	Sociology and Education: Concept of Educational Sociology and Sociology of Education.
17.	Socio-economic factors and their impact on education.
18.	Socialisation Process, Implications in Education.
19.	Social Change: Meaning, Nature and Causes.
20.	Constraints of social change (caste, ethnicity, class, language, religion, regionalism).
21.	Education as an agent of Social and Economic change, and HRD.
22.	Education for social stratification and social mobility.
23.	Democracy and Education.
24.	Social theories: Marxism and Integral Humanism.
25.	Theories of functionalist: Emile Durkheim and Talcott Parsons.
26.	Women Education and Gender Equity.
27.	Globalization: Concept and its Relevance in Contemporary Situation.

28.	Human Rights and Education with Special reference to Rights of Children.
29.	Consumer Rights and Right to Education.
30.	Education for Peace.
31.	Values: concept, need, sources.
32.	National Integration and International understanding: Meaning, need, role of teacher and Educational Institutions in developing national integrity.

READINGS: SELF LEARNING MATERIAL.

ADDITIONAL READINGS:

1. Sidhu, Kulbir Singh. (2010). Education The Hope For A Better World, Sterling Publishers: New Delhi.
2. Shrivastava, K.K.(2003). Philosophical Foundation of Education. Kanishka Publications: New Delhi.
3. Rao, D. B. (2001). Education For The 21st Century, Discovery Publishing House: New Delhi.
4. Singh, P .P and Sharma, S (2005). E-Learning: New Trends and innovations Deep & Deep ,Publications : New Delhi.
5. Mohanty, Jagannath. (2004) Modern Trends In Indian Education, Deep & Deep Publications: New Delhi.
6. Arya, P. P. (2006). Higher Education and Global Challenges-System and Opportunities, Deep & Deep Publications: New Delhi.
7. Walia, J.S. (2005). Principles and Methods of Education. Paul Publications: Jalandhar.
8. Chaube,S.P& Chaube, Akhilesh (2005). Philosophical and Sociological Foundations of Education. Vinod Pustak Mandir: Agra
9. Taneja, V.R(2000). Foundations of Education. Sterling Publications: New Delhi.
10. K.K.Bhatia & C.L. Narang (2008). Philosophical & Sociological bases of Education. Tandon Publications: Ludhiana.

Course Code:	D	E	D	U	4	0	2	Course Title:	DEVELOPMENT OF LEARNER AND TEACHING LEARNING PROCESS
--------------	----------	----------	----------	----------	----------	----------	----------	---------------	---

COURSE CONTENTS:

WEIGHTAGE	
CA	ETE (Th.)
20	80

Sr. No.	Topics
1.	Psychology: Meaning, nature, branches and schools of Psychology.
2.	Educational Psychology: Meaning, nature and scope.
3.	Methods of Educational Psychology: Observation, Experimental, Case Study.
4.	Growth and development –Meaning and Principles.
5.	Stage specific development: Infancy, childhood and Adolescence.
6.	Learning: Meaning, Nature and Process.
7.	Nature of teaching and learning, factors affecting teaching-learning process.
8.	Theories of learning: Thorndike’s theory of learning and its educational implications.
9.	Pavlov’s classical conditioning and its educational implications.
10.	Skinner’s operant conditioning theory and its educational implications.
11.	Insightful learning theory and its educational implications.
12.	Transfer of learning: meaning, types and strategies to achieve maximum positive transfer of learning.
13.	Motivation: Meaning, types and techniques of motivating learner.
14.	Intelligence: Meaning, nature and types.
15.	Measurement of Intelligence.
16.	Theories of Intelligence: Unifactor, Two facto, multifactor theory, SOI and their educational implications.
17.	Memory: meaning, types, factors influencing memory.
18.	Forgetting: Meaning, types and theories of forgetting; the trace decay theory, interface theory and repression theory.
19.	Personality: Meaning, nature types of Personality.
20.	Assessment of personality.
21.	Creativity: Meaning, concept and measurement.
22.	Attitude: Concept, factors influencing formation of attitude and measurement of attitude.
23.	Aptitude: Meaning, nature, classification and measurement of Aptitude.
24.	Individual differences: Meaning, types and their educational implications.
25.	Factors influencing individual differences.
26.	Mental health: Meaning, definition, factors influencing mental health.

