

CURRICULUM AND SYLLABI
FOR
M.A. IN EDUCATION



2010-2011

UNDER SEMESTER SYSTEM

DEPARTMENT OF EDUCATION
UNIVERSITY OF GOUR BANGA

MALDA, WEST BENGAL

PIN-732101

UNIVERSITY OF GOUR BANGA
DEPARTMENT OF EDUCATION

Curriculum and Syllabus of M.A. in Education w. e .f. 2010-2011

(Approved in the meeting of the P.G. Board of Studies held on 29/07/2010 and effective from the Academic Session 2010-2011)

Basic Structure

i) Semester- I	Marks-200
ii) Semester- II	Marks-200
iii) Semester-III	Marks-150
iv) Semester-IV	Marks-250

Total Marks-800

Semester-I

Paper-1: Educational Philosophy	Marks-50
Paper-2: Educational Psychology	Marks-50
Paper-3: Educational Sociology	Marks-50
Paper-4: Methodology of Educational Research	Marks-50

Total Marks-200

Semester-II

Paper-5: Educational Philosophy	Marks-50
Paper-6: Educational Psychology	Marks-50
Paper-7: Educational Sociology	Marks-50
Paper-8: Methodology of Educational Research	Marks-50

Total Marks-200

Semester-III:

Paper-9: Indian Education in Historical Perspective	Marks-50
Paper-10: Curriculum Development & Education Management	Marks-50
Paper-11: Electives *	Marks-50

Total Marks-150

Semester-IV

Paper-12: Indian Education in Historical Perspective	Marks-50
Paper-13: Curriculum Development & Education Management	Marks-50
Paper-14: Electives *	Marks-50
Paper-15: Dissertation/Optional Paper + Educational Tour	Marks-75+25

Total Marks-250

Grand Total Marks-800

*List of Elective papers- to be selected any one of the followings:

- 1) Educational Technology
- 2) Guidance & Counseling.

** Dissertation/ Optional Paper shall be offered in Semester-III

N.B. – A theoretical papers of 50 marks shall generally be covered by 50 lecture periods.

SEMESTER-I

Paper – 01: EDUCATIONAL PHILOSOPHY

Full Marks- 50

Objectives: *To enable the Students to*

- *develop an understanding about the contribution of Philosophy of Education as a discipline ;*
- *develop capacity to build an Indian philosophy of Education to set goals of Education in India;*
- *acquaint themselves with the Educational contributions of some great thinkers (Indian) on Education and develop competency to apply their contributions especially to contemporary Indian Education Scenario;*
- *understand some concepts related to Social Philosophy of Education & build competency to interpret and evaluate those concepts fully;*
- *develop insights to apply fully the above competencies in the practice of Education.*

Unit-I: a) Meaning, nature and scope of Educational Philosophy,

b) Relationship between Education and Philosophy.

c) Nature of Indian Philosophy, Developing a philosophy of Indian Education

Unit-II: a) Indian Philosophy – its nature

b) Indian Schools of Philosophy : Sankhya, Charvaka, Vedanta, Buddhism, Jainism, & Islamic with special reference to knowledge, reality, values & their Educational implications.

Unit-III: a) Educational Philosophy of Swami Vivekananda, Rabindranath Tagore, Aurovinda, M.K.Gandhi.

Unit-IV: a) National Values as enshrined in the Indian Constitution & their Educational implications.

SEMESTER-I

Paper – 02: EDUCATIONAL PSYCHOLOGY

Full Marks- 50

Objectives: To make students understand

- the contribution of different schools of Psychology to Education;
- the nature of various –processes of growth and development in order to develop Educational programmer ;
- the and its relations to learning;
- the concepts of remedial nature of motivations Education and educational diagnosis;

Unit-I: Schools of Psychology:

a) Behaviorism, b) Gestalt, c) Cognitive, d) Psychoanalysis, e) Humanistic.

Unit-II: Growth & Development:

a) Physical, b) Social, c) Emotional, d) Cognitive, e) Language & Moral.

Unit-III: a) Learning: concept, nature, & types.

b) Influencing Factors: attention & interest, maturation & Motivation, Remembering & Forgetting.

c) Motivation: Theories & their Educational Implications – Hierarchy of needs, Achievement motivation, Attribution Theory. Factors affecting motivation.

