

MASTER OF ARTS (EDUCATION)

PROGRAMME GUIDE

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INTRODUCTION

The Centre for Online and Distance Education is running a Program of M.A. in Education (distance mode) to address the diverse needs of individuals who have either missed out on traditional higher education opportunities, come from remote areas, or belong to underprivileged communities. This program is designed to develop human resources, enhance understanding, and promote self-enrichment. It offers a thorough exploration of educational concepts, knowledge generation, and specialized areas within the field of education.

PROGRAMME OUTCOMES

1. **Comprehensive Knowledge:** Graduates will possess a deep understanding of educational theories, practices, and policies, enabling them to apply this knowledge effectively in various educational settings.
2. **Critical Thinking:** Graduates will be able to critically analyze and evaluate educational issues, trends, and research, contributing to informed decision-making and problem-solving in the field.
3. **Professional Competence:** Graduates will have developed the necessary skills and competencies to excel in diverse roles within the education sector, including teaching, administration, and policy-making.
4. **Research Skills:** Graduates will be equipped to undertake independent research in education, utilizing appropriate methodologies and technologies to contribute to the field's body of knowledge.
5. **Technological Proficiency:** Graduates will be adept at using modern educational technologies and tools, enhancing their professional development and effectiveness in various educational contexts.
6. **Ethical and Reflective Practice:** Graduates will demonstrate a commitment to ethical practices and reflective approaches in their professional work, promoting continuous improvement and adherence to educational standards.
7. **Lifelong Learning:** Graduates will be motivated and prepared for lifelong learning, continually updating their knowledge and skills to adapt to changes and advancements in the field of education.

PROGRAMME SPECIFIC OUTCOMES

- To enrich student learning in Education as a Social Science by offering a rigorous and stimulating educational experience, aimed at building a solid theoretical foundation in this liberal discipline.
- To cultivate the skills and competencies necessary for careers across various sectors within the field of Education.
- To equip students with the ability to critically assess current issues and emerging trends in the field of Education.
- To foster a passion for the field of Education, encouraging students to pursue research and deepen their engagement with the subject.
- To introduce students to relevant technologies that support professional development within the field of Education.

SALIENT FEATURES

- **Skill Development:** Emphasis on research skills, educational measurement, and evaluation through practical exposure to qualitative and quantitative methodologies.
- **Professional Enhancement:** Inclusion of courses focused on communication skills, leadership, guidance, and counseling to improve personality and professional competence.
- **Technology Integration:** Training in the use of ICT tools and educational software for instructional design, data handling, and effective teaching-learning processes.
- **Contemporary Educational Perspectives:** Courses designed to address current issues in education, including policy reforms, inclusive education, and global trends in pedagogy.
- **Research Orientation:** Strong foundation in research methodology, promoting scholarly inquiry through dissertation and project-based learning.
- **Holistic Understanding:** Comprehensive coverage of philosophical, psychological, and sociological foundations of education to develop a well-rounded perspective on teaching and learning.

PROGRAMME CODE: 6421-S

DURATION OF THE PROGRAMME:

Minimum Duration: 2 Years

Maximum Duration: 4 Years

MEDIUM OF INSTRUCTION/EXAMINATION:

Student has the option of writing the Exam in English/Hindi/Punjabi language.

SCHEME					
COURSECODE	COURSE TITLE	CREDITS	CA	ETE (Theory)	ETP (Practical)
TERM 1					
DEDU411	PHILOSOPHICAL FOUNDATIONS OF EDUCATION	4	30	70	0
DEDU412	DEVELOPMENT OF LEARNER AND TEACHING LEARNING PROCESS - I	4	30	70	0
DEDU413	TECHNOLOGY IN TEACHING	4	30	70	0
DEDU414	EDUCATIONAL RESEARCH	4	30	70	0
DEDU511	DEVELOPMENT OF EDUCATION SYSTEM	4	30	70	0
TERM 2					
DEDU415	SOCIOLOGICAL FOUNDATIONS OF EDUCATION	4	30	70	0
DEDU416	DEVELOPMENT OF LEARNER AND TEACHING LEARNING PROCESS - II	4	30	70	0
DEDU417	ICT IN EDUCATION	4	30	70	0
DEDU418	EDUCATIONAL STATISTICS	4	30	70	0
DEDU614	CURRICULUM STUDIES	4	30	70	0
TERM 3					
DEDU517	CONTEMPORARY EDUCATION IN INDIA	4	30	70	0
DEDU512	EDUCATIONAL GUIDANCE	4	30	70	0
DEDU513	EDUCATIONAL MANAGEMENT-I	4	30	70	0
DEDU 694	EDUCATIONAL LEADERSHIP	4	30	70	0
	SPECIALIZATION: ELECTIVE-I	4	30	70	0
TERM 4					
DEDU518	EDUCATIONAL COUNSELLING	4	30	70	0
DEDU519	EDUCATIONAL MANAGEMENT-II	4	30	70	0
DEDU616	DISSERTATION	8			
DEDU578	or HUMAN VALUES AND PEACE EDUCATION	4	30	70	0
DEDU454	CLASSROOM MANAGEMENT	4	30	70	0
	SPECIALIZATION: ELECTIVE-II	4	30	70	0
TOTAL CREDITS			80		
BASKET FOR SPECIALIZATION: ELECTIVE-I					
DEDU514	EDUCATIONAL MEASUREMENT AND EVALUATION -I	4	30	70	0
DEDU515	TEACHER EDUCATION-I	4	30	70	0
DEDU516	SPECIAL EDUCATION-I	4	30	70	0

BASKET FOR SPECIALIZATION: ELECTIVE-II					
DEDU520	EDUCATIONAL MEASUREMENT AND EVALUATION -II	4	30	70	0
DEDU521	TEACHER EDUCATION-II	4	30	70	0
DEDU522	SPECIAL EDUCATION-II	4	30	70	0

Course Category	Topic and Report Submission	End Term Practical/Viva
Dissertation	<p style="text-align: center;">Weightage 30%</p> <ul style="list-style-type: none"> • Submission of Project Report (Format Compliance) – 10% • Innovation & Applicability – 10% • Quality of Work – 10% 	<p style="text-align: center;">Weightage 70%</p> <ul style="list-style-type: none"> • Communication – 10% • Awareness of Latest Trends – 10% • Query Handling & Justification – 20% • Methodology & Implementation Evaluation – 20% • Openness to Suggestions – 10%

Course Code	DEDU411	Course Title	PHILOSOPHICAL FOUNDATIONS OF EDUCATION		
			Weightage		
			CA	ETE(Th.)	ETP
			30	70	0

Course Outcomes: Through this course students should be able to:

- CO1: analyze philosophy's role in shaping educational practices.
- CO2: compare Idealism, Naturalism, Pragmatism, and Humanism for curriculum design.
- CO3: apply Indian thinkers' ideas to create relevant educational frameworks.
- CO4: promote peace and national integration through philosophical principles.

