

**DEPARTMENT OF EDUCATION
CENTRAL UNIVERSITY OF KASHMIR**

**PROGRAMME STRUCTURE & SYLLABUS OF
M.A. EDUCATION SEMESTER I & SEMESTER III**

<i>Sl. No.</i>	<i>Course Code</i>	<i>Title of the Course</i>	<i>Type of Course</i>	<i>Credits</i>	<i>Max Marks CIA</i>	<i>Max Marks External</i>
SEMESTER I						
1	EDU-C101	Psychological Foundations of Education-I	C	4	40	60
2	EDU-C102	Contemporary issues in Indian Education	C	4	40	60
3	EDU-C103	Comparative Education	C	4	40	60
4	EDU-C104	Guidance, Counseling and Mental Health	C	4	40	60
5	SS	Soft Skill Elective	SS	4	40	60
SEMESTER III						
11	EDU-C301	Educational Technology	C	4	40	60
12	EDU-C302	History and Development of Education in India	C	4	40	60
13	EDU-C303	Statistics in Education	C	4	40	60
14	EDU-E304	Early Childhood Care and Education	E	4	40	60
15	EDU-E305	Special Education	E	4	40	60
16	EDU-E306	Adult and Non Formal Education	E	4	40	60

SEMESTER I

EDUC101: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION - I

Unit-I:

Educational Psychology: Nature and Scope, Relationship between Education and Psychology. Main Features and Contribution of the following Schools of Psychology towards Education: Psycho analysis, Behaviourism, Cognitivism and Humanism.

Unit II:

Process of Growth and Development: Concept, Principles, Sequential Stages of Development, General Characteristics and Problems of each stage of development with focus on Physical, Cognitive (Piaget, Vygotsky) Socio-emotional (Erikson, James Marcia) and moral (Kohlberg and Gilligan) aspects.

Unit-III:

Learning: Concept, Factors Influencing Learning. Theories of Learning: Pavlov's Classical and Skinner's Operant Conditioning, Social Learning theory: Bandura and Gestalt approach.

Cognitive Information Processing Approach, Constructivist and social constructivist approach: Bruner and Vygotsky. Educational implications of all Learning Theories

Unit-IV:

Intelligence: Concept, Theories of Intelligence; Psycho-metric approach (Guilford, Thurston) and Information Processing Theory (Sternburg's Triarchic approach). Howard Gardner's Multiple intelligence theory. Measurement of Intelligence.

Books recommended:

1. Berk Laura E (2007) Development through the Life Span (3rd Ed) New Delhi, Pearson Education
2. Berk Laura E (2006) Child Development (7TH Ed) Boston, Pearson Education
3. Brown B, Larson R and Saraswathi T (Eds) The World's Youth: Adolescence in Eight Regions of the Globe, New York, Cambridge University Press
4. Chauhan SS., Advanced Educational Psychology
5. Dandapani., Advanced Educational Psychology
6. Driscoll M P (1994) Psychology of Learning for Instruction, Boston, Allyn and Bacon
7. Educational Psychology by Robert Slavin
8. Educational Psychology by Biehler and Smith
9. Educational Psychology by Jha, Woolfolk and Mishra (2013)
10. Educational Psychology by Ormrud
11. Eggen P D and Kauchak D P(2009) Educational Psychology, Boston, Allyn and Bacon
12. Gardner H(1983) Frames of Mind: The theory of multiple intelligences, New York, Basic Books
13. Gardner H(1993) Multiple Intelligences: The theory in Practice, New York, Basic Books
14. Kakar Sudhir (2005) The Inner World: A Psychoanalytic Study of Childhood and Society in India (2nd ed) New Delhi, Oxford India Paperbacks
15. Mangal, S.K., Advanced Educational Psychology
16. Misra Girishwar(ed) (2011) Handbook of Psychology in India, New Delhi, Oxford University Press
17. Santrock J W(2011) Educational Psychology(4th ed) New Delhi, Tata McGraw Hill
18. Siegler R S (1991) Children's Thinking, Englewood Cliffs, NJ, Prentice Hall
19. Theories of Learning by Hergenhahn and Olson
20. Woolfolk Anita (2010) Educational Psychology, Boston, Allyn and Bacon