Unit-IV: Remedial Education: a) Concept & objectives, b) nature & techniques of Educational Diagnosis. c) Specific Learning disabilities- reading, Writing & Arithmetic-remedial measures.

Semester – I

Paper –03: Educational Sociology

Full Marks- 50

Objectives: *To enable the Students to:*

- develop knowledge about Education & Society;
- transact different determinants of Sociology in Education;
- apply Sociological Concepts on different segment to our Society;
- correlate Education & Sociology;
- acquaint with Sociological Aspects and its importance in our educational system.

Unit-I: a) Educational Sociology: Meaning & Concept,
b) Relationship between Sociology and Education,
c) Education as a process of Socialization,
d) Education as a process of social subsystem.

Unit-II: a) Social Stratification: Meaning & Concept
b) role of education in social stratification and social mobility,
c) Equality of educational opportunity.

Unit-III: a) Social Change: Meaning & Concept,
b) Factors affecting social change.
c) Social group, Folkway and Mores,

Unit-IV: a) Education in relation to: Democracy, Religion, National Integration & International Understanding

Semester – I

Paper – 04: Methodology of Educational Research

Full Marks – 50

Objectives: To enable the students to:

- Describe the nature and process of research in education
- Acquaint with the sources from where knowledge can be obtained
- Formulate research-worthy problem
- Describe and differentiate the various methods of sampling
- Construct and apply different research tools.
- develop skill to write and evaluate research report

Unit I: a) Research: Meaning, Nature, Characteristics
b) Educational Research: Fundamental, Applied & Action, Longitudinal and Cross Sectional, & Inter- disciplinary.
c) Identification of research worthy Problems,
d) Planning of Scientific Investigation & Research Designs
e) Research Objectives & Questions
f) Review of related studies,

Unit – II: a) Hypothesis: Meaning, type, Formulation & Testing; Characteristics of Good Hypothesis

b) Variables: Concepts, types & Method of Control

Unit –III: a) Population and Sample, Sampling methods: Probability Sample- Simple Random, Stratified, and Multistage. Non Probability – Incidental & Purposive etc.

b) Tools and techniques of data collection: needs criteria of good research tools, Construction and uses of – observation, interview, questionnaire, rating, and attitude scale and tests of performance.

Unit – IV: a) Strategies of Research: Historical, Descriptive and Experimental. Importance & critical Evaluation of the strategies

b) Writing Research Report: As per style & format

c) Evaluating a research report, its criteria.

SEMESTER-II

Paper – 05: WESTERN PHILOSOPHY

Full Marks-50

Objectives: *To enable the Students to*

- *develop an understanding about the contribution of Philosophy of Education as a discipline ;*
- *acquaint themselves with the Educational contributions of some great thinkers (Western) on Education and develop competency to apply their contributions especially to contemporary Indian Education Scenario;*
- *understand some concepts related to Social Philosophy of Education & build competency to interpret and evaluate those concepts fully;*

Unit-I: a) Western Schools of Philosophy: Idealism, Realism, Naturalism, and Pragmatism with special reference to knowledge, reality, Values, & their Educational implications.

Unit-II: a) Educational Philosophy of Rousseau, Dewey, Bertrand Russel & A.N. Whitehead.

Unit-III: a) Contemporary Philosophical thoughts: Humanism, Existentialism & Marxism.

Unit-IV: a) Modern concept of Philosophy: Analysis- Logical Analysis: Logical Empiricism & Positive Relativism.

SEMESTER-II

Paper –06: EDUCATIONAL PSYCHOLOGY

Full Marks- 50

Objectives: To make students understand

- the concepts of remedial nature of motivations Education and educational diagnosis;
- the meaning and nature of higher mental processes and their measurement;
- the nature of learning and Constructivism on the basis of different theoretical perspectives;
- the nature of personality and its Educational importance;
- the nature of group dynamics in class room and class room climate.

Unit-I: a) Intelligence: Concept, Theories -Cattell, Guilford, Stemberg & Gardner.
b) Creativity: Concept, Factors, Development of Creativity.
c) Creativity & Intelligence.
d) Educational significance of the Theories

Unit-II: a) Theories of Learning: Skinner, Hull, Tolman, Lewin.
b) Concept Learning -Bruner.
c) Constructivism-Piaget, Vygotsky.
d) Educational significance of the Theories

Unit-III: a) Personality-Concept, & process of development
b) Theories -Eysenck, Erikson, Rogers.