COURSE CONTENT:

Unit No.	Content
Unit 1	Education and Philosophy - Meaning, relationship, nature, and scope of educational philosophy.
Unit 2	Significance of Philosophy in Education - Importance of studying philosophy in shaping education.
Unit 3	Aims of Education - Part I - Individual aims and Social aims of education and their applications.
Unit 4	Functions of Education - Individual, Social, Moral, and Aesthetic functions.
Unit 5	Idealism and Naturalism - Principles and contributions to curriculum and pedagogy.
Unit 6	Pragmatism, and Humanism - Philosophical principles and educational implications.
Unit 7	Indian Philosophical Thought - Part I - Sankhya and Vedanta philosophies in education
Unit 8	Indian Philosophical Thought - Part II - Buddhism, Jainism, and Islamic perspectives in education.
Unit 9	Modern Indian Thinkers - Contributions of Gandhi, Vivekananda, Aurobindo and Radhakrishnan
Unit 10	Peace Education -values, national integration, and international understanding.

READINGS:

1. A COMPREHENSIVE STUDY OF EDUCATION BY RAVI SAMUELS,(2011). PHI LEARNING
2. PHILOSOPHICAL FOUNDATION OF EDUCATION. SHRI VASTAVA, K.K. (2003). KANISHKA PUBLICATIONS: NEW DELHI.
3. E-LEARNING: NEW TRENDS AND INNOVATIONS SINGH, P.PAND SHARMA, S (2005). DEEP & DEEP PUBLICATIONS: NEW DELHI.
4. PRINCIPLES AND METHODS OF EDUCATION. WALIA, J.S.(2005). PAUL PUBLICATIONS: JALANDHAR
5. PHILOSOPHICAL & SOCIOLOGICAL BASES OF EDUCATION. K.K. BHATIA & C.L. NARANG (2008). TANDON PUBLICATIONS: LUDHIANA.

Course Code	DEDU412	Course Title	DEVELOPMENT OF LEARNER AND TEACHING LEARNING PROCESS - I		
			Weightage		
			CA	ETE(Th.)	ETP
			30	70	0

Course Outcomes: Through this course students should be able to:

- CO1: apply educational psychology to enhance teaching-learning processes.
- CO2: use learning theories to design effective instructional strategies.
- CO3: leverage motivation to improve student engagement and outcomes.
- CO4: assess intelligence theories to address diverse learner needs.

COURSE CONTENT:

Unit No.	Content
Unit 1	Introduction to Psychology – Meaning, nature, branches, and schools of psychology.
Unit 2	Educational Psychology – Meaning, nature, scope, and importance in teaching-learning.
Unit 3	Methods of Educational Psychology – Observation, experimental, and case study approaches.
Unit 4	Growth and Development – Part I – Meaning, principles, and stages of development.
Unit 5	Growth and Development – Part II – Infancy, childhood, and adolescence characteristics.
Unit 6	Learning Process – Meaning, nature, process, and factors affecting teaching-learning.
Unit 7	Transfer of Learning – Meaning, types, and strategies to maximize positive transfer.
Unit 8	Motivation in Education – Meaning, types, and techniques to enhance learner engagement.
Unit 9	Theories of Learning – Thorndike, Pavlov, Skinner, and Insight learning with implications.
Unit 10	Intelligence in Education – Meaning, nature, types, measurement, and major theories.

READINGS:

1. ADVANCED EDUCATIONAL PSYCHOLOGY BY S.S CHAUHAN, VIKAS PUBLICATION, 14TH EDITION, (2010)
2. UNDERSTANDING THE LEARNER AND LEARNING PROCESS BY DR. S.K. MANGAL AND DR. UMAMANGAL, TANDON PUBLICATIONS, LUDHIANA, 1ST EDITION, (2012)
3. PSYCHOLOGY OF LEARNING AND DEVELOPMENT BY AGGARWAL J.C., SHIPRA PUBLICATIONS, NEW DELHI., 2ND EDITION, (2007)

Course Code	DEDU413	Course Title	TECHNOLOGY IN TEACHING
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Weightage		
CA	ETE(Th.)	ETP
30	70	0

Course Outcomes: Through this course students should be able to:

- C01: select educational technology tools to improve classroom instruction.
- C02: apply microteaching to enhance teaching effectiveness.
- C03: use teaching models to create learner-centered strategies.
- C04: develop programmed learning materials for individualized instruction.

COURSE CONTENT:

Unit No.	Content
Unit 1	Educational Technology – Meaning, nature, and scope in modern education.
Unit 2	Approaches to Educational Technology – Hardware, software, and systems approaches.
Unit 3	Microteaching – Concept, purpose, and steps for teacher training.
Unit 4	Simulated Teaching – Meaning, methods, and benefits in instructional practice.
Unit 5	Interaction Analysis Systems – Flanders’ model and Reciprocal Category System (RCS).
Unit 6	Models of Teaching – Part I – Glasser’s Basic Teaching Model.
Unit 7	Models of Teaching – Part II – Taba’s Inductive Thinking Model.
Unit 8	Models of Teaching – Part III – Advance Organizer Model and Bruner’s Concept Attainment Model.
Unit 9	Inquiry-Based Models – Richard Suchman’s Inquiry Training Model and its applications.
Unit 10	Programmed Learning – Linear, branching, and mathematics programming with development steps.

READINGS:

1. EDUCATIONAL TECHNOLOGY THEORY AND PRACTICE IN TEACHING LEARNING PROCESS by BHUSHAN, A. AND AHUJA, M., BAWA PUBLISHING HOUSE
2. ESSENTIALS OF EDUCATIONAL TECHNOLOGY AND MANAGEMENT by MANGAL, S. K. AND MANGAL, SHUBRA, LOYAL BOOK DEPOT
3. ADVANCED EDUCATIONAL TECHNOLOGY by SHARMA, R. A., LOYAL BOOK DEPOT

Course Code	DEDU414	Course Title	EDUCATIONAL RESEARCH
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Weightage		
CA	ETE(Th.)	ETP
30	70	0

Course Outcomes: Through this course students should be able to:

- CO1: differentiate qualitative and quantitative research for educational studies.
- CO2: conduct literature reviews to support evidence-based practices.
- CO3: apply research methods to investigate educational issues.
- CO4: use data collection tools for valid and reliable research outcomes.