EDUC 102: CONTEMPORARY ISSUES IN INDIAN EDUCATION

Unit-I:

Issues in Education: Universalization of Elementary Education, Gender, Language, Human Rights, Child Rights and Reservation Policy;

Unit II

Secondary Education: Programmes and policies- Secondary Education Commission 1952, Kothari Commission 1964-66, NPE 1986 and POA 1992, Yashpal Committee report (1992) Sarava Siksha Abhiyan, Rashtriya Madhyamic Shiksha Abhiyan, Continuous and Comprehensive Evaluation, Right of Children for Free and Compulsory Education (RTE) Act 2009, Minimum Levels of Learning, District Primary Education Programme, Operation Black Board and Millennium Development Goals.

Unit-III

Higher Education: Meaning, Aims and Functions of Higher Education, Major Problems in University Education, Role of University Grants Commission, Association of Indian Universities, All India Council of Technical Education, Indian Council of Social Science Research, Council of Scientific and Industrial Research, Indian Council of Agriculture Research, National University of Educational Planning and Administration. Autonomy in Higher Education (concept, composition and importance). Dellor's Report, National Knowledge Commission (Main Recommendations)

Unit-IV:

Vocationalisation and Diversification of Education, Environmental Education, Peace Education, Human Rights education, Inclusive Education.

Books recommended:

1. Bhatnagar, S. Education in India Today and Tomorrow.
2. Ileya, Kancha *Buffalo Nationalism*
3. Ileya, Kancha *God as a Political Philosopher*
4. Ileya, Kancha *Why I am not a Hindu?*
5. Kapoor J.N. Issues in Higher Education.
6. Kohli V.K. Current Problem in Indian Education.
7. Kundu, C.L. Adult Education.
8. Mukerji S.N. Education in India Today and Tomorrow.
9. Naseema, Human Rights Education New Delhi: Kanishka Publishers
10. Prem, K. A Decade of Education in India.
11. Report of New Education of Policy (1986).
12. Report of Programme of Action (1992).
13. Report of Secondary Education Commission and Indian Education Commission.
14. Sam Pitroda, National knowledge Commission, New Delhi: MHRD
15. Seru, S.L. History and growth of Education in J and K (1872 AD to 1973).
16. Srivastava, B.D. Development of Modern Indian Education.
17. www.unesco.org

EDUC103: COMPARATIVE EDUCATION

Unit-I: Conceptual framework

- Concept and Scope of Comparative Education. Difference between Comparative and International Education
- A brief on Historical Journey of Comparative Education.
- Role of UNESCO in improving educational opportunities and facilities among the member nations
- A brief critique of the Indian educational system on comparative lines of the developed Economies.

Unit-II: Approaches & Methods

Conceptual framework and features of following approaches

- Philosophical
- Statistical
- Historical
- Scientific
- Global /cross cultural

A detailed review of the role of the different actors (parents, practitioners, policy makers, international educational bodies & academics) in comparative education. A review of the Quantitative and Qualitative approach to Comparative education

Unit-III: Factors & Influences

Impact of following factors on development of education on comparative perspectives:

- Economic
- Geographical
- Political
- Philosophical
- Religious
- Lingual
- Socio-cultural
- Scientific
- Racial

Unit-IV: A Critical study of the Educational Programmes in regard to

- Primary education in Pakistan, Bangladesh and India
- Secondary education in Sri Lanka, China & India.
- Teacher education in Singapore, Netherlands' & India
- Adult Education in Australia, Brazil and India.

