



# Netaji Subhas Open University

## School of Education

### Master of Arts in Education

#### SYLLABUS

#### **PROGRAMME OBJECTIVES:**

The Post-Graduation Programme in Education (PGED) intends the learners with the following primary objectives:

- To develop the knowledge, skills and attitudes necessary to pursue further studies in Education.
- To deliberate on the varied understanding of the concept of Education; its various purposes/aims and its substances from different perspectives.
- Imparting an adequate knowledge on the bases of educational aims and goals according to different schools of thought in the Indian and Western traditions.
- Equipped the learners with the changing faces of education and relevant reforms and debates.
- Enabling learners to understand the psychological bases of education, learner and learning factors.
- To appreciate the international dimensions of education and its multicultural and contemporary perspectives.
- To orient the learners to the pervasiveness of Educational technology; develop a critical appreciation of the use of ICT in education in the context of modern India.
- To emphasize that education should help the learners contrast to her or his knowledge according to the social context she or he is placed in.
- Equip the learners to know the broad educational concerns addressed by emerging curricula and a study of possible future trends.
- To introduce the nature of educational research, methods of acquiring knowledge and different paradigms of educational research.
- To develop an understanding of the concept of educational management and administration.
- Acquaint learners with the fundamental and contemporary issues of environmental and population education.
- Give an understanding of Special Education, Inclusive Education, and Teacher Education and Women Education perspectives in particular-their status and concerns.

#### **EXPECTED PROGRAMME OUTCOMES:**

The PG in Education program may be helpful to the candidates who are aspiring for:

1. Higher study in Education or in the concerned areas, viz., M. Phil. Ph.D. etc.;
2. Professional studies in the Teacher Education or in the relevant areas,
3. Appearing TET, CTET and allied competitive examinations to obtain jobs in Teaching at various levels (after fulfilling the minimum eligibility).
4. Job Promotion towards Sub-Inspector of Schools or Education Services at Government level (after fulfilling the minimum eligibility);
5. Meeting the growing demands of human resources in Educational Planning and Management at Government, Semi-Government and Private sectors;
6. Grasping wider and more comprehensive understanding of Education as a field of knowledge and serving varied needs of learners as parents, guardians, teachers, social activists, NGO workers, policy framers, administrators or decision makers in the field of Educational practices.

# NETAJI SUBHAS OPEN UNIVERSITY

## Master of Arts in Education Course Structure Part- I

Paper 1: Philosophy of Education and History of Education in India	100 Marks
Module- 1: Philosophy of Education.	50 Marks
Module- 2: History of Education in India.	50 Marks
Paper- II: Psychological Foundation of Education	100 Marks
Module-1: Psychological Foundation of Education	50 Marks
Module- 2: Factors Related to Learning	50 Marks
Paper- III: Sociological Foundation of Education	100 Marks
Module 1: Education and Society	50 Marks
Module II: Theories of Sociology and Social Issues in Education	50 Marks
Paper IV: Methodology of Educational Research and Educational Statistics.	100 Marks
Module 1: Methodology of Educational Research	50 Marks
Module 2: Educational Statistics	50 Marks

## Part II

Paper V : Educational Technology and Curriculum Studies	100 Marks
Module 1: Educational Technology	50 Marks
Module 2: Curriculum Studies	50 Marks
Paper VI : Educational Administration and Management	100 Marks
Module 1 : Educational Administration	50 Marks
Module 2 : Educational Management	50 Marks
Paper VII : Evaluation and Measurement in Education and Guidance and Counselling	100Marks
Module 1 : Evaluation and Measurement in Education	50 Marks
Module 2 : Guidance and Counselling	50 Marks
Paper VIII : Subject of Special Study. (Any One of the Following)	100 Marks
1. Special Education	
2. Teacher Education	
3. Education of Women in India	
4. Population Education	

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## DETAILED SYLLABUS-COURSE/PAPER OUTLINE

### Paper – I

#### Philosophy of Education and History of Education in India

COURSE/PAPER OBJECTIVES: After going through the course/paper, the learner will be able to-

##### M-1: Philosophy of Education

1. understand the concept Education as the field of Knowledge, its aims, & disciplines.
2. be acquainted with the Indian Schools of Philosophy with reference to educational implication
3. be acquainted with the Western Schools of Philosophy with reference to educational implication
4. be acquainted with the educational thoughts of some important Indian, Western and some Radical thinkers; develop an understanding about the Educational philosophy.
5. Discuss in details the issues in the light of education: democracy, freedom, discipline, human rights and globalization.