27.	Stress: Meaning, Types of stress and stress management strategies.
28.	Anxiety: Meaning, types & causes.
29.	Adjustment: Concept, types and mechanism of adjustment.
30.	Adolescence: characteristics, problems, needs & aspirations.
31.	Behavioural problems: Concepts, some common behavioural problem of students, their preventive and remedial measures.
32.	Psychology of thinking, reasoning and problem solving: meaning, nature and factors affecting thinking, reasoning and problem solving.

READINGS: SELF LEARNING MATERIAL.

ADDITIONAL READINGS:

1. Mangal, S.K. and Uma Mangal(2009) Essentials of Educational Technology.PHI Learning: New Delhi. Bhushan A & Ahuja M (2007).
2. Educational Technology: Theory and Practice in Teaching Learning Process. Bawa Publication House: Patiala.
3. Mangal, S. K. (2007). Educational Technology. Tandon Publishers: Ludhiana.
4. Sharma R. A. (2007). Advanced Educational Technology. International Publishing House: Meerut.
5. Yadav, Neelam (2003).Handbook of Educational Technology, Anmol Pub, New Delhi.

Course Code:	D	E	D	U	4	0	3	Course Title:	EDUCATIONAL TECHNOLOGY
--------------	----------	----------	----------	----------	----------	----------	----------	---------------	-------------------------------

WEIGHTAGE	
CA	ETE (Th.)
20	80

COURSE CONTENTS:

Sr. No.	Topics
1.	Educational technology: meaning, nature, scope and significance.
2.	Approaches to educational technology: Hardware, software and system approach.
3.	Communication: concept, process, components, Barriers in classroom communication.
4.	Instructional design – concept, components and principles.
5.	Formulating instructional objectives.
6.	Instructional strategies –teacher centered.
7.	Instructional strategies – learner centered.
8.	Instructional strategies – group centered.
9.	Phases of Teaching: Pre active, interactive and post active.
10.	Levels of teaching: Memory, understanding and reflective.
11.	Micro teaching: Concept, Process, Merits and Demerits.
12.	Simulated teaching – Concept, Process, Merits and Demerits.
13.	Flander’s interaction analysis: Concept, Process, Merits and Demerits.
14.	Reciprocal Category System: Concept, Process, Merits and Demerits.
15.	Models of teaching: Meaning, assumptions, fundamentals, elements of a model of teaching.
16.	Glazer’s basic teaching model.
17.	Taba’s Inductive thinking model.
18.	Asubel’s Advance Organizer model.
19.	Bruner’s concept attainment model.
20.	Suchman’s inquiry training model.
21.	ICT – concept, need and importance, ICT in teaching and learning.
22.	Radio, television, CCTV in learning.
23.	Web based instruction and e-learning.
24.	e-pedagogy, web 2.0 technology, virtual laboratories.
25.	Programmed instruction: concept and principles.
26.	Linear style of programming.
27.	Branching style of programming.
28.	Mathetics style of programming.
29.	Development of the programmed instruction materials.
30.	Open and distance learning – concept, philosophy and methodologies.
31.	Interactive technology – radio phone-in, teleconference, video conference.

32.	Technology in professional development of teachers.
-----	---

READINGS: SELF LEARNING MATERIAL.

ADDITIONAL READINGS:

1. Mangal, S.K. (2002) Educational Technology, Tandon Publications, Ludhiana.
2. Aggarwal, J. C. (2007) Essentials of Educational Technology, Vikas Publication, Delhi.
3. Bhushan, A. & Ahuja, M. (2002) Educational Technology, Bawa Publications, Patiala.
4. Sachdeva, M.S. (2000) School Organisation, Administration & Management, Tandon Publications, Ludhiana.
5. Bhatia, K. K. (2002) Principles & Practice of School Management, Tandon Publications, Ludhiana.
6. Sharma, R. A. (2003) Teacher Training Technology, Surya Publication, Meerut.

Course Code:	D	E	D	U	4	0	4	Course Title:	METHODOLOGY OF EDUCATIONAL RESEARCH AND STATISTICS
--------------	----------	----------	----------	----------	----------	----------	----------	---------------	---

WEIGHTAGE	
CA	ETE (Th.)
20	80

COURSE CONTENTS:

Sr. No.	Topics
1.	Educational Research – concept, need and scope.
2.	Approaches to research- Qualitative vs. Quantitative.
3.	Types of research – basic, applied research and action research.
4.	Selection and identification of research problem, sources of research problem.
5.	Review of related literature, need and sources.
6.	Methods of research: descriptive method.
7.	Survey method.
8.	Correlation Studies.
9.	Developmental Studies.
10.	Experimental research.
11.	Ex post-facto research.
12.	Experimental Designs.
13.	Historical research.
14.	Tools and techniques of data collection ; Observation and observation schedule.
15.	Questionnaire.
16.	Rating scale.
17.	Case study.
18.	Interview and Interview Schedule.
19.	Population, sample and sampling design.
20.	Probability and non-probability sampling techniques.
21.	Hypothesis – concept, characteristics, sources.
22.	Formulation of hypotheses, testing of hypotheses.
23.	Quantitative data – collection, scoring, analysis and interpretation.
24.	Qualitative data – collection, scoring, analysis and interpretation.
25.	Statistical methods: frequency distribution and graphical representation.
26.	Measurement of central tendency- Mean, Median, Mode.
27.	Probability: Normal Probability Curve and its Uses.
28.	Measures of variability- SD, MD, QD.
29.	Correlation- rank difference, product moment method and Chi-square test.
30.	T-test.

31.	F-test.
32.	Preparation of research report and dissemination of findings.

READINGS: SELF LEARNING MATERIAL.

ADDITIONAL READINGS:

1. Koul, Lokesh (2002). Methodology of Educational Research. Vikas Publishing House (Pvt.) Ltd.: Delhi
2. Best, John W. (2006). Research in Education. Prentice Hall of India (Pvt.) Ltd.: New Delhi.
3. Kothari, C.R.(2003). Research Methodolgy, New Age International Publishers, New Delhi.
4. Aggarwal, J.C. (2002).Educational Research: An introduction, Arya Book Depot, New Delhi.
5. Sinha, Gautam. (2007). Research Methodology: A Guide for Researchers in Management & Social Sciences,

Course Code:	D	E	D	U	5	0	1	Course Title:	DEVELOPMENT OF EDUCATION SYSTEM
--------------	----------	----------	----------	----------	----------	----------	----------	---------------	--

WEIGHTAGE	
CA	ETE (Th.)
20	80

COURSE CONTENTS:

Sr. No.	Topics
1.	Education in India during ancient period: Vedic and Buddhist Education
2.	Education in India during medieval period: Islamic Education
3.	Education in India during British period: Macaulay's minutes, Wood's despatch and Hunter commission
4.	Education in India after independence: Secondary Education Commission (1952-53)
5.	Indian Education Commission (1964-66)
6.	National Policy of Education (1986)
7.	Programme of Action (1992)
8.	Quality of education: concept, parameters, status and prospects with focus on objectives outlined in Delor's Commission Report
9.	National Knowledge Commission(2009)
10.	National curriculum Framework (2005)
11.	Functions of apex bodies of Education: NCERT, SCERT
12.	Functions of CBSE and State Boards of Education
13.	Functions of UGC, NAAC, NCTE
14.	Constitutional provisions with special reference to Education in India
15.	Universalization of elementary Education: concept and problems
16.	Programs of UEE
17.	District Primary Education Programme
18.	Sarav Shiksha Abhiyan
19.	Right to Education (2009)
20.	Secondary Education: concept and need
21.	Problems of Secondary Education: Aims, Curriculum, Methods, Examination
22.	Vocationalisation of secondary education
23.	Teacher Education: concept and importance
24.	Types of Teacher education (pre-service and in-service)
25.	Teacher education at various levels, emerging trends in teacher Education
26.	Distance Education: concept, need and modes of distance education
27.	Privatization of higher education
28.	Globalization of education
29.	Human Rights Education: concept and importance of human rights education and role of education in promoting human rights
30.	Brief historical background of human rights with special reference to Universal Declaration of Human rights ,Human Rights Act in Indian Legislation
31.	Environmental Education: Concept and need
32.	Role of Education in generating environmental awareness

READINGS: SELF LEARNING MATERIAL.

Course Code:	D	E	D	U	5	0	2	Course Title:	GUIDANCE AND COUNSELING
--------------	----------	----------	----------	----------	----------	----------	----------	---------------	--------------------------------

WEIGHTAGE	
CA	ETE (Th.)
20	80

COURSE CONTENTS:

Sr. No.	Topics
1.	Guidance: meaning, nature and scope.
2.	Guidance: goals and principles
3.	Need for guidance with reference to India
4.	Guidance services: concept and importance
5.	Services: placement service, follow-up service
6.	Educational and vocational guidance
7.	Organizing guidance services at school and college level
8.	Personal and group guidance: concept, aims and methods
9.	Personal guidance at school level
10.	Personal guidance at college level
11.	Counseling: concept, need and goals with reference to India
12.	Counseling: principles and counseling process
13.	Types of counseling: directive counseling
14.	Types of counseling: non-directive counseling
15.	Types of counseling: eclectic counseling
16.	Interview process in counseling
17.	Counseling services: individual counseling
18.	Counseling services: group counseling
19.	Organizing counseling services at school level
20.	Organizing counseling services at college level
21.	Psychotherapy: meaning and process
22.	Psychotherapy: dealing with psychological disturbance
23.	Psychotherapy: cognitive approach
24.	Psychotherapy: environmental approach
25.	Counselor: role and qualities
26.	Testing and non-testing techniques: psychological tests
27.	Case study
28.	Rating scale
29.	Observation
30.	Interview
31.	Inventories
32.	Problems of guidance and counselling in India and their solutions

READINGDS: SELF LEARNING MATERIAL.

Course Code:	D	E	D	U	5	0	3	Course Title:	EDUCATIONAL MANAGEMENT
--------------	----------	----------	----------	----------	----------	----------	----------	---------------	-------------------------------

WEIGHTAGE	
CA	ETE (Th.)
20	80

COURSE CONTENTS:

Sr. No.	Topics
1.	Educational management: concept, nature and scope, difference between administration and management, Characteristics of good management.
2.	Process of Educational management.
3.	Management at different levels-elementary, secondary, higher education.
4.	SWOT analysis: concept and process.
5.	Application of SWOT analysis at various levels of education.
6.	Managerial process and its importance.
7.	Planning: process and means.
8.	Organizing: process and means.
9.	Controlling and staffing: process, means and new practices, group dynamics and motivation.
10.	Implementing and decision making: process and means.
11.	Leadership style and theories of leadership.
12.	Job accountability, management training: needs and means.
13.	Concept of PERT and CPM.
14.	Cost-benefit and cost-efficiency analysis in education.
15.	Participation of stakeholders in educational management.
16.	Promoting need based educational programmes.
17.	Educational supervision: meaning, nature and types.
18.	Qualities of an effective supervisor.
19.	Planning and organizing supervisory activity.
20.	School inspection.
21.	Application of educational management in academic areas.
22.	Application of educational management in administrative areas.
23.	Quality management in education: Challenges.
24.	Total quality management.
25.	Time management .
26.	Quality improvement issues in higher education.
27.	IQAC in higher education institutions.
28.	Professional Learning Community (PLC) in Education.
29.	IIEP as an Apex body in Educational planning and management.
30.	NUEPA as an Apex body in Educational planning and management.
31.	SIEMAT as an Apex body in Educational planning and management
32.	UGC-NAAC as an Apex body in Educational planning and management

READINGS: SELF LEARNING MATERIAL.

Course Code:	D	E	D	U	5	0	4	Course Title:	EDUCATIONAL MEASUREMENT AND EVALAUTION
--------------	---	---	---	---	---	---	---	---------------	---

WEIGHTAGE	
CA	ETE (Th.)
20	80

COURSE CONTENTS:

Sr. No.	Topics
1.	Educational testing and assessment: concept, context, issues and current trends.
2.	Measurement and evaluation: concept, need, scope; difference and relevance.
3.	Scales of measurement: ordinal, nominal, interval, ratio.
4.	Characteristics of a good test.
5.	Planning for different types of test.
6.	Validity-- types and methods and usability.
7.	Reliability-- types and methods and usability.
8.	Test construction.
9.	Test standardization.
10.	Item analysis: Item difficulty, discrimination index. Effectiveness of distracters.
11.	Development of Norms of a test.
12.	Conversion of raw scores into standard scores, T-scores, C-scores, Z-scores, Stanine scores, percentiles.
13.	Interpretation of test scores: qualitative and quantitative
14.	Criterion referenced test
15.	Norm reference test
16.	Factors influencing test scores: nature of test, psychological factors and environmental factors
17.	Integrated approach of evaluation
18.	Marking system: need, problems, components
19.	Grading—need, problems, components and methods
20.	Methods of feedback for students
21.	Semester system vs annual system
22.	Continuous assessment
23.	Portfolio assessment
24.	Question bank
25.	Use of computer in evaluation
26.	Achievement test : concept, types and construction
27.	Diagnostic test : concept and construction, remedial teaching
28.	Objective type test: advantages and limitations
29.	Short answer type test: advantages and limitations
30.	Essay type test: advantages and limitations
31.	Formative and Summative Evaluation
32.	Measurement of Attitude, Aptitude, personality and intelligence

READINGS: SELF LEARNING MATERIAL.