Books Recommended:

1. Aggarwal and Biswas: Comparative Education Arya Book Depot, Delhi.

2. Brain Holines; Comparative Education: Some considerations of method- Unwin Education Book, Boston.
3. Chaube and Chaube., Comparative Education
4. Comparative Education Research –Approaches and Methods edt Mark Bray et.al
5. Geoffery Wilford : Choice and Wquity in Education- Cassells, London.
6. Govinda, R. India Education Report- NIEPA, 2002.
7. Hans, Nicholas: Comparative Education Routeledge and Kagan Paul, London, 1990.
8. Human Development Report in South Asia 2000- the Gender Question OUP, 2002.
9. Public Report on basic Education in India – Probe Team OUP, 1999.
10. Sodi T.S., Comparative Education

Web References

1. <http://australia.gov.au/topics/education-and-training/continuing-education>
2. <http://tntee.umu.se/publications/v2n2/pdf/12Germany.pdf>
3. <http://www.ala.asn.au/>
4. <http://www.edna.edu.au/edna/go/ace>
5. <http://www.eric.ed.gov/PDFS/ED068775.pdf>
6. <http://www.european-agency.org/country-information/germany/national->
7. <http://www.gtrr.ac.uk/1>
8. <http://www.ph-vorarlberg.ac.at/>
9. <http://www.sprachenzentrum.hu->
10. <http://www.steinaustralia.org/other/training.html>
11. <http://www.unesco.org>
12. www.compopu.org
13. www.derby.ac.uk
14. www.londonexternal.ac.uk/
15. www.rgu.ac.uk

EDUC104: GUIDANCE, COUNSELING AND MENTAL HEALTH

Unit-I: Guidance, Counseling, Mental Health and their Inter-relationship

- Understanding the Concept of Guidance and Counselling
- Nature, Principles, Need and Significance of Guidance and Counselling
- Relationship of Guidance and Counselling with mental health and wellbeing.
- Role of teachers, parents and community in guidance programmes
- Principles of mental health and their implications for effective adjustment; mental health and development of integrated personality.

Unit II: Guidance of Students with Special abilities and Needs

- Students with special abilities and needs - concept and identification;
- Guidance for;
 - gifted and creative students;
 - Socially disadvantaged and delinquent students;
 - Physically and intellectually challenged students;
 - Students with learning disability;
- Nature and causes of behavioural problems in Children.
- Strategies for dealing with behaviour problems
- School discipline-problems, Violence, Bullying, Drug abuse and Truancy.

- Stress: Nature causes and consequences; types of coping skills;
- Promoting psychological well-being and peace through school based guidance programmes.

Unit-III: Tools and Techniques of Guidance and Counseling

- Tools of Guidance: Cumulative records, Rating scales, Interview and Psychological tests, (Intelligence, Aptitude, Interest, Creativity and Personality).
- Use of tests in guidance and Counselling.
- Techniques of guidance and counselling
- Individual vs. Group guidance
- Organization of Guidance Programme – Principles of organization, organizing various guidance services (Individual inventory; information: Educational, Occupational and Personal – Social; Counselling; placement and follow-up) at different levels of education (School and College/University).

Unit-IV: Counseling

- Counselling process: Concept, Principles and Counselling approaches – directive, nondirective and eclectic; Group Guidance and Counselling Vs Individual guidance and Counselling; Characteristics of effective Counselling, Ethical issues in Guidance and counselling.

Books Recommended

1. Atwater, E; 1994; Psychology for living adjustment, Growth and Behaviour Today; 5th ed; New Jersey: Prentice Hall
2. Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.
3. Caroll HA; 1952; Mental Hygiene: The Dynamics of Adjustment; New York: Prentice Hall
4. Chauhan, S.S. Principles and Techniques of guidance. Vikas Publishing House Pvt. Ltd., New Delhi, 1982.
5. Crow and Crow. An Introduction to guidance. Eurasia Publishing House (P) Ltd., New Delhi, 1962.
6. Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan
7. Glickman, C & Wolfgang, C. (1981). Solving Discipline Problems: Strategies for Classroom Teachers. Boston: Allyn and Bacon. Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan
8. Harold, W. Bernard and Daniel, W. Fullmer – Principles of guidance, Thomas Y. Crowell Company, New York, 1969.
9. Jones, J.A. Principles of Guidance, Bombay, Tata McGraw.
10. Kochhar, S.K. Guidance and Counselling in Colleges and Universities, Sterling Publishers Private Ltd. New Delhi, 1984.
11. Miller, F.W. Guidance & Principles of Guidance, New York, McGraw Hill.
12. Schaefer Charles E and Millman Howard L; 1981; How to Help Children with common Problems; New York: Van NostrandReinhold
13. Traxler, A.E. Techniques of Guidance, New York, McGraw Hill.
14. Sharma. RN., Fundamentals of Guidance
15. Stonen & Shetser, Guidance and Counselling