##### M-2: History of Education in India

1. understand educational thought of Indian social reformers in the development of education
2. be acquainted with a synoptic view of the Initiatives, Acts, Reports, Charter, Minutes and Policy adaptations for the development of Indian education during British period;
3. be acquainted with the development of Indian education in the context of National Education Movements in the post-independent era;
4. explain and discuss the national values as enshrined in the Indian Constitution
5. outline major trends in Indian education in the areas: Women education, Adult education, Non-formal education, liberal education, inclusive education, vocational education, distance education.

#### Module 1 – Philosophy of Education

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Unit 1- Western Schools of Philosophy – Idealistic, Naturalistic, Realistic, Pragmatic and Marxist schools.

Unit 2- Oriental schools of Philosophy- Brahmanic, Buddhist and Islamic schools.

Unit 3- Aims and concepts of Education with reference to the individualistic and socialistic views in Education.

Unit 4- Educational Philosophy of Plato, Rousseau, Froebel, Pestalozzi, Vivekananda, Rabindranath Tagore and Mahatma Gandhi

Unit 5- Some issues in Education- i) Freedom and Discipline in Education, ii) Democratic ideals in Education, iii) Education and Humanity and iv) Internationalism in Education.

#### Module 2 – History of Education in India

Unit 6- Education in Vedic and Post Vedic period.

Unit 7- Brahmanic Education, Education in Buddhist period and Islamic Education in the Medieval India.

Unit 8- Education in India during British rule with special reference to

- i) Adam's report (1835-1838), ii) Macaulay's Minute on Indian Education (1835), iii) Wood's Despatch (1854), iv) First Indian Education Commission or Hunter Commission (1882), v) Indian University Commission (1902),
- Calcutta University Commission or Sadler Commission (1917- 1919), vii) Post war Education Commission or Sargent Report.

Unit 9- Education in free India with special reference to i) Indian Education Commission or Radhakrishnan Commission (1948-1949), ii) Secondary Education Commission or Mudaliar Commission (1953), iii) National Education Commission or Kothari Commission (1964-1966), iv) National policy of

Education ( 1986 ) and subsequent developments.

Unit 10- Some issues in Indian Education i) Women's Education, ii) Adult Education  
iii) Non-formal Education, iv) Vocational Education, v) Teacher Education and vi) Education  
for all.

#### REFERENCES:

- 1) Randall Curren, A Companion to the Philosophy of Education.
- 2) Nel Nodding, Philosophy of Education
- 3) Nurullah, S and Naik, J.P. A History of Education In India
- 4) A. Banerjee, Philosophical Foundation of Education
- 5) J.C. Chakraborty, Educational Philosophy
- 6) A.S. Altekar, Education In Ancient India
- 7) S.P. Chaube, History of Education in India
- 8) S.K. Das, Educational System of Ancient Hindus
- 9) S.N. Mukherjee, History of Education
- 10) B.R. Purkait, Milestone in Modern Indian Education

### **Paper II**

#### **Psychological Foundation of Education**

COURSE/PAPER OBJECTIVES: After going through the course/paper, the learner will be able to-

M-1: Psychological Foundation of Education

1. understand the concept of Psychology and its relation with Education;
2. realize the concept, stages and types of growth & development and applications in Education;
3. be acquainted with the concept, process, types and approaches to learning & its impact in Education
4. understand about transfer of learning-concept, nature, types, theories & methods
5. be acquainted with the aspects of memory and forgetting and its bearing on education

M-2: Factors Related to Learning

1. understand the factors influencing learning;
2. be acquainted with concept of intelligence, nature, types and assessment.
3. develop an understanding about concept, theories of motivation and its relation to learning;
4. be acquainted with concept and theories of mental health and its bearing on leaning
5. make deep understanding about psychology and education of diverse learners.

#### Module – 1: Psychological Foundation of Education

Unit 1- Educational Psychology- Definition of Educational Psychology, Scope of Educational Psychology, modern trends and methods of Educational Psychology.

Unit 2- Growth and Development of learners- Concept of Growth and Development Stages of development. Determinants of Development, Heredity and Environment. Physical Development, Motor Development, Emotional and Social Development.

Unit 3- The process of Learning- Concept and types of learning, Theories of learning-Pavlov's Conditioning, Thorndike's Trial and Error, Skinner's Operant Conditioning and Gestalt theory. Modern views of learning.

Unit 4- Transfer of learning- Concept and Types of Transfer, Theories of Transfer and uses of

Transfer in teaching- learning.