Unit-IV: a) Group Dynamics in Class room-
b) Group process, Characteristics of groups,
c) Class room interaction- nature types
d) Socio-metric grouping.
e) Socio-emotional climate of Class room & Teachers' Characteristics influencing it.

Semester – II

Paper –07: Educational Sociology

Full Marks- 50

Objectives: *To enable the Students to:*

- develop knowledge about Education & Society;
- transact different determinants of Sociology in Education;
- apply Sociological Concepts on different segment to our Society;
- correlate Education & Sociology;
- acquaint with Sociological Aspects and its importance in our educational system.

Unit-I: Education and Culture:

- a) Concept of culture,
- b) Cultural change & lag.
- c) Education as cultural determinants.
- d) Education for Multicultural Society

Unit-II: Education & Economic Growth:

- a) Concept of: Urbanization, Westernization, And Sanskritization, Modernization & Globalization.; with special reference to Indian Society.

Unit-III: Education and Backward Community:

- a) Education of the Socially and Economically disadvantaged sections of the Indian Society with special reference to Scheduled Caste, Scheduled Tribes, OBC & women.

Unit-VI: Education and Leadership:

- a) Leadership: Concepts, characteristics
- b) leaders & Leadership,
- c) Dynamics of Leadership
- d) Leader types & Leader styles

Suggested Books

1. Chube, S.P.: Philosophical & Sociological foundation of Education, Vinod Pustak Mandir, Agra, 1981.
2. Shukla, S.C. & Kumar, K.: Sociological perspective in Education, Chanakya Publication, New Delhi, 1985.
3. Bhatt, B.D. & Sharma, S.R.: Sociology of Education, Kanishka Publishers House, 1993.
4. Brown, F.J.: Educational Sociology, Prentice Hall Inc. 1961.
5. Cook, L.A. & Cook, E.: A Sociological Approach to Education, McGraw Hill, New York, 1950.
6. Sharma, R.N.: Philosophical & Sociological foundations of education, Kanishka Publishers, New Delhi, 1995.
7. Sharma, K.L. : Social stratification in India : Issues & Themes, Sage Publication, New Delhi, 1997
8. Talesra, H: Sociological foundations of Education: Kanishka Publishers, New Delhi, 2002.
9. Sharma, Y.K.: Philosophical & Sociological foundations of Education, Kanishka Publishers, New Delhi, 2004.
10. Prasad, J.: Education & Society: concepts perspectives & suppositions, Kanishka Publishers, New Delhi, 2004.

11. C .N. Shankar Rao: Principles of Sociology with an Introduction to Social Thought, S.Chand &Company Ltd. 2006
12. Aggarwal, J. C.: Philosophical & Sociological Bases of Education, Vikash Publishing House Pvt. Ltd. 2000.

Semester-II

Paper – 08: Methodology of Educational Research

Full Marks – 50

Objectives: *To enable the Students to:*

- develop the concept of quantification, measures, grouping and presentation of data
- acquaint with the descriptive and inferential statistical techniques in educational research
- Estimate and calculate reliability, validity, regression and prediction.

Unit – I: a) Educational Data- Quantitative & Qualitative; Descriptive & Inferential

- b) Tabulations of Educational data
- c) Graphical Presentation- Histogram, Polygon and Ogive,
- d) Percentile & Percentiles Rank
- e) Measures of Central Tendencies and variability's: Uses and computation

Unit – II: a) Normal probability curve, characteristics and uses

- b) Non-normality: Skewness & Kurtosis

Unit – III: Measures of Correlation

- a) Product moment, Rank differences, bi-serial and point –biserial, partial and multiple correlations (concepts & Uses only)

- b) Regression and Prediction: concepts, types, methods for estimation of linear regression and prediction.

Unit – IV: a) Parametric Statistics-Significance of Statistics, one tailed & two tailed tests, Types C. R.-test, t-test, ANOVA

- b) Non-Parametric Statistics: Chi-Square, Median test,
- c) Standard Scores-Derived Score, Z-Score, T-score, Stanine

Suggested Books

Kerlinger, F.N. – Foundations of behavioural research.