SEMESTER III

EDU-C 301: EDUCATIONAL TECHNOLOGY

UNIT I : Educational Technology

Meaning, Aims, Need and Scope of Educational Technology; Historical Development of Education Technology, Approaches to Educational Technology: Hardware and Software. Difference between Educational Technology and Instructional Technology, Educational Technology in India.

UNIT II : Teaching Models

Concept of Teaching, Phases of Teaching. Distinguish Teaching, Instruction, Conditioning and Training, Instructional Theories: Concept, Nature and Types. Models of Teaching: Jurisprudential Inquiry Model, Advance Organizer Model; Taba's model Concept attainment model. Preparation of Teaching Aids;

UNIT III : Evolution of Educational Technology

Programmed Learning: Concept, Nature, Types, Merits and Demerits, Team Teaching: Concept and Uses. Micro Teaching: Meaning, Principles, Phases, Merits and Demerits. Flanders Interaction Analysis Category System: Meaning and Procedure. Revised Bloom's Taxonomy of Educational Objectives: Cognitive, Affective and Psychomotor.

UNIT IV : Uses of Educational Technology

Phases of Educational Technology: Audio-visual phase, Cybernetic Phase, Psychological Phase, Computer and Tele-communication Phase. Communication: Concept and Functions, Types and Processes, Barriers of Communication, Uses of Communication in Teaching Learning Process. Role of Mass Media in Teaching and Learning.

Books Recommended

1. Bajpai A. D. & Leedham J.F *Aspects of Educational Technology Part IV*, New York, Pitman Pub. Co., 1970.
2. Bloom B. S.: *Taxonomy of Educational Objectives, Handbook 1, Cognitive domain*, London, Longman Group Ltd, 1974.
3. Chauhan S.S. *A Text Book of Programmed Instruction*, New Delhi, Sterling Publishers, 1978.
4. Dececo J. P. *The Psychology of Learning and Instructional Technology*, New Delhi, Prentice Hall of India, 1970.
5. Flanders N. *Analyzing Teaching Behaviour*, London, Addison Wesley Pub. Co., 1971.
6. Goel, A. & Goel S. L. *Distance Education in the 21st Century*. New Delhi, Deep & Deep Publication, 2000.
7. Jose Chander N. *Management of Distance Education*, New Delhi, Sterling Publishers, 1991.
8. Joyce B. & Weil M. *Models of Teaching* (4th edition), New Delhi, Prentice Hall of India Pvt. Ltd., 1992.
9. Mohanty, J. *Educational Technology*, New Delhi, Deep & Deep Publication, 2001.

10. Rastogi, S. *Educational Technology for Distance Education*, Guwahati, Eastern Book House, 1998.
11. Sampath K. *Instruction to Educational Technology*, (3rd revised Edition), New Delhi, Sterling Publishers, 1992.
12. Sharma R. A. *Programmed Instruction: An Instructional Technology*, Meerut, International Publishing House, 1982.
13. Sharma R. A. *Technology of Teaching*, Meerut, International Publishing House, 1991.
14. Skinner B. F. *The Technology of Teaching*, New York, Appleton Century Croft, 1968.
15. Vashist, S. R. *Research in Educational Technology*, Guwahati, Eastern Book House, 1997.

EDUC 302: HISTORY AND DEVELOPMENT OF EDUCATION IN INDIA

UNIT I : An Introduction to Educational Heritage of India

Vedic System of Education, The concepts of Purusharthas, Traditional Indian Values, Education During Buddhist Period, Nature of Buddhist Education, Comparison between Vedic and Buddhist-education, Buddhist Centers of Learning, Medieval Islamic Education. Indigenous education in J&K

UNIT II : History of Education in Modern India

British East India Company's Role, Westernization of education –Macaulay's minutes, Woods dispatch, Hunter Commission, Calcutta University Commission/Sadler Commission, Hartog Committee, Abbot-wood Report, Sergeant Report, A critique of educational system under British rule.