Unit 5- Memory and Forgetting- Concept of Memory and Forgetting, Processes Involved in memory. Information Processing Model of memory. Causes of forgetting. Nature of forgetting according to nature of processing and other cognitive views.

### Module 2- Factors Related to Learning

Unit 6- Learner's Intelligence- Concept of Intelligence. Nature of Intelligence. Nature of Intelligence according to Spearman, Thurstone, Guilford and Sternberg.

Unit 7- Learner's Motivation- Concept of Motivation. Theories of Motivation- Maslow, Weiner, McLelland and Atkinson. Motivation and Learning.

Unit 8- Learner's Attention- Nature of Attention. Determinants of Attention. Theories of Attention- Broadbent's Funnel Theory, Resource allocation Theory, Modern views of Attention.

Unit 9- Learner's personality and Mental Health- Concept of Personality. Theories of Personality- Elementary idea of Psychodynamic, Trait and Social Learning Theories. Concept of mental health and adjustment. Causes of disturbed mental Health. Education and mental health.

Unit 10- Learner's with Exceptional ability

Giftedness- Concept and Special needs of gifted learners. Identifying gifted Learners and their education.

Mental Retardation – Concept and types of mental retardation. Characteristics of Retarded Learners. Causes of disturbed mental health. Education of the Retarded Children.

### REFERENCES:

- 1) Elizabeth B. Hurlock, Adolescent Development.
- 2) S.S. Chauhan, Advanced Educational Psychology
- 3) E.R. Hilgard, Learning Theories
- 4) P.N. Bhattacharya, A Text Book Of Psychology
- 5) S.K. Mangal, Advanced Educational Psychology

### **Paper III**

### **Sociological Foundation of Education**

**COURSE/PAPER OBJECTIVES:** After going through the course/paper, the learner will be able to-

M-1: Education and Society

1. be acquainted with the concept of Sociology of Education, difference between Sociology of Education & Educational Sociology;
2. understand the with Sociological knowledge as the foundation of Education;
3. be familiar with the Social Groups and Socialization process;
4. be acquainted with the determinants of education & Education as a social subsystem;
5. be aware with the aspects of Social Change, Social mobility, Social stratification and role of Education; understand some social ethos to address through Educational Sociology.

M-2: Theories of Sociology and Social Issues in Education

1. gain an understanding of sociological views of eminent sociologist & their impact on education.
2. explain the concept, factors & strategies of equality and equity and its wider perspectives.
3. discuss nature, types and impact of groups on Education and concept of sociometry.
4. be acquainted with the knowledge of youth problems, social unrest and issues pertaining to socio-political changes across the world.
5. understand and explain linkages between educational policies and national development, and social problems of

education and sub-concepts therein.

### Module – 1: Education and Society

Unit 1- Sociology of Education- Evolution of Society (A brief account). Meaning and Scope of Sociology of Education. Social determinants of Education – Religion, Class, Culture, Technology, Economic Issues. Society and its constituent factors-Location, Population, Human Relation. Education as Social Subsystem. Social function of Education.

Unit 2- Socialization- Concept of Socialization. Agencies of Socialization and Education-Family, Community, Peer Group, Media, School, State Policy and Religion.

Unit 3- Social Change. Meaning and Factors of Social Change. Education and Culture, Education and Democracy. Education as a vehicle of Social Change. Scientific and Technological development.

Unit 4- Modernity- Concept and Characteristics of Modernity. Modernization through Education

Unit 5- Social Stratification and Mobility- Meaning of Social Stratification and Mobility. Relationship of Education and Social Stratification and Mobility. Dimension of culture diversity in India and their impact on Education- Language, Religion, Ethnicity, Caste and Territoriality. Education, National Development, National Identity, National Integration.

### Module 2- Theories and Social Issues in Education

Unit 6- Theories of Sociology and their impact on Education- Functionalist, Marxist and Integral Humanist Theories. Social Determinants of Education- Views of Durkheim, Parsons Merton, Bourdieu and Young.

Unit 7- Equality of Educational opportunity- Meaning of Equality of Educational opportunity. Constitutional provision in India. Factors effecting Equality of Educational opportunity. Problems of Education of Disadvantaged People- Women, Disadvantaged Community, Physically and Mentally Challenged. Problems related to Rural, Urban, Industrial Population.

Unit 8- Group- Nature and types of Groups. Primary and Secondary Groups. Formation of classroom groups and cliques. Impact of groups on Education. Sociometry.