Best and Kahn. – Research in education.

Koul, L. – Methodology of educational research.

Guilford, J.P. – Fundamental statistics in psychology and education.

Guilford, J.P. – Psychometric methods.

Anastasi, A. – Psychological Testing.

Freeman, - Psychological testing.

Ferguson, G.A. – Statistical analysis in psychology and education.

Nunnally, J.C. – Educational measurement and evaluation.

Siegel, S. – Nonparametric statistics for the behavioural sciences.

Van Dalen, D.B. – Understanding Educational Research : an introduction.

W.L. Neuman – Social Research Method – Qualitative and quantitative approaches, Pearsan Education.

Ram Ahuja – Research Methods, Rauat Publication Jaipur and New Delhi.

J.W. Best & J.V. Kahn – Research in Education, Prentice Hall of India, New Delhi.

L. Koul – Methodology of Educational Research, Vikas Publishing House, New Delhi.

Radha Mohan – Research Methodology in Education, Neelkamal Publication, New Delhi.

C.R. Kothari – Research Methodology - method and techniques, Wishwa Prakashan, New Delhi.

K.S. Sidhu – Methodology Research in Education, Sterling Publishers, New Delhi,

Semester-III

Paper –09: Indian Education in Historical Perspective

Full Marks – 50

Objectives: The students will be able to:

- Acquaint with the education system of India before and since independence;
- Recognize the development of education at different levels and aspects;
- Determine the current trends of education in India;
- Identify the important problems and their needed solutions in the field of education in India
- Explain the principles underlying in the Indian Constitution.
- Describe the recommendations of the Five Year Plans.

Unit – 1: Pre-Primary Education

- a) Historical Review before Independence (upto - 1947)
- b) Need and importance
- c) Progress since 1947
- d) Problems and prospect
- e) Present status

Unit – 2: Primary Education

- a) Historical Review (1854-1947)
- b) Importance
- c) Progress since 1947
- d) Universalization of Elementary Education
- e) Problems and prospect
- f) Recent Development: operation Black Board, Minimum Level of Learning DPEP, SSA.

Unit – 3: Secondary Educaion

- a) Historical Review before Independence (1854-1947)
- b) Need and importance
- c) Progress since 1947
- d) Problems and prospect
- e) Vocationalization of Secondary Education

Unit – 4: Higher Education

- a) Historical Review before Independence (1854-1947)
- b) Need and importance
- c) Progress since 1947
- d) Problems and prospects
- e) Administrative and Funding
- f) Recent Development : Autonomous College, new educational management

Semester-III

Paper – 10: Curriculum Development & Education Management Full Marks-50

Objectives: *To make students understand*

- *the meaning, nature, concept and types of curriculum;*
- *the different forms of Foundations of Curriculum;*
- *nature scope and functions of Educational management;*

Unit-I: a) Curriculum: Meaning, Function, Types, Components, Planning & Design.
b) Foundations of curriculum: Philosophical, Psychological, Socio-cultural & Technological.

Unit-II: a) Curriculum Theories & Models: Different theories- their nature & Significance.

b) System Approach in Curriculum Development. Models of Curriculum Development.

Unit-III: a) Curriculum studies: Frame work, Basic Questions, Strategies & Critique: studies of National school Curriculum Frame Work-2005, Curriculum Frame Work for Quality Teacher Education (NCTE), Curriculum Frame Work for Higher Education (UGC).

b) Impacts of Globalization on Curriculum.

Unit-IV: a) Curriculum Evaluation: Concept & Approaches – Formative & Summative. Different models.

Semester-III

Paper – 11: Guidance and Counseling (Elective)

Full Marks – 50

Objectives

1. to help student understand the concept and nature of mental disorders, problem behaviours, drug addiction and delinquency.
2. to help student understand the concept and nature to psychotherapies, counseling and guidance, and their differences.
3. to help student understand the processes of counseling and guidance, and their various applications.
4. to help student understand the process of vocational guidance and career counseling.
5. to help student get acquaintances with the organizational programmes of guidance.

Unit 1: Classification of mental diseases – DSM, ICD – 10 (psychoses, neuroses etc.)
Psychoanalysis as a therapy.

Unit 2: Problem behaviors: Stealing, lying stammering and bedwetting – diagnostic symptoms, causes and treatment.