COURSE CONTENT:

Unit No.	Content
Unit 1	Educational Research –Concept, need, and scope of educational research.
Unit 2	Approaches to Research – Qualitative vs. Quantitative approaches: features, differences, and applications.
Unit 3	Types of Research – Basic, applied, and action research: nature, purposes, and examples.
Unit 4	Research Problem Selection – Criteria for selection, identification process, and sources of research problems.
Unit 5	Review of Related Literature – Meaning, need, purposes, and major sources.
Unit 6	Methods of Research I – Descriptive method, survey method, correlation studies
Unit 7	Methods of Research II – Developmental studies, experimental research, ex post-facto research
Unit 8	Experimental Designs and Historical Research- Nature, experimental designs, and applications in education.
Unit 9	Tools and Techniques of Data Collection – Observation, questionnaire, rating scale, case study, interview.
Unit 10	Population and Sampling – Concept of population and sample, sampling designs, probability and non-probability sampling techniques.

READINGS:

1. METHODOLOGY OF EDUCATIONAL RESEARCH by KAUL, LOKESH, VIKAS PUBLISHING HOUSE
2. RESEARCH IN EDUCATION by BEST, J.W., PRENTICE HALL
3. RESEARCH METHODOLOGY by KOTHARI, C.R., NEW AGE INTERNATIONAL

Course Code	DEDU511	Course Title	DEVELOPMENT OF EDUCATION SYSTEM
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Weightage		
CA	ETE(Th.)	ETP
30	70	0

Course Outcomes: Through this course students should be able to:

- CO1: trace India's education system evolution from ancient to modern times.
- CO2: evaluate key policies (e.g., NEP 1986, NCF 2005) for educational impact.
- CO3: analyze roles of NCERT, UGC, and NCTE in education quality.
- CO4: propose strategies for universal elementary education in India.

COURSE CONTENT:

Unit No.	Content
Unit 1	Vedic Education – Concept, aims, curriculum, methods, role of teacher, and relevance in modern times.
Unit 2	Buddhist Education – Concept, aims, curriculum, teaching methods, and historical significance.
Unit 3	Islamic Education in Medieval India – Objectives, features, curriculum, institutions, and impact on society.
Unit 4	British Period: Macaulay's Minutes – Context, recommendations, and consequences.
Unit 5	British Period: Wood's Dispatch (1854) and Hunter Commission (1882-83) – Aims, provisions, recommendations and influence on Indian education.
Unit 6	Post-Independence Commissions & Policies (Part 1) – Secondary Education Commission (1952-53) and Indian Education Commission (1964-66).
Unit 7	Post-Independence Commissions & Policies (Part 2) – National Policy of Education (1986), Programme of Action (1992).
Unit 8	Quality and Curriculum Frameworks – Quality parameters, Delor's Commission objectives, National Knowledge Commission (2009), and National Curriculum Framework (2005).
Unit 9	Apex Bodies – Functions of NCERT, SCERT, CBSE, State Boards, UGC, NAAC, NCTE; constitutional provisions
Unit 10	UEE Programmes - UEE concept and problems; DPEP, SSA, and Right to Education Act (2009).

READINGS:

1. DEVELOPMENT OF EDUCATION SYSTEMS: J.C. AGGARWAL, DASHBN, SHIPRA PUBLICATIONS.
2. REFORM AND DEVELOPMENT OF EDUCATIONAL SYSTEM: HISTORY, POLICY AND CASES. LING LI; JIAFU ZHENG; ZEYUAN YU. SPRINGER. 2018
3. DEVELOPMENT OF EDUCATION SYSTEM: MELAINSCOW; ALAN DYSON; SUSANGOLDRICK. ROUTLEDGE.2008

Course Code	DEDU415	Course Title	SOCIOLOGICAL FOUNDATIONS OF EDUCATION
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Weightage		
CA	ETE(Th.)	ETP
30	70	0

Course Outcomes: Through this course students should be able to:

- CO1: analyze socio-economic factors' impact on education.
- CO2: promote social change and equity through education.
- CO3: apply social theories to assess educational practices.
- CO4: foster gender equity and human rights via education.

COURSE CONTENT:

Unit No.	Content
Unit 1	Concept of Educational Sociology and Sociology of Education.
Unit 2	Socio-economic factors influencing education.
Unit 3	Socialization process and implications in education.
Unit 4	Social change – meaning, nature, and causes.
Unit 5	Constraints of social change – caste, ethnicity, class, language, religion, regionalism.
Unit 6	Education as an agent of social and economic change; human resource development.
Unit 7	Education for social stratification and social mobility. Democracy and education.
Unit 8	Social theories – Marxism, Integral Humanism, functionalist perspectives of Emile Durkheim and Talcott Parsons.
Unit 9	Women's Education; Gender equity and Globalization.
Unit 10	Human Rights in Education with special reference to child rights, consumer rights, and Right to Education.

READINGS:

1. A COMPREHENSIVE STUDY OF EDUCATION BY RAVI SAMUELS,(2011). PHI LEARNING
2. PHILOSOPHICAL FOUNDATION OF EDUCATION. SHRI VASTAVA, K.K. (2003). KANISHKA PUBLICATIONS: NEW DELHI.
3. E-LEARNING: NEW TRENDS AND INNOVATIONS SINGH, P.P AND SHARMA, S (2005). DEEP & DEEP PUBLICATIONS: NEW DELHI.
4. PRINCIPLES AND METHODS OF EDUCATION. WALIA, J.S. (2005). PAUL PUBLICATIONS: JALANDHAR
5. PHILOSOPHICAL & SOCIOLOGICAL BASES OF EDUCATION. K.K. BHATIA &C.L. NARANG (2008). TANDON PUBLICATIONS: LUDHIANA.

Course Code	DEDU416	Course Title	DEVELOPMENT OF LEARNER AND TEACHING LEARNING PROCESS - II
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Weightage		
CA	ETE(Th.)	ETP
30	70	0

Course Outcomes: Through this course students should be able to:

- CO1: design retention strategies using memory and forgetting concepts.
- CO2: tailor instruction to address individual differences and personality.
- CO3: support student mental health with stress management strategies.
- CO4: enhance learning by evaluating attitudes and aptitudes.