Unit 9- Delinquency and Youth Unrest- Sociological and other views on their causes and remedies

Unit 10- Educational Institution as a Social micro system- Inter institutional and intra institutional dynamics in educational institution. Institutional climate- its meaning. Determinants and impact on Education. Leadership- Types, style and Characteristics

### REFERENCES:

- 1) Y.K. Sharma, Sociological Foundation of Education
- 2) Hemlata Talesra, Sociological Foundation of Education
- 3) Lalita Kabra, Scheduled Caste Girls: Educational Backwardness
- 4) Divya Nagar, Deprived Children

### **Paper – IV**

### **Methodology of Educational Research and Statistical Treatment of Data**

COURSE/PAPER OBJECTIVES: After going through the course/paper, the learner will be able to-

#### M-1: Methodology of Educational Research

1. be acquainted with the scientific methods of Research in Educational Studies; Meaning, Nature, Scope, need and purpose and limitation of educational research and emerging trends in educational research.

2. extend an understanding about types of educational research systematically;
3. be acquainted with Population and sampling: meaning, purpose, procedure and methods of sampling & sampling errors;
4. expand an understanding about the tools & techniques of data collection;
5. develop an understanding about steps of educational research in a systematic manner.

## M-2: Methodology of Educational Research

1. be acquainted with the measures of central tendency, variability and respective uses, develop skills in organising the types, classification, quantification & graphical representation of data;
2. make an understanding about the concept of NPC and non-normality standard scores;
3. be acquainted with measures of relationship;
4. understand and compute reliability & validity: concept & types, importance methods of estimation in educational research;
5. understand the concept and compute various parametric tests in educational statistics, their uses.

## Module – 1 Methodology of Educational Research

Unit 1a) Concept, Aim and Nature of Scientific Research- Concept and Aims of Scientific Research. Nature of Scientific Research. Educational Research and Scientific Research. Types of Educational Research- Fundamental, Applied and Action Research. Historical and Philosophical research in Education.

Ethnographic Research. Qualitative and Quantitative research.

Unit 1b) Variables- Concept of variables. Types of Variables- Dependent and Independent Variable, Intervening variables, extraneous variables. Research and control variables.

Unit 2- Sample and Sampling- Concept of Population and Sample. Characteristics of good sample. Probability sampling techniques - Concept of probability. Types and characteristics of probability sample and sampling. Nonprobability sampling. Types and characteristics of nonprobability sample and sampling.

Unit 3a) Formulation of research problem and research design- Characteristics of good research problem. Selection of research problem. Framing hypothesis, meaning of hypothesis, place of hypothesis in research, types of hypothesis.

3b) Research design- Meaning of Research design, need and characteristics of good research design. Descriptive research- Survey, Experimental research design, types of experimental design- single group design, quasi-experimental design, randomized design, randomized block design and factorial design, correlational research design.

Unit 4- Tools and collection of data- meaning and types of data, tools and methods of data collection – Observation, interview, questionnaire, test scales, analysis of data.

Unit 5- Writing a research report- importance of writing a research report. Purpose of Writing a research report. Steps involved in report writing.

## Module- 2 Statistical Treatment of Data

Unit 6- Need of Statistical Treatment of Data and descriptive analysis – need of statistical treatment of data in educational research. Preparation for data analysis- frequency distribution. Measures of central tendency- Mean, Median and Mode. Measures of variability - Standard deviation and Quartile Deviation. Graphical representation of data- frequency polygon and histogram. Nature of distribution - Concept of normal distribution and normal probability curve.

Deviation from normality- Skewness and Kurtosis.

Unit 7- Relation and prediction – Correlation – Product Moment Correlation, Biserial

and Point biserial Correlation, Phi-coefficient. Spearman's Rank Correlation. Significance of correlation. Regression and Prediction- Linear and multiple regression. Multivariate relation – Partial correlation and multiple correlation.

Unit 8- Testing hypothesis- Comparison of two means- t-test (correlated and uncorrelated), t-test for small N. Analysis of variance.

Unit 9- Nonparametric test- Chi-square test, sign test, Wilcoxon Signed Rank Test, Median test, Mann-Whitney U test.

Unit 10- Psychological scaling- percentile score and percentile rank. T-score and Z-score.

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#### REFERENCES:

- 1) Arun Kumar Singh, Tests, Measurements, and Research Methods in Behavioral Sciences.
- 2) A. Anastasi, Psychological Testing
- 3) Best, J.W. & Kahn, J.V. Research in Education
- 4) Kerlinger, F.N. Foundation of Behavioural Researches
- 5) Robert J. Gregory, Psychological Testing.