Unit 3: Delinquency: Characteristics, Types, Causes, Preventions and remedial measures.

Unit 4: Guidance: Concept, Nature, Principles, And Types – educational, vocational and personal. Individual, Group. Role of parent, teacher, counselor in guidance. Guidance personnel.

Unit 5: Guidance: Organizational programmes – Organization of guidance services at different levels of education. Kinds of services – information, testing, counseling and follow-up. Role of personnel in guidance programmes.

Unit 6: Tools and techniques in guidance and counseling – Records, Interview, Case study, Observation, Psychological testing – intelligence, aptitude, interest, creativity, adjustment, personality. Sociometric devices. Diagnosis in counseling. Follow-up.

Semester-III

Paper – 11: Educational Technology (ET) (Elective)

Full Marks – 50

Objectives: After completing the course the students will be able to:

- explain the meaning, nature and scope of ET and its importance in Educational field
- state and explain components and factors of communication.
- explain different modalities of teaching and designing instructional system.
- define and explain models of teaching and its application.
- suggest modification of teaching behaviours by Simulation, Micro Teaching Flanders' Interaction analysis.

Unit 1: Meaning & Nature of Educational Technology (ET)

- Meaning, nature and scope
- ET as a system and its characteristics
- ET as systems approach to education

Unit 2: Communication and Instruction

- Concept, nature, process and types of communication
- Components of communication process in instructional systems
- Components of Classroom communication (interactive, verbal and non-verbal)
- Factors affecting classroom communication

Unit 3: Modalities of Teaching

- Difference between teaching and instruction, conditioning and training
- Teaching levels : memory, understanding and reflective
- Teaching stages : pre-active, interactive and post-active

Unit 4: Models of Teaching

- Meaning, nature & functions
- Families of teaching models
- Different teaching models-Glaser, Bruner, Ausubel

Unit 5: Modification of Teaching Behaviours

- Simulation
- Micro Teaching
- Flanders' Interaction Analysis

Unit 6: Designing Instructional Systems

- Formulation of instructional objectives
- Task Analysis
- Designing instructional strategies – Lecture, team teaching, discussion, panel discussion, seminars, conferences, tutorials and educational games.

Semester-IV

Paper – 12: Indian Education in Historical Perspective Full Marks - 50

Unit – 5: The Indian Constitution and Five Years Plans

- a) Constitutional provision in education
- b) Development of Education under Five Year Plans – Pre-Primary Education, Primary Education, Secondary Education, Higher Education, and Women Education [last 2 years]

Unit – 6: Equal opportunity in Education:

- a) Caste – SCs/STs
- b) Gender – women
- c) Religion – minorities

Unit – 7: Education and Administration: Some Important Bodies of Education

- a) UGC
- b) NAAC
- c) NCERT
- d) NUEPA
- e) NCTE
- f) DIET
- g) SCERT

Unit – 8: Modern Trends and Contemporary Issues

- a) Distance Education
- b) Privatization in Education
- c) Globalization and its impact on Education
- d) Education as a human right
- e) Adult and Non-formal Education

Suggested Books:

- Mukherjee, S.N. - Education in India, Today and Tomorrow, Boroda Acharya Book Depot.
- Nurullah, S. and Naik, J.P. – History of Education in India; Macmillan Co.,
- Banerjee, J.P. – Education in India, Past, Present and Future.
- Mukhopadhyay, M. Parhar Madhu (Ed.) – Education in India, Dynamics and Development, Shipra.

- Agarwal, J.C. – Recent Developments and Trends in Education (with special reference to India), Shipra.
- Government of India – five Year Plans.
- Govt. of India, Ninth Five Year Plan : 1997-2001, Planning Commission.
- Govt. of India., Tenth Five Year Plan : 2002-2007, Planning Commission.
- Agarwal, J.C. – Modern Indian Education, Shipra.
- Kochhar, S.K. – Pivotal Issues in Indian Education, Sterling Publishers Pvt. Ltd.
- Mani, G. – Education in the International Context, Sterling Publishers Pvt. Ltd.
- Sharma, Ramnath and Sharma, Rajendra, K. – Problems of Education in India, Atlantic Publishers and Distributors, New Delhi, 1996.
- Swain, Sanjay, K., – Trends and issues in Indian Education, Kalyani Publishers, Ludhiana, 1997.
- Nanda, S. K. – Indian Education and its problems today, Kalyani Ludhiana, 2000
- Mukherjee, S.N. – History of Indian Education (Modern), Acharya Book, Barada, 1961.
- Mukherjee, S.N. – Secondary Education in India, Orient Longman, New Delhi, 1972.