UNIT III : Post Independent Developments in Indian Education

University Education Commission, Secondary Education Commission, Indian Education Commission, National policy of Education, Yashpal Committee Report, 1992-93, NCF 2005, NKC 2007; RUSA (Rashtriya Uchita Shiksha Abiyaan)

UNIT IV :Current Developments in Education of J&K

Issues and Perspectives of Elementary Education, Secondary Education, Higher Education, and Vocational/Professional Education in J&K;

Books Recommended

1. Ahuja, B.N. & Bhatia, R.L. (2004). *Modern Indian Education and Its Problems*. Delhi: Surjeet Publications.
2. Amala, Annie, et al (2006). *History of Education*. New Delhi: Discovery Publishing House.

3. Belock and Green, J.L. *Philosophy and Education*. Meerut: Any Prakashan.
4. Bhatia, K.K. et al. *Modern Indian Education and Its Problems*. Ludhyana: Tandon Publishers.
5. Bourai, H.H.A. (1993). *Indian Theory of Education*. New Delhi: B.R. Publishing Corp.
6. Chaube, S.P. *History and Problems of Indian Education*. Agra: Vinod Pustakmandir.
7. Entwistle, Harold (1997). *Class, Culture and Education*. London: New Fetter Lane.
8. *Learning without Burdon*- Report of the National Advisory Committee Appointed by MHRD, Govt. of India.
9. Murty, S.K. (1992). *Contemporary Problems and Current Trends in Education*. Ludhiana: Parkash Brothers.
10. Nanda, S.K. (2000). *Indian Education and its Problems Today*. New Delhi: Kalyani Publishers.
11. Pandey, Ramshakal. *Teacher in Developing Indian Society*. Agra: Vinod Pustakmandir.
12. Ruhela, S.P. *India's Struggle to Universalize Elementary Education*.
13. Sataya, Raghunath. (1993). *New Thoughts on Education*. Ambala: The Indian Publications.
14. Sharma, R.N. *History and Problems of Education in India*. New Delhi: Surjeet Publications.
15. www.cde.ca.gov.
16. www.edu.gov.
17. www.oneworld.net
18. Yogendra, K.S. (2006). *History and Problems of Education*. New Delhi: Kanishka Publishers.
19. Rasool and Chopra *Education of Jammu and Kashmir*. Srinagar

EDUC303: STATISTICS IN EDUCATION

UNIT-I : Descriptive Statistics

Meaning of statistics, nature and scope of statistics, advantages of statistics; Nature of educational data, Scales of measurement- Nominal, Ordinal, Interval and Ratio scale; Measures of Central Tendency: Mean, Median and Mode; Measures of Dispersion: Range, Quartile Deviation, Average Deviation, Standard Deviation; Measures of Relative Position: Percentiles and Percentile Ranks; Graphic methods- line graphic bar diagram, histogram, pie chart, Ogive their application & use.

UNIT-II : Correlation

Meaning of Correlation, coefficient of Correlation as a ratio; Uses of Correlation; Calculation of co-efficient of correlation by Pearson's Product Moment Method for Grouped and ungrouped data, Rank order method; Partial & Multiple Correlation: Meaning, assumptions, computation and uses;

UNIT- III : Normal Probability Curve

Concept, characteristics and Properties of the normal probability curve; Measuring divergence from normality- skewness and kurtosis Applications of the normal probability curve. Standard scores, Z scores

UNIT- IV: Inferential Statistics

Null hypothesis, Type I and Type II errors, one and two tailed tests; Standard error, Confidence limits; T-test: Significance of difference between Means, Proportions and Percentages; (Independent Samples); F-test: One way ANOVA – Concept, Assumption, Computation and uses; Chi-square Tests of Equality and Independence: Concept, Computation, and uses; Regression and Prediction: Concept, assumptions and computation of linear regression equations, standard error of measurement.