Course Code:	D	E	D	U	5	0	5	Course Title:	TEACHER EDUCATION
--------------	----------	----------	----------	----------	----------	----------	----------	---------------	--------------------------

WEIGHTAGE	
CA	ETE (Th.)
20	80

COURSE CONTENTS:

Sr. No.	Topics
1.	Teacher education—meaning, historical perspectives.
2.	Affective teacher education and competency based teacher education.
3.	Types of teacher education—in-service, pre-service, distance.
4.	Aims and objectives of teacher education at elementary level.
5.	Aims and objectives of teacher education at Secondary level.
6.	Aims and objectives of teacher education at college level.
7.	Innovative Courses of Teacher Education—B.El.Ed , B.Sc.Ed.
8.	Statutory bodies in teacher education and their functions –NCTE.
9.	Agencies of teacher education and their functions –NCERT.
10.	Agencies of teacher education and their functions- SCERT, DIET.
11.	Agencies of teacher education and their functions -Academic Staff College.
12.	Selection criteria for teachers and teacher educators.
13.	Policy perspectives on teacher education—University Education Commission.
14.	Policy perspectives on teacher education—Secondary Education Commission.
15.	Policy perspectives on teacher education—Indian Education Commission.
16.	Policy perspectives on teacher education— National Policy on Education—1986 and POA-1992
17.	Globalization and Privatization in teacher education.
18.	Simulated Teaching: Concept, purpose and procedure.
19.	Internship in teaching—organisation, supervision.
20.	Merits and demerits of Internship in teaching.
21.	Evaluation of internships in teaching.
22.	Meaning, nature and strategies of teacher controlled instruction.
23.	Meaning, nature and strategies of learner controlled instruction.
24.	Meaning, nature and strategies of group controlled instruction.
25.	Teacher education and teacher freezingsness.
26.	Evaluation mechanisms in teacher education.
27.	Recent trends in research on teacher education.
28.	Construction and development of curriculum on teacher education—meaning, importance.
29.	Curriculum development on in integrated in teacher education curriculum.
30.	NCF for Teacher Education, 2009.
31.	Comparative analysis of curriculum implemented by Government, aided and private teacher education institutions.
32.	Teaching as a profession, Professional development of teachers.

READINGS: SELF LEARNING MATERIAL.

Course Code:	D	E	D	U	5	0	6	Course Title:	SPECIAL EDUCATION
--------------	----------	----------	----------	----------	----------	----------	----------	---------------	--------------------------

WEIGHTAGE	
CA	ETE (Th.)
20	80

COURSE CONTENTS:

Sr. No.	Topics
1.	Special Education: Concept & Nature
2.	Special Education: Objectives & Need
3.	Special Education: Scope & Types
4.	Physically challenged: definition, types, characteristics
5.	Identification, causes, problems of Physically challenged
6.	Physically challenged: Preventions and teaching strategies
7.	Visually impaired: definition, types, characteristics
8.	Identification, causes, problems of Visually impaired
9.	Visually impaired: Prevention and teaching strategies
10.	Speech and Hearing impaired: definition, types, characteristics
11.	Identification, causes, problems of Speech and Hearing impaired
12.	Speech and Hearing impaired: Preventions and teaching strategies
13.	Mentally retarded: definition, types, characteristics
14.	Identification, causes, problems of Mentally retarded
15.	Mentally retarded: Preventions and teaching strategies
16.	Learning disabilities: definition, types, characteristics
17.	Identification, causes, problems of Learning disabilities
18.	Learning disabilities: Prevention and teaching strategies
19.	Gifted children: definition, types, characteristics
20.	Identification, causes, problems of Gifted children
21.	Gifted children: teaching strategies
22.	Backward and delinquent children: definition, types, characteristics
23.	Identification, causes, problems of Backward and delinquent children
24.	Backward and delinquent children: Preventions and teaching strategies
25.	Policies and provisions: Constitutional Provisions for Group of Children with special learning needs
26.	Disability Act 1995
27.	IED scheme
28.	Inclusive education and Mainstreaming
29.	Apex Bodies on Special Education: RCI, NIMH
30.	Apex Bodies on Special Education: NIVH, NIOH
31.	Rehabilitation of exceptional children: role of peers , role of family
32.	Rehabilitation of exceptional children: Rehabilitation of exceptional children: role of community , role of government.

READINGS: SELF LEARNING MATERIAL.