### **Paper V**

#### **Educational Technology and Curriculum Studies**

COURSE/PAPER OBJECTIVES: After going through the course/paper, the learner will be able to-  
M-1 Educational Technology

1. understand the concept of educational technology, its basic components and significance;
2. be acquainted with the ISD, systems approach, its components and problems of implementation;
3. develop an understanding about educational process and communication technology, basic model and factors affecting classroom communication;
4. be acquainted with different forms of hardware technology, ICT and E-learning;
5. make an understanding about models of teaching and computer assisted learning;

M-2: Curriculum Studies

1. Develop an understanding about concept, principles & classification of curriculum
2. Acquaint with the different bases of curriculum
3. Understand curriculum design & educational objectives
4. Comprehend different approaches to curriculum development and factors of curriculum construction.
5. Gain an understanding of curriculum evaluation: concept, sources and methods of curriculum evaluation

#### Module – 1: Educational Technology

Unit 1- Concept of Educational Technology. Definition, Nature, Scope and Limitation of Educational Technology. Components of Educational Technology: Hardware and Software approach. Educational Technology and Instructional Technology.

Unit 2- Instructional design and Programmed Learning. Taxonomies of instructional objectives. System



Approach-Concept and components of instructional system. Programmed Instruction- Concepts, Theories and Types- Linear and Branching; Computer assisted instruction.

Unit 3- Teaching Methods and Teaching Models. Concept of Teaching and major methods of teaching. Models of Teaching- Concept and types of models. Uses and limitations. Microteaching and Team teaching.

Unit 4- Communication and Classroom Interaction. Definition and types of communication. Barriers of classroom communication. Classroom Interaction-Meaning of Classroom Interaction. Analysis of Classroom Interaction by Flanders Interaction category system.

Unit 5- Teaching Aids and Trends of Educational System. Teaching Aids- Psychology of using Teaching Aids, types of Teaching Aids- Projected, Non projected and Audio-visual aids. Computer as teaching aid. Formal and Non-formal education, Distance and correspondence education.

### Module 2- Curriculum Studies

Unit 6- Concept of Curriculum. Traditional and Modern approaches of Curriculum. Types of Curriculum. Role of Curriculum in Education.

Unit 7- Bases of Curriculum, Philosophical Psychological and Sociological bases of Curriculum.

Unit 8- Learning theories and Curriculum. Cognitive developmental approach, Connectionism and Constructivism. Information processing Model.

Unit 9- Curriculum Construction. Principles of Curriculum Construction. Taxonomies of Educational Objectives. Curriculum Development process and System approach. Determinants of content selection – culture based, knowledge based and need based.

Unit 10- Curriculum Evaluation. Meaning and purpose of Curriculum evaluation. Means of Curriculum Evaluation. Formative Summative Evaluation.

#### REFERENCES:

- 1) J.C. Agarwal, Essentials of Educational Technology.
- 2) F.W. Benghort, Educational System Analysis.
- 3) R.S. Bloom, Taxonomy of Educational Objectives.
- 4) U.Rao, Educational Technology
- 5) M.K. Sen. Shiksha Projuktibigyan.

### **Paper VI** **Educational Administration and Management**

**COURSE/PAPER OBJECTIVES:** After going through the course/paper, the learner will be able to-

#### M-1: Educational Administration

1. make an understanding about the theories of administration, the concept of educational administration, relation between administration & management;
2. understand about organization, the leadership in educational administration and its premise and significance;
3. be acquainted with concept, types, objectives & drawbacks of educational planning

4. know about the educational finance and its systems
5. make an understanding about different aspects of educational organization: conflict, resolution, manpower, training etc;

## M-2: Educational Management

1. gain an understanding about the concept, nature, types, functions & evolution of educational management;
2. understand about the concept & various aspects of supervision & managerial behaviours;
3. Know about roles of teachers in different areas of educational Management including teaching learning process and social responsibility.
4. be acquainted with management and control processes;
5. delineate & explain the various aspects of Human Resource Development in Education;

## Module – 1: Educational Administration

Unit 1- Nature and scope of Educational Administration. Agencies of Educational Administration. Role of central and state govt. and local bodies. Views of NPE1986 and Rammurty Committee on Educational Administration.

Unit 2- Theories of Educational Administration.