Suggested Readings

1. Forguson, George A (1976), Statistics Analysis in Psychology and Education, McGraw Hill, New York.
2. Garrett, H.E. (1973), Statistics in Psychology and Education, Vakils, Feffer and Simon, Bombay.
3. Glass, G. & Hopkins, K.D. (1996) Statistical Methods in Education and Psychology, Needham Heights, A Simon & Schuster Company
4. Guilford, J.P. and Benjabin Fruchter (1973), Fundamental Statistics in psychology and Education, McGraw Hill, New York.
5. Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
6. Kurtz, A.K. and Mayo S.T. (1980), Statistical Methods in Education and Psychology, Narola, New Delhi.
7. Minimum, E.W., King B.M., & Bear, G. (1995) Statistical Reasoning in Psychology & Education, Cananda: John Willy & Sons.
8. Siegel, S. (1986). Non-parametric Statistic, McGraw Hill, New York.

EDUE 304: EARLY CHILDHOOD CARE AND EDUCATION

UNIT I : Concept and Methods

Need and Importance, Objectives and Scope of Early Childhood Care Education. Historical Development of ECCE in India; Different Child Rearing Practices; Methods of Child Study: Observation, Case Study, Cross sectional and longitudinal methods. Recommendations of NPE 1986, NCF and NKC.

UNIT II : Development in Early Childhood

Understanding Growth and Development in Early Childhood. Physical Development; Motor Development, Language Development, Cognitive Development, Socio-emotional Development; Moral Development, Development of Self.
Agencies conducting Preschool Management: Indian Council for Child's Welfare, Social Welfare Boards,

UNIT III : Thinker's reflections on Childhood

William Fredrick Froebel, Maria Montessori, Pestalozzi, Tarabai Modak; M. K.Gandhi, Tagore, Aurobindo Gosh, Giju Bhai Badheka.

UNIT IV : Programmes and Agencies

Early Childhood Care Education Programme in India, Bangladesh, Srilanka, Singapore; China and Malaysia; ICDS.

Books Recommended

1. Austin, Gilbert R. *Early Childhood Education. An International Perspective*, New York: Academic Press, 1976.
2. Banta, T. (1966). *Are these Really a Montessori Method?* Columbus, Ohio: Ohio Psychological Association and Ohio Psychiatric Association.
3. Bloom, Benjamin, S. (1964). *Stability and Change in Human Characteristics*. New York: John Wiley & Sons Inc.
4. Brown, G. (1977). *Child Development*. London: Open Books, Central Advisory Board of Education (CABE). Pre-Primary Education (Chapter II). In Post-War Development in India- A Report, Govt. of India.
5. Butts, R. Freeman. (1955). *A Cultural History of Western Education*. New York: Mc Graw-Hill Book, Co., Inc.
6. *Child Development-Issues, Policies and Programmes* Vol. I, II & III-Dolly Singh
7. Cole, Luella. (1950). *A History of Education-Socrates to Montessori*. New York: Holt Rinehart and Co.
8. Educational Policies Commission, *Universal Opportunities for Early Childhood Education, Washington, D.C., Govt. Printing Office, 1966.*
9. Evans, Ellis D. (1975). *Contemporary Influence in Early Childhood Education*, New York: Holt Rinehart and Winston, Inc.
10. Ganai M.Y. & Sayid, Mohd. *Early Child Care and Education AlKhaleel DTP Centre Kashmir University Gate Hazratbal Srinagar.*
11. Grossnickle, Donald (1987). *In-service Follow-up. What to Do After the Expert Leaves*. NASSP Bulletin, March, 11-15.
12. Issacs, S. (1933). *Social Development in Young Children*, London: Routledge and Kegan Paul.
13. Katz, L. *Early Childhood Education as a Discipline*, Young Children, 1971, 26, 82.
14. MacDonald, James B. *A Proper Curriculum for Young Children*, Phi Delta Kappa 50, No. 7, (March 1969): 406.
15. Muralidharan, R. (Ed.) *Relating Pre-School to Primary School*, New Delhi: Indian Association of Pre-School Education.
16. Muralidharan, R., & Banerji, U. *A Guide for Nursery School Teachers*, New Delhi: NCERT, 1969.
17. Rawat, D.S. (1970) *Pre-Primary Teacher Education Curriculum*. New Delhi: NCERT.
18. *The Years before School – Guiding Pre-school Children – Vivian Edmiston Todd, Helen Hefferman*
19. UNESCO, *Encyclopedia of Educational Thinkers*
20. UNESCO, *New Approaches to Education of Children of Pre-School Age Report of a Regional Meeting of Experts*, Bangkok, UNESCO Regional Office for Education in Asia and Oceania, 1979.
21. UNESCO, *World Survey of Pre-School Education*, Paris: UNESCO, 1976.