COURSE CONTENT:

Unit No.	Content
Unit 1	Memory – meaning, types, and factors influencing memory.
Unit 2	Forgetting – meaning, types, and theories of forgetting (trace decay theory, interference theory, repression theory).
Unit 3	Individual differences – meaning, types, educational implications, and factors influencing individual differences.
Unit 4	Personality – meaning, nature, types, and assessment of personality; creativity – meaning, concept, and measurement.
Unit 5	Mental Health – meaning, definition, factors influencing mental health; stress – meaning, types, and stress management strategies.
Unit 6	Anxiety – meaning, types, and causes; adjustment – concept, types, and mechanisms of adjustment.
Unit 7	Adolescence – characteristics, problems, needs, and aspirations.
Unit 8	Behavioural problems – concept, common behavioural problems of students, preventive and remedial measures.
Unit 9	Attitude – concept, factors influencing formation of attitude, and measurement; aptitude – meaning, nature, classification, and measurement.
Unit 10	Thinking - Psychology of thinking, reasoning, and problem solving – meaning, nature, and factors affecting each.

READINGS:

1. ADVANCED EDUCATIONAL PSYCHOLOGY by S.S CHAUHAN, VIKAS PUBLICATION, 14th Edition, (2010)
2. UNDERSTANDING THE LEARNER AND LEARNING PROCESS by DR. S.K. MANGALANDDR. UMAMANGAL, TANDON PUBLICATIONS, LUDHIANA, 1st Edition, (2012)
3. PSYCHOLOGY OF LEARNING AND DEVELOPMENT by AGGARWAL J.C. SHIPRA PUBLICATIONS, NEW DELHI., 2nd Edition, (2007)

Course Code	DEDU417	Course Title	ICT IN EDUCATION
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Weightage		
CA	ETE(Th.)	ETP
30	70	0

Course Outcomes: Through this course students should be able to:

- CO1: design instructional objectives using communication technology.
- CO2: implement ICT for learner-centered teaching strategies.
- CO3: evaluate web-based instruction and e-learning effectiveness.
- CO4: integrate distance education tools for professional development.

COURSE CONTENT:

Unit No.	Content
Unit 1	Communication technology in education; instructional designs; formulating instructional objectives.
Unit 2	Teaching strategies, methods, and techniques of educational technology.
Unit 3	Learner-centred strategies in teaching and learning.
Unit 4	Group-centred strategies in teaching and learning.
Unit 5	Phases of teaching – pre-active, interactive, and post-active.
Unit 6	Levels of teaching – memory level, understanding level, and reflective level.
Unit 7	Information technology applications in education; use of C.C.T.V. in learning.
Unit 8	Web-based instruction, e-learning, and e-pedagogy.
Unit 9	Web 2.0 technologies and virtual laboratories in education.
Unit 10	Open and distance education; interactive technology; technology in professional development.

READINGS:

1. EDUCATIONAL TECHNOLOGY THEORY AND PRACTICE IN TEACHING LEARNING PROCESS by BHUSHAN, A. AND AHUJA, M., BAWA PUBLISHING HOUSE
2. ESSENTIALS OF EDUCATIONAL TECHNOLOGY AND MANAGEMENT by MANGAL, S. K. AND MANGAL, SHUBRA, LOYAL BOOK DEPOT
3. ADVANCED EDUCATIONAL TECHNOLOGY by SHARMA, R. A., LOYAL BOOK DEPOT

Course Code	DEDU418	Course Title	EDUCATIONAL STATISTICS
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Weightage		
CA	ETE(Th.)	ETP
30	70	0

Course Outcomes: Through this course students should be able to:

- C01: apply statistics to analyze educational data.
- C02: ensure reliability and validity in educational assessments.
- C03: construct instruments for quantitative educational research.
- C04: interpret statistical results for educational decision-making.

COURSE CONTENT:

Unit No.	Content
Unit 1	Statistical methods – frequency distribution and graphical representation of data.
Unit 2	Measures of central tendency – mean, median, and mode.
Unit 3	Measures of variability – standard deviation (SD), mean deviation (MD), and quartile deviation (QD).
Unit 4	Hypothesis – concept, characteristics, sources, and formulation of hypotheses.
Unit 5	Testing of hypotheses – basic concepts and procedures.
Unit 6	Quantitative data – collection, scoring, analysis, and interpretation.
Unit 7	Qualitative data – collection, scoring, analysis, and interpretation.
Unit 8	Preparation of research report and dissemination of findings.
Unit 9	Probability – normal probability curve and its uses; correlation – rank difference and product moment method.
Unit 10	Statistical tests – chi-square test, t-test, and F-test.

READINGS:

1. STATISTICS IN PSYCHOLOGY AND EDUCATION by GARRETT, H.E. PARAGON HOUSE
2. STATISTICS IN PSYCHOLOGY AND EDUCATION by MANGAL, S.K. PRENTICE HALL

Course Code	DEDU614	Course Title	CURRICULUM STUDIES	
			WEIGHTAGE	
			CA	ETE(Th.)
			30	70

Course Outcomes: Through this course students should be able to:

- C01: design inclusive curricula for diverse learner needs.
- C02: evaluate curriculum studies' role in meeting societal priorities.
- C03: differentiate inert and live curricula for effective implementation.
- C04: create interdisciplinary, culturally relevant curricula.

COURSE CONTENT:

Unit No.	Content
Unit 1	Meaning, need, and determinants of curriculum.
Unit 2	Components and types of curriculum.
Unit 3	Foundations – philosophical and sociological.
Unit 4	Foundations – psychological, cultural, political, and economic.
Unit 5	Approaches – core and learner-centred, activity-centred, grassroot, administrative, and system analysis.
Unit 6	Models – Tyler's (1949) and Hilda Taba's (1962).
Unit 7	Organization of learning experiences – principles and criteria
Unit 8	Integration of values – gender parity, peace values, health, and inclusive education.
Unit 9	Curriculum evaluation- I – Formative and Summative, interpretation, centralized vs decentralized
Unit 10	Curriculum evaluation - II– curriculum load, and trends in research.

READINGS:

1. CURRICULUM DEVELOPMENT: PERSPECTIVES, PRINCIPLES AND ISSUES BY MRUNALINI TALLA, PEARSON
2. CURRICULUM DEVELOPMENT AND INSTRUCTION BY R.A SHARMA, R. LALL BOOK DEPOT
3. PRINCIPLES OF EDUCATION AND CURRICULUM DEVELOPMENT BY N.R SAWROOP SAXENA,AARTI SHASHI DARGAN AND TRILOK CHANDRA, R. LALL BOOK DEPOT
4. PRINCIPLES OF CURRICULUM BY PROMILA SHARMA, APH PUBLISHING CORPORATION

Course Code	DEDU517	Course Title	CONTEMPORARY EDUCATION IN INDIA		
			Weightage		
			CA	ETE(Th.)	ETP
			30	70	0

Course Outcomes: Through this course students should be able to:

- CO1: propose reforms for secondary education challenges in India.
- CO2: enhance teacher education for instructional quality.
- CO3: assess globalization's impact on Indian higher education.
- CO4: promote human rights and environmental awareness through education.