- a) Classical Theory
- b) Neo classical Theory
- c) Modern Management Theory

Unit 3- Concept of Organisation. Departmentation. Delegation of authority. Decentralisation. Autonomy of institution. Self-managed institution. Organisational structure.

Unit 4- Educational Finance: Resource acquisition and allocation. Sources of finance. Privatization of educational institution. Partnership between public and private sector institution.

Unit 5- Inspection and Supervision- Meaning and concept. Role of modern Supervisor  
Module 2- Management

Unit 6- Concept of Management. Relation between Management and administration. Managerial function of educational administrators- Planning, Organising, Staffing, Controlling, Directing. Application of Management science in the field of education. Roles of teachers in different areas of educational Management including teaching learning process and social responsibility.

Unit 7- Leadership in educational Management. Management in action- guidance, supervision, control, communication, coordination. Leadership skills. Theories of leadership. Leaders as team manager and motivator. Effective decision making by the leaders.

Unit 8- Educational planning- concept and objectives. Approaches to planning. Micro, macro, grass root level planning. Drawbacks of Educational planning. Institutional planning.

Unit 9- Control process. Performance Standard for critical areas of control in Educational Management.: role of accreditation bodies: NAAC, NCTE quality control in education. Application of TQM principles in education. Performance appraisal.

Unit10- Development of Educational organization. Managing change, resolution of conflict. Development of manpower and training.

REFERENCES:

- 1) R.P. Bhatnagar, Educational Administration
- 2) Aruna Goel, Educational Administration and Management
- 3) Niyati Bhatt. Higher Education Administration and Management

**Paper VII**

**Evaluation And Measurement In Education And Guidance And Counselling**

COURSE/PAPER OBJECTIVES: After going through the course/paper, the learner will be able to-

M-1: Evaluation and Measurement in Education

1. develop an understanding of the concepts of Measurement, Assessment and Evaluation in the field of education;
2. be acquainted with educational objectives and evaluation;
3. understand, characterize, classify tools of evaluation.; different types of testing, its purposes and significance;
4. be acquainted with current trends in evaluation.
5. Use, compute and justify the different forms of evaluation: their needs and uses in education.

M-2: Guidance and Counselling

1. understand about the concepts, principles and relation of guidance and counseling;
2. make an understanding about different steps of Guidance & Counselling;
3. develop an understanding about potential areas & levels of Guidance & Counselling;
4. be acquainted with Pre-requisites and approaches of guidance & Counselling;
5. understand about guidance process, organization and essential information & opportunities pertaining to Guidance & Counselling;

Module – 1: EVALUATION AND MEASUREMENT IN EDUCATION

Unit1- Concept and characteristics of Measurement. Concept and characteristics of Evaluation. Place of Evaluation in education. Difference and relationship between Measurement and Evaluation. Evaluation and Examination. Types of Evaluation.

Unit 2- Educational objectives and Evaluation – Meaning and types of Educational Objectives. Taxonomy of Educational Objectives under Cognitive Affective and Psychomotor Domain. Sources of Educational Objectives. Use of the objectives in Educational Evaluation.

Unit 3 – Tools of Evaluation - need for Tools of Evaluation. Type of Tools. Criterion referenced tests – Characteristics, uses and limitations. Method of preparing criterion referenced tests. Norm referenced tests – Characteristics and types. Essay tests – Merits and Demerits. Improvement of Essay tests. Objective Tests – Types, Merits and Demerits. Intelligence Tests. Aptitude Tests. Personality Tests. Interest Inventories. Attitude Scales. Diagnostic Tests.

Unit 4 – Emerging Trends in Evaluation – Types of Conventional Tests. Written, Oral and Practical Examinations. Their merits and demerits. Overall demerits of existing examination system. Question Bank. Grading system –

Concept, Method, Advantages and Disadvantages. Semester System – Concept, Advantages and Disadvantages. Use of computer in Evaluation.

Unit 5 – Recording, Reporting and Using Evaluation outcomes. Need for recording and reporting. Conventional recording and reporting. Cumulative Record Card. Computer recording and online transfer of data. Exit Portfolio.

## Module 2 Guidance and Counseling

Unit 6 – Concept of Guidance and Counseling – Meaning of Guidance and Counseling. Difference and Relation between the two. Base principles of counseling. Counseling and Psychotherapy.

Unit 7 – Steps in Guidance and Counseling. Steps in Counseling. Steps in Guidance. Ethical issues in Counseling.

Unit 8 – Area of Guidance and Counseling. Clinical, Personal, Marital, Rehabilitation counseling. Educational and Vocational