Semester-IV

Paper – 13: Curriculum Development & Education Management *Full Marks-50*

Objectives: After completing the course the students will be able to:

- *the difference between Administration, Management & Supervision;*
- *management system and their Applications in Educational Institutions;*
- *about Institutional Leadership and its Functions in conflict management.*

Unit-I: a) Educational Management: Concept, Nature,
 b) Evolution of Scientific Management – Talyorism, Fayolism, Demingism (quality management),
 c) Functions, special features of Education Management.
 d) Education Management & Supervision: Functions, Types & Fields.

Unit-II: a) Educational Administration: Administrative responsibilities of Central & State Govt., Local Bodies & other Institutions-CABE, UGC, NCERT, SCERT, Boards of Examinations, IASE & DIET, Supervision, needs & Mechanisms.

Unit-III: a) Educational Planning: Meaning, Importance, Planning Process & Models, 5Year plans (Last three).

Unit-IV: a) Management & Resource-Resource management in Educational Institutions.
 b) Motivation in Management-Motivation Theories in Management.
 c) Leadership Building-Concept, Styles, Effectiveness, Barriers to Quality Management & Remedial Measures.

Semester-IV

Paper – 14: Guidance and Counseling (Elective)

Full Marks – 50

Objectives: After completing the course the students will be able to:

- to help student understand the concept and nature of mental disorders, problem behaviours, drug addiction and delinquency.
- to help student understand the concept and nature to psychotherapies, counseling and guidance, and their differences.
- to help student understand the processes of counseling and guidance, and their various applications.
- to help student understand the process of vocational guidance and career counseling.
- to help student get acquaintances with the organizational programmes of guidance.

Unit 1: Drug Addiction: Nature, Characteristics, causes, treatment, Brief acquaintances with some major substances like heroin, LSD, Barbiturate – Nature of addiction.

Unit 2: Psychoses: Schizophrenia – Clinical Features, Etiology, Treatment, Delusional Disorder, And MDP

Unit 3: Neuroses: Anxiety neuroses, phobia, Hysteria (Conversion and Dissociation) – Clinical features, causes, treatment, OCD, Neurotic depression.

Unit 4 : Counseling : Concept, Nature, Principles, Types – directive, non-directive, individual, Group, Counseling process, Counseling for adjustment. Characteristics of good counseling. Differences between guidance, counseling and psychotherapy.

Unit5 : Therapies : Types, Psychotherapy – Insight – oriented therapy, Supportive – therapy. Group psychotherapy – Psychodrama, Play therapy. Family therapy. Parent therapy, Behaviour therapy. Cognitive therapy.

Unit 6 : Vocational guidance and career counseling – Psychology of careers and dynamic of vocational development. Psychology of job. Approaches to career guidance. Counseling for vocational decisions.

Semester-IV

Paper – 14: Educational Technology (ET) (Elective)

Full Marks – 50

Objectives: After completing the course the students will be able to:

- explain the nature and application of Teaching Machine and Programmed Instruction.
- apply Educational Technology in formal, non-formal, informal including open and distance education system.
- give explanation and use of different media in Educational Technology.
- develop instructional systems and design instructional strategies by different methods.
- outline different emerging trends in Educational Technology and their use.
- develop evaluation tools in different ways.