COURSE CONTENT:

Unit No.	Content
Unit 1	Secondary Education – Concept, need, and objectives.
Unit 2	Problems of Secondary Education – Aims, curriculum, and methods.
Unit 3	Problems of Secondary Education – Examination reforms and vocationalisation.
Unit 4	Teacher Education – Concept, importance, and types (pre-service, in-service).
Unit 5	Teacher Education – Teacher education at various levels and emerging trends.
Unit 6	Distance Education – Concept, need, and modes.
Unit 7	Higher Education – Privatization and globalization of education.
Unit 8	Human Rights Education – Concept, importance, and educational role in promoting rights.
Unit 9	Human Rights Education – Historical background, UDHR, and Human Rights Act in India.
Unit 10	Environmental Education – Concept, need, and role of education in environmental awareness.

READINGS:

1. UNDERSTANDING CONTEMPORARY EDUCATION: KEY THEMES AND ISSUES. TOMO'DONOGHUE. ROUTLEDGE, 2016
2. CONTEMPORARY ISSUES IN EDUCATION. DAVID SETH PRESTON. RODOPI. AMSTERDAM. 2005
3. DEVELOPMENT OF EDUCATION SYSTEMS. J.C. AGGARWAL; DASHBN. SHIPRA PUBLICATIONS. 2004

Course Code	DEDU512	Course Title	EDUCATIONAL GUIDANCE
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Weightage		
CA	ETE(Th.)	ETP
30	70	0

Course Outcomes: Through this course students should be able to:

- C01: support career development with educational guidance principles.
- C02: design guidance services for school and college students.
- C03: use testing and non-testing techniques for student assessment.
- C04: address guidance challenges in the Indian context.

COURSE CONTENT:

Unit No.	Content
Unit 1	Guidance – Meaning, nature, and scope.
Unit 2	Guidance – Goals, principles, and need with reference to India.
Unit 3	Guidance Services – Concept, importance, and types.
Unit 4	Placement Service and Follow-up Service in guidance.
Unit 5	Educational Guidance – Concept, aims, and organization at school and college level.
Unit 6	Vocational Guidance – Concept, aims, and organization at school and college level.
Unit 7	Personal Guidance – Concept, aims, and methods.
Unit 8	Group Guidance – Concept, aims, and methods.
Unit 9	Testing Techniques – Psychological tests, case study, rating scale, observation.
Unit 10	Non-testing Techniques – Interview, inventories, and problems of guidance & counseling in India with solutions.

READINGS:

1. EDUCATIONAL, VOCATIONAL GUIDANCE AND COUNSELLING AGGARWAL, J.C.DOABA PUBLISHERS
2. GUIDANCE AND COUNSELLING SURI, S. P. AND SODHI, T. S. BAWA PUBLISHING HOUSE
3. GUIDANCE AND COUNSELLING IN COLLEGES AND UNIVERSITIES KOCHHAR, S.K. STERLING PUBLISHING
4. INTRODUCTION TO COUNSELLING AND GUIDANCE GIBSON, L. ROBERTAND MITCHELL. H. MARIANNE PEARSON

Course Code	DEDU513	Course Title	EDUCATIONAL MANAGEMENT-I
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Weightage		
CA	ETE(Th.)	ETP
30	70	0

Course Outcomes: Through this course students should be able to:

- CO1: apply management principles to enhance institutional efficiency.
- CO2: use SWOT analysis to improve educational programs.
- CO3: implement planning and organizing for optimal educational outcomes.
- CO4: apply leadership theories for effective educational management.

COURSE CONTENT:

Unit No.	Content
Unit 1	Educational Management – Concept, nature, scope, and difference between administration & management.
Unit 2	Characteristics of good management and process of educational management.
Unit 3	Management at different levels – Elementary, secondary, and higher education.
Unit 4	SWOT Analysis – Concept, process, and application at various levels of education.
Unit 5	Managerial Process – Importance and stages.
Unit 6	Planning and Organizing – Process, means, and applications in education.
Unit 7	Controlling and Staffing – Process, means, new practices, group dynamics, and motivation.
Unit 8	Implementing and Decision-making – Process, means, leadership styles, and theories of leadership.
Unit 9	Job accountability, management training – Needs and means.
Unit 10	PERT and CPM, cost-benefit & cost-efficiency analysis in education, participation of stakeholders, and promoting need-based educational programmes.

READINGS:

1. THE PRINCIPLES AND PRACTICE OF EDUCATIONAL MANAGEMENT: TONY BUSH, LESBELL, SAGE PUBLISHER, 2002.
2. EDUCATIONAL MANAGEMENT: STRATEGY, QUALITY, AND RESOURCES, MARGARET P REEDY, RONGLATTER, PUBLISER OPEN UNIVERSITY PRESS, 1997.
3. EDUCATIONAL MANAGEMENT: THEORY AND PRACTICE, J.A.OKUMBE, PUBLISHER BAIROBI UNIVERSITY PRESS, 1998.

Course Code	DEDU694	Course Title	EDUCATIONAL LEADERSHIP	
			WEIGHTAGE	
			CA	ETE(Th.)
			30	70

Course Outcomes: Through this course students should be able to

- C01: appraise leadership styles for academic decision-making.
- C02: apply leadership theories to improve educational practices.
- C03: manage diversity to foster inclusive educational environments.
- C04: develop conflict management strategies for organizational culture.

COURSE CONTENT:

Unit No.	Content
Unit 1	Concept of Leadership – Meaning, importance, and functions in academic settings.
Unit 2	Elements of leadership, leadership styles, and moral dimensions.
Unit 3	Leadership Strategies and Tactics – Overview and application in education.
Unit 4	Theories of Leadership – Trait, behavioral, contingency, and situational models.
Unit 5	Leadership & Individual Differences – Understanding diversity and self-development.
Unit 6	Emotional Intelligence and workplace behavior in leadership contexts.
Unit 7	Leadership in Group Dynamics – Group behavior and stages of group development.
Unit 8	Conflict Management, Decision-making, and Team Building.
Unit 9	Mentoring and Interpersonal Leadership Skills.
Unit 10	Leadership & Organizational Culture – Climate, performance appraisal, professional growth, rewards, and knowledge management.

READINGS:

1. LEADERSHIP EDUCATION BY KOTNI AND NAGRAJ, HIMALAYA PUBLISHING HOUSE PVT. LTD.
2. ORGANIZATIONAL BEHAVIOUR BY NEWSTROM, JOHN W., TATA MCGRAW HILL, INDIA
3. LEADERSHIP BY SINGH, S.R., APH PUBLISHING CORPORATION

Course Code	DEDU518	Course Title	EDUCATIONAL COUNSELLING
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Weightage		
CA	ETE(Th.)	ETP
30	70	0

Course Outcomes: Through this course students should be able to:

- C01: apply counseling principles to address student needs.
- C02: differentiate directive, non-directive, and eclectic counseling.
- C03: organize individual and group counseling services.
- C04: use psychotherapy to manage student psychological issues.

COURSE CONTENT:

Unit No.	Content
Unit 1	Concept, need, and goals of counseling with special reference to the Indian context.
Unit 2	Principles of counseling and stages of the counseling process.
Unit 3	Types of counseling – Directive, non-directive, and eclectic approaches.
Unit 4	The Interview process in counseling.
Unit 5	Individual counseling – concepts, methods, and applications.
Unit 6	Group counseling – concepts, methods, and applications.
Unit 7	Planning and organizing counseling services at the school level.
Unit 8	Planning and organizing counseling services at the college level.
Unit 9	Psychotherapy – Meaning, process, and dealing with psychological disturbances.
Unit 10	Psychotherapy approaches – Cognitive and environmental; Counselor’s role and qualities.

READINGS:

1. EDUCATIONAL, VOCATIONAL GUIDANCE AND COUNSELLING AGGARWAL, J.C. DOABA PUBLISHERS
2. GUIDANCE AND COUNSELLING SURI, S. P. AND SODHI, T. S. BAWA PUBLISHING HOUSE
3. GUIDANCEANDCOUNSELLINGINCOLLEGESANDUNIVERSITIESKOCHHAR, S.K. STERLING PUBLISHING
4. INTRODUCTION TO COUNSELLING AND GUIDANCE GIBSON, L. ROBERT AND MITCHELL. H. MARIANNE PEARSON

Course Code	DEDU519	Course Title	EDUCATIONALMANAGEMENT-II
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Weightage		
CA	ETE(Th.)	ETP
30	70	0

Course Outcomes: Through this course students should be able to:

- C01: Apply supervision principles to enhance teaching quality.
- C02: Implement total quality management in education.
- C03: Evaluate apex bodies' roles in educational planning.
- C04: Design time management strategies for institutional improvement.

COURSE CONTENT:

Unit No.	Content
Unit 1	Educational Supervision – Concept, nature, scope, and types.
Unit 2	Qualities and competencies of an effective supervisor.
Unit 3	Planning and organizing supervisory activities for educational institutions.
Unit 4	School inspection – Purpose, procedures, and significance.
Unit 5	Application of educational management in academic areas – curriculum, pedagogy, and learning outcomes.
Unit 6	Application of educational management in administrative areas – resource management, record keeping, and policy implementation.
Unit 7	Quality management in education – Challenges, principles of Total Quality Management (TQM), time management, and strategies for quality improvement in higher education.
Unit 8	Institutional Quality Assurance Cell (IQAC) – Functions and role; Professional Learning Communities (PLC) in education.
Unit 9	International Institute for Educational Planning (IIEP) and National University of Educational Planning and Administration (NUEPA) – Objectives, functions, and contributions to educational planning and management.
Unit 10	State Institute of Educational Management and Training (SIEMAT) and UGC–NAAC – Roles as apex bodies in educational planning, management, and accreditation.

READINGS:

1. THE PRINCIPLES AND PRACTICE OF EDUCATIONAL MANAGEMENT: TONY BUSH, LESBELL, SAGE PUBLISHER, 2002.
2. EDUCATIONAL MANAGEMENT: STRATEGY, QUALITY, AND RESOURCES, MARGARET PREEDY, RON GLATTER, PUBLISER OPEN UNIVERSITY PRESS, 1997.
3. EDUCATIONAL MANAGEMENT: THEORY AND PRACTICE, J.A. OKUMBE, PUBLISHER BAIROBI UNIVERSITY PRESS, 1998.

Course Code	DEDU578	Course Title	HUMAN VALUES AND PEACE EDUCATION	
			WEIGHTAGE	
			CA	ETE(Th.)
			30	70

Course Outcomes: Through this course students should be able to

- C01: promote ethical values through educational practices.
- C02: foster national unity via constitutional values.
- C03: analyze globalization's impact on educational ethics.
- C04: teach peace education to address global peace threats.

COURSE CONTENT:

Unit No.	Content
Unit 1	Introduction to values – Meaning, nature, and significance in education.
Unit 2	Types of values – Personal, social, moral, cultural, and universal values.
Unit 3	Transformation of values through education – Role of curriculum developers and teachers.
Unit 4	National constitutional values – Democracy, secularism, equality, justice, and liberty.
Unit 5	Values for national unity – Religious harmony, cultural integration, and social cohesion.
Unit 6	Values for global development – Human rights, global citizenship, and sustainability.
Unit 7	Ethical and value challenges in a globalized world – Impact of globalization, media influence, and materialism.
Unit 8	Adolescent value concerns – Professional ethics, personal integrity, and strategies for value reinforcement.
Unit 9	Foundations of peace education – Concept, need, and importance; contributions of UNESCO, PECA, NCF 2009, parents, and community.
Unit 10	Teaching peace education – Methods, skills, and strategies to address national and global threats to peace.

READINGS:

1. PEACE AND VALUE EDUCATION BY DR. S. ARULSAMY, NEELKAMAL PUBLICATION
2. PEACE AND VALUE EDUCATION BY ARUL SELVI V KIRUBA CHARLES, NEELKAMAL PUBLICATION

Course Code	DEDU454	Course Title	CLASSROOM MANAGEMENT	
			WEIGHTAGE	
			CA	ETE(Th.)
			30	70

Course Outcomes: Through this course students should be able to

- C01: Apply principles for effective classroom management.
- C02: Manage large and small classes with tailored strategies.
- C03: Address behavioral issues with preventive techniques.
- C04: Design virtual classroom management plans.

COURSE CONTENT:

Unit No.	Content
Unit 1	Foundations of Classroom Management – Concept, need, principles, approaches, and teacher–student roles in creating effective learning environments.
Unit 2	Managing Large Classes – Techniques and strategies for engagement, participation, and discipline in big classrooms.
Unit 3	Managing Small Classes – Methods to ensure individual attention, active learning, and participation.
Unit 4	Preventive Behaviour Management – Proactive strategies to avoid disruptive behaviours.
Unit 5	Supportive Behaviour Management – Guiding students to correct minor behavioural issues.
Unit 6	Corrective Behaviour Management – Handling persistent or serious behavioural problems constructively.
Unit 7	Classroom Rules and Routines – Formulating and implementing effective rules, routines, and procedures.
Unit 8	Time Management in the Classroom – Efficient lesson planning and optimal use of class time.
Unit 9	Timetables in Management – Purpose, types, and effective use of timetables.
Unit 10	Management of Virtual Classrooms – Concept, tools, teacher’s role, and pros and cons of online teaching environments.

READINGS:

1. CLASSROOM MANAGEMENT by MISHRA, R. C., A.P.H. PUBLISHING CORPORATION
2. SCHOOL MANAGEMENT by GUPTA, S. AND AGGARWAL, J. C., SHIPRA PUBLICATIONS
3. PRINCIPLES OF CLASSROOM MANAGEMENT by J. MOHANTI, DEEP & DEEP PUBLICATIONS PVT. LTD.
4. CLASSROOM MANAGEMENT by SINGH, A., KANISHKA PUBLISHERS, DISTRIBUTORS

Course Code	DEDU514	Course Title	EDUCATIONAL MEASUREMENT AND EVALUATION -I
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Weightage		
CA	ETE(Th.)	ETP
30	70	0

Course Outcomes:

- CO1: Design valid and reliable assessment tools.
- CO2: Construct tests to evaluate student learning outcomes.
- CO3: Analyze test scores using standard score conversions.
- CO4: Evaluate factors affecting test performance accuracy.

COURSE CONTENT:

Unit No.	Content
Unit 1	Measurement and Evaluation in Education – Concept, need, scope, differences, and relevance in teaching–learning.
Unit 2	Educational Testing and Assessment – Concepts, contexts, issues, and current trends in evaluation.
Unit 3	Scales of Measurement – Ordinal, nominal, interval, and ratio scales with applications.
Unit 4	Characteristics and Planning of Tests – Qualities of a good test and steps for planning different types.
Unit 5	Validity in Testing – Types, determination methods, and practical usability.
Unit 6	Reliability in Testing – Types, estimation methods, and importance for consistency.
Unit 7	Test Construction and Standardization – Process, stages, and significance in educational assessment.
Unit 8	Item Analysis – Item difficulty, discrimination index, and effectiveness of distractors.
Unit 9	Norms and Score Conversions – Development of norms and conversion of raw scores into T-scores, C-scores, Z-scores, stanines, and percentiles.
Unit 10	Interpretation and Influencing Factors – Qualitative and quantitative score interpretation; criterion-referenced and norm-referenced tests; psychological and environmental factors affecting results.

READINGS:

1. ESSENTIALS OF EXAMINATION SYSTEM: EVALUATION TESTS AND MEASUREMENT by AGGARWAL J C, VIKAS PUBLISHING HOUSE
2. MEASUREMENT & EVALUATION IN EDUCATION by BHATIYAKK, TANDON PUBLICATION
3. MEASUREMENT & EVALUATION IN PSYCHOLOGY & EDUCATION by ASTHANA BIPIN, VINOD PUSTAK MANDIR
4. MEASUREMENT AND EVALUATION by BHATNAGAR A, R. LALL BOOK DEPOT

Course Code	DEDU515	Course Title	TEACHER EDUCATION - I
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Weightage		
CA	ETE(Th.)	ETP
30	70	0

Course Outcomes:

- CO1: Analyze objectives of teacher education at various levels.
- CO2: Evaluate agencies' roles in teacher education policies.
- CO3: Implement innovative teacher education strategies.
- CO4: Assess policy perspectives to strengthen teacher education.

COURSE CONTENT:

Unit No.	Content
Unit 1	Foundations of Teacher Education – Meaning, nature, and historical perspectives of teacher education in India.
Unit 2	Approaches to Teacher Education – Affective teacher education and competency-based teacher education concepts and practices.
Unit 3	Types of Teacher Education – Pre-service, in-service, and distance teacher education programmes and their significance.
Unit 4	Aims and Objectives – Elementary Level – Goals, competencies, and training needs for elementary school teachers.
Unit 5	Aims and Objectives – Secondary and College Levels – Objectives, roles, and required preparation for secondary school and college/university teachers.
Unit 6	Innovative Courses in Teacher Education – Structure, features, and relevance of B.El.Ed and B.Sc.Ed programmes.
Unit 7	Statutory and National Agencies – Functions and roles of NCTE and NCERT in teacher education.
Unit 8	State and Institutional Agencies – Functions of SCERT, DIET, and Academic Staff Colleges in teacher preparation and development.
Unit 9	Selection Criteria and Policy Perspectives – Selection standards for teachers and teacher educators; policies from the University Education Commission, Secondary Education Commission, Indian Education Commission, and NPE 1986 with POA 1992.
Unit 10	Contemporary Issues in Teacher Education – Impact of globalization and privatization on teacher preparation and professional standards.

READINGS:

1. TEACHER EDUCATION AND PEDAGOGICAL TRAINING by SHARMA RA, R. LALL BOOK DEPOT
2. TEACHER EDUCATION by MOHAN, RADHA, PHI LEARNING

Course Code	DEDU516	Course Title	SPECIAL EDUCATION-I
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Weightage		
CA	ETE(Th.)	ETP
30	70	0

Course Outcomes:

- CO1: Support physically challenged students with tailored strategies.
- CO2: Develop teaching methods for visually impaired learners.
- CO3: Address needs of speech and hearing-impaired students.
- CO4: Design inclusive plans for mentally retarded students.

COURSE CONTENT:

Unit No.	Content
Unit 1	Introduction to Special Education – Concept, nature, objectives, need, and scope of special education; types of special educational needs.
Unit 2	Physically Challenged – Overview – Definition, types, and key characteristics of physically challenged individuals.
Unit 3	Physically Challenged – Causes and Identification – Causes, methods of identification, and related challenges.
Unit 4	Physically Challenged – Prevention and Teaching Strategies – Preventive measures and instructional methods for inclusive learning.
Unit 5	Visually Impaired – Definition, types, and main characteristics of individuals with visual impairment.
Unit 6	Visually Impaired – Causes, Identification, and Teaching Strategies – Causes, detection methods, challenges, prevention, and pedagogical approaches.
Unit 7	Speech and Hearing Impaired – Overview – Definition, types, and characteristics of individuals with speech and hearing impairment.
Unit 8	Speech and Hearing Impaired – Causes, Problems, and Teaching Strategies – Causes, identification, preventive measures, and instructional adaptations.
Unit 9	Mentally Retarded – Overview – Definition, types, and main characteristics of individuals with intellectual disabilities.
Unit 10	Mentally Retarded – Causes, Problems, and Teaching Strategies – Causes, detection methods, preventive measures, and strategies for effective teaching and support.

READINGS:

1. EDUCATING EXCEPTIONAL CHILDREN: AN INTRODUCTION TO SPECIAL EDUCATION MANGAL, S. K. PHI Learning
2. TEACHING STUDENTS WITH SPECIAL NEEDS IN INCLUSIVE SETTINGS SMITH, TOM E.C. ET. AL, PRENTICE HALL
3. INCLUSIVE EDUCATION FOR SPECIAL CHILDREN BALSARA, MAITREYA, KANISHKA PUBLISHERS, DISTRIBUTORS

Course Code	DEDU520	Course Title	EDUCATIONAL MEASUREMENT AND EVALUATION -II
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Weightage		
CA	ETE(Th.)	ETP
30	70	0

Course Outcomes:

- CO1: Implement integrated evaluation for better assessments.
- CO2: Construct achievement and diagnostic tests.
- CO3: Evaluate objective and essay test advantages.
- CO4: Apply formative and summative evaluation methods.

COURSE CONTENT:

Unit No.	Content
Unit 1	Integrated Approach to Evaluation – Concept, features, and significance in the teaching-learning process.
Unit 2	Marking System – Need, problems, and key components of the marking method.
Unit 3	Grading System – Need, problems, components, and grading methods.
Unit 4	Feedback and Assessment Systems – Methods of providing feedback; semester vs annual systems; continuous and portfolio assessment.
Unit 5	Question Bank and Technology in Evaluation – Use, development, and application of question banks; role of computers in evaluation.
Unit 6	Achievement Tests – Concept, types, and steps in construction.
Unit 7	Diagnostic Tests and Remedial Teaching – Concept, construction, and linking test results to targeted remediation.
Unit 8	Types of Test Items – Objective – Characteristics, advantages, and limitations of objective-type tests.
Unit 9	Types of Test Items – Short Answer and Essay – Advantages and limitations of short-answer and essay-type tests.
Unit 10	Formative & Summative Evaluation and Measurement of Attributes – Concepts, purposes, and measurement of attitude, aptitude, personality, and intelligence.

READINGS:

1. ESSENTIALS OF EXAMINATION SYSTEM: EVALUATION TESTS AND MEASUREMENT by AGGARWAL J C, VIKAS PUBLISHING HOUSE
2. MEASUREMENT & EVALUATION IN EDUCATION by BHATIYAKK, TANDON PUBLICATION
3. MEASUREMENT & EVALUATION IN PSYCHOLOGY & EDUCATION by ASTHANA BIPIN, VINOD PUSTAK MANDIR
4. MEASUREMENT AND EVALUATION by BHATNAGAR A.B., R. LALL BOOK DEPOT

Course Code	DEDU521	Course Title	TEACHER EDUCATION - II
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Weightage		
CA	ETE(Th.)	ETP
30	70	0

Course Outcomes:

- CO1: Implement instructional strategies for teacher education.
- CO2: Design evaluation mechanisms for teacher training.
- CO3: Develop curricula for teacher education programs.
- CO4: Enhance teacher internships for professional growth.

COURSE CONTENT:

Unit No.	Content
Unit 1	Simulated Teaching – Concept, purpose, and step-by-step procedure.
Unit 2	Internship in Teaching – Organization, supervision, merits, demerits, and evaluation methods.
Unit 3	Teacher-Controlled Instruction – Meaning, nature, and instructional strategies.
Unit 4	Learner-Controlled Instruction – Meaning, nature, and strategies for independent learning.
Unit 5	Group-Controlled Instruction – Meaning, nature, and strategies for collaborative learning.
Unit 6	Teacher Readiness and Evaluation in Teacher Education – Concept of teacher “freezingness,” evaluation mechanisms, and their significance.
Unit 7	Research Trends in Teacher Education – Recent developments, focus areas, and methodological approaches.
Unit 8	Curriculum Construction in Teacher Education – Meaning, importance, and integration in teacher education programmes.
Unit 9	NCF for Teacher Education (2009) and Institutional Curriculum – Provisions of NCF 2009 and comparative analysis of government, aided, and private institution curricula.
Unit 10	Teaching as a Profession – Professional ethics, competencies, and continuous professional development of teachers.

READINGS:

1. TEACHER EDUCATION AND PEDAGOGICAL TRAINING by SHARMA RA, R. LALL, BOOK DEPOT
2. TEACHER EDUCATION by MOHAN, RADHA, PHI LEARNING

Course Code	DEDU522	Course Title	SPECIAL EDUCATION-II
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Weightage		
CA	ETE(Th.)	ETP
30	70	0

Course Outcomes:

- CO1: Support learning-disabled and gifted students.
- CO2: Address needs of backward and delinquent children.
- CO3: Evaluate policies for special education in India.
- CO4: Collaborate with stakeholders for exceptional children's rehabilitation.

COURSECONTENT:

Unit No.	Content
Unit 1	Learning Disabilities – Definition, types, characteristics, identification methods, causes, problems, prevention, and teaching strategies.
Unit 2	Gifted Children – Definition, types, characteristics, identification, causes, problems, and effective teaching strategies.
Unit 3	Backward Children – Definition, types, characteristics, identification, causes, problems, prevention, and teaching strategies.
Unit 4	Delinquent Children – Definition, types, characteristics, identification, causes, problems, prevention, and teaching strategies.
Unit 5	Constitutional Provisions – Rights and safeguards for children with special learning needs.
Unit 6	Policies and Acts – Disability Act 1995, Integrated Education for Disabled (IED) Scheme, and related educational provisions.
Unit 7	Inclusive Education and Mainstreaming – Concepts, importance, and implementation strategies.
Unit 8	Apex Bodies in Special Education – Roles and functions of RCI, NIMH, NIVH, and NIOH.
Unit 9	Rehabilitation of Exceptional Children – Role of peers and family in support and inclusion.
Unit 10	Community and Government Roles – Community participation, government initiatives, and schemes for rehabilitation.

READINGS:

1. EDUCATING EXCEPTIONAL CHILDREN: AN INTRODUCTION TO SPECIAL EDUCATION
MANGAL, S. K.PHI LEARNING
2. TEACHING STUDENTS WITH SPECIAL NEEDS IN INCLUSIVE SETTINGS SMITH, TOME.C. ET.
AL, PRENTICE HALL
3. INCLUSIVE EDUCATION FOR SPECIAL CHILDREN BALSARA, MAITREYA, KANISHKA
PUBLISHERS, DISTRIBUTORS