EDUE305: SPECIAL EDUCATION

UNIT –I

Nature of Special Education and Concept of Exceptionality

Special Education: Concept, Nature, Objectives.
Historical Prospective of Special Education in India.
Continuum of Special Education Services.
Inclusive/Integrated Education : Meaning and Need.
National Policy for Person with Disabilities 2006 with reference to Inclusive Education
The Concept of Positive, Negative and Multiple Deviations.
Exceptional Children: Meaning, Needs and Problems.

UNIT –II

Education of Mentally Retarded and Learning Disabled

Concept and Identification of Mentally Retarded
Classification of Mentally Retarded
Educational Programmes for Trainable and Educable Mentally Retarded.
Role of Regular/Resource/Itinerant Teacher.
Education of Learning Disabled
Concept and Identification of Learning Disabled
Classification of Learning Disabled
Educational and Intervention Programme.
Role of Regular/Resource/Itinerant Teacher.

UNIT –III

Education of Orthopedically Handicap, Visually Impaired and Hearing impaired

Concept, Identification and classification of Visually Impaired
Educational Provisions for Visually Impaired
Concept, Identification and classification of Hearing Impaired
Educational Provisions for Hearing Impaired
Role of Regular/Resource/Itinerant Teacher

UNIT –IV

Autism and Cerebral Palsy

Concept and Identification of Autism and Cerebral Palsy
Classification, Etiology, Needs and Problems
Educational and Intervention Programme.
Role of Regular/Resource/Itinerant Teacher.

Selected Readings

1. Bender, W.N. (1995), Learning Disability, London : Allen & Bacon, Bacon, Simon and Schuster.
2. Berdine, W.H. & Blackhurst, A. E. (1980), An Introduction to Special Education, Boston : Harper Collins Publishers.
3. Hallahar, D.P. & Kauffman, J. M. (1991), Exceptional Children: Introduction to Special Education, Massachusetts : Allen & Bacon.
4. Hewett, Frank M. & Foreness, Steven R. (1984), Education of Exceptional Learners, Massachusetts : Allen & Bacon.