Unit 1: (a) Programmed Instruction

- Origin and Types (Linear and Branching)
- Development of programmed instruction material
- Importance and limitation

Unit 2: Media in Educational Technology

- Projected and Non-projected Media
- Multimedia

Unit 3: Development of Evaluative Tools

- Norm-referenced and criterion-referenced
- Formative and summative

Unit 4: Application of ET

- Formal, Non-formal and Informal education
- Open and Distance Learning Systems

Unit 5: Future Priorities in ET:

- Computers in Educational Instructions
- EDUSAT

Suggested Books:

1. Bhat, B.D. and Sharma, S.R. – Educational Technology concept and Technique. Delhi: Kanishka Pub. House, 1992
2. Chand, Tara. – Educational Technology. New Delhi : Anmol Pub., 1990

3. Das, R.C. – Educational Technology: a basic text. New Delhi: Sterling Pub. Private Ltd., 1993.
4. Jagannath Mohanty. – Educational Technology. New Delhi : Deep & Deep Pub. 1992
5. Malla Reddy, M. & Ravishankar, S.- Curriculum Development and Educational Technology. New Delhi : Sterling Pub. Private ltd., 1984.
6. Mukopadhyay, M. (Ed.) – Educational Technology : challenging issues. New Delhi : Sterling Pub. Privae Ltd., 1990
7. Pangotra, Nanendranath – Fundamental of Educational Technology, Chandigarh : International Pub., 1980.
8. Aggarwal, J.C. – Educational Technology.
9. Sharma, Y. K. - Educational Technology
10. Kumar, K. L. - Educational Technology
11. Sampath - Educational Technology
12. Rao, Usha - Educational Technology
13. Sen, Malay Kr. – Educational Technology

Semester III&IV

Paper – 15: Special Education (Optional) Full Marks – 75

Objectives: To make the student:

- Be acquainted with the meaning and scope of Special Education with special reference to India;
- Understand the various suggestions offered by different recent commissions and committees on education of children with special needs for realizing the goal of education for all;
- Grasp about educational intervention and related terms used in the context of education of children with special needs;
- Develop competencies in educational intervention programmes for meeting the needs of various categories of exceptional learners.

Unit 1 : Special Education : Meaning, Nature, Paradigm shifts; Categories of Children with special needs; Bases – NEP, '86, PWD Act., 1995; National Trust for Welfare Act, 1999; National Policy- 2006; Role – RCI & National Institutes, NCERT, Local Bodies;

Unit 2: Meaning and nature of educational intervention – special schools, inclusion outcome-based curriculum; concept of remedial and assistive teaching; role of technology in special education.

Unit 3: Education of Children with (a) Mental Relation and (b) Gifted & Talented and Creative (with special reference to prevalence, etiology, identification, intervention, education and prevention / fostering of each category)

Unit 4: Education of Children with (a) Emotional Disturbances and (b) Autism (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category).

Unit 5: Education of Children with (a) Visual Impairment and (b) Hearing Impairment (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category).

Unit 6: Education of Children with (a) Speech and Language Disorders and (b) Learning Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category).

Unit 7: Education of Children with (a) ADHD and (b) Multiple Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category).

Suggested Books:

1. Bantwal, A., Nandukar, A. & R. Jalvi. Fundamentals of Hearing Impairment and Audiological management. RCI Manual, [DSE (HI)]. New Delhi : Kanishka Publishers, Distributors.
2. Biswas, P.C. Education of Children with Visual Impairment in Inclusive School. New Delhi : Abhijeet Publications.
3. Gulliford, R. & G. Upton (ed.) Special Educational Needs. London : Rutledge.
4. Haring, N.G. & R.L. Schiefelbusch (des). Teaching Special Children. New York : MCGraw-Hills Book Co.
5. Jalvi, P., Nandukar, A. & A. Bantwal. Introduction to hearing Impairment. RCI Manual, (DSE (HI)]. New Delhi : Kanishka publishers, Distributors.
6. Kirk, Samuel. Educating Exceptional Children. New Delhi : Oxford & IBH Publishing Co.
7. Maitra, Krishna. Giftedness in Action : Theory and Practice.
8. Mani, M.N.G. Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd.
9. Sharma, Prem Lata. A Teacher's Handbook on IED – Helping Children with Special Needs. New Delhi : NCERT.
10. Venkataiah, N. (ed) readings in Special Education. New Delhi : Associated Publishers.
11. Vijayan, P & S.R. Geetha. Integrated and inclusive Education. RCI Manual, [DSE (VI)]. New Delhi : Kanishka Publishers, Distributors.
12. Vijayan, P. & G. Victoria. Education of Children with low Vision. RCI Manual, [DSE (VI)] New Delhi : Kanishka Publishers, Distributors.
13. Yesseldyke, J.E. & Bob Algozzine. Special Education : a practical approach for Teachers. New Delhi : Kanishka Publishers, Distributors.