5. Kirks, S.A. & Gallagher, J. J. (1989), Education of Exceptional Children, Boston : Houghton Mifflin Co.
6. Smith, C.R. (1991), Learning Disabilities-The Introduction of Learner, Task and Setting, Massachusetts : Allen & Bacon.
7. Advani, L. & Chadha (2003), You and Your Special Child, New Delhi : UBS Publishers and Distributers.
8. Panda, K.C. (1997), Education of Exceptional Children, New Delhi : Vikas Publication House.
9. Adrian A., John E. (1998), Educating Children with Special needs, New Delhi: Prentice Hall
10. Alur, M. and Bach, M. (2010), The Journey for Inclusive Education in the Indian Subcontinent. New York: Routledge.
12. Bartlett, L. D., Weisentein, G.R. (2003), Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
13. Chaote J. S. (1991), Successful Mainstreaming, New York: Allyn & Bacon.
14. Daniels, H. (1999), Inclusive Education, London: Kogan.
15. Deiner, P.L. (2000), Resource for Teaching children with Diverse Abilities, Florida: Harcourt Brace & Company.
16. Dessent, T. (1987), Making Ordinary School Special, Jessica Kingsley Publishing.
17. Gargiulo, R.M. (1997), Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth publications.
18. Gathoo, V. (2004), Curriculum Strategies and Adaptations for Children with Hearing Impairment. New Delhi: Kanishka Publishing.
19. Giuliani, G. A. & A. M. (2002), Education of Children with Special Needs: From Segregation to Inclusion, New Delhi: Sage Publications.
20. Hollahan, D. P. & Kauffman, J. M. (2000), Exceptional Learners: Introduction to Special Education, Boston: Allyn and Bacon.
21. Joyce S. Shoate (1997), Successful Inclusive Teaching, Boston: Allyn & Bacon.
22. Karant, P. & R. , J. (2003), Learning Disabilities in India, New Delhi: Sage Publication.
23. Mohapatra, C. S. (ed.) (2004), Disability Management in India: Challenges and Commitments. New Delhi: Indian Institute of Public Administration.
24. Mani, M. N. G. (2004), Successful Inclusion Strategies for Secondary and Middle School Teachers, New Delhi: Sage Publishing House.
25. Jha, M. M. (2002), School Without Walls: Inclusive Education for All. Oxford: Heinemann.
26. Mathew, S. (2004), Education of Children with Hearing Impairment, RCI, New Delhi: Kanishka Publications.
27. Panda, K. C. (1997), Education of Exceptional Children, New Delhi: Vikas Publications.
28. Sedlak, Ribert, A. & Schloss P. (1986), Instructional Methods for Students with Learning and Behavior Problems, New York: Allyn & Bacon.
29. Yesseldyke, J. S. & Algozzine, B. (1998), Special Education: A Practical Approach to Teachers. New Delhi: Kanishka Publishers, Distributers.

EDUE306: ADULT AND NON FORMAL EDUCATION

UNIT – I

Non-Formal Education: Nature and meaning of non-formal education. Scope and importance of non-formal education. Different types of non-formal education. Need for educational alternatives. A brief history of non-formal education in India. Literacy and development; status of literacy in India.

UNIT – II

Adult Education: Adult education and approaches to learning:, Experimental learning., Self-directed learning., Factors influencing effective learning:, Concept of adult learning., Factors facilitating adult learning., Ways in which adult learning occurs., Psychology of adult learning., Personality and its social context., Persuasive techniques in adult learning-changing/developing attitudes.

UNIT – III

Methods & Techniques in Adult Education: Individual and group methods-lecture, discussion, demonstration, Role-play,, dramatization method., Methods of teaching literacy: Analytic, Synthetic & Analytic-Synthetic., adult education in five year plans:, Social education: Gram Shiksha Mohim., Functional literacy programmes – farmer's training and functional literacy programme. Rural National adult education programme, Total literacy campaign (TLC).

UNIT –IV

Life Long Education/Continuing Education; Meaning, Definition. Historical Development, Importance of continuing education, Problems in continuing education Non-Formal Education and their remedies. Role of non-formal education in protecting the environment.

Books Recommended

1. Anasari N.A., Adult Education in India: S. Chand & Co., New Delhi (1990).
2. Book John C. Paoagiannis, G.J., Non-formal Education, and the National Development: Praeger Publishes, New York, (1983).
3. Bookfield, Stephan, D: Understanding and Facilitating Adult Learning, Open University Press:London, (1986).
4. Khanna, G.N. Global Environmental Crisis and Management, Ashish Publishing House, NewDelhi, (1993).
5. Kidd, J.R. How Adults learn, Association Press, New York, (1973).
6. Kolb, David a., Experimental Learning, Prentice Hall, Inc. Englewood Cliffs, New Jersey,(1984).
7. Mahajan, V.S. (Edu.) Environment protection: Challenges & issues Deep & Deep Publications,New Delhi, (1994).
8. Rogers Allen, Teaching Adults: Sterling Publishers, New Delhi, (1989).
9. Trivedi, P.R. & Sudharshan, K.N., Environment & Natural Resource Conservation Common Wealth Publishers, New Delhi, (1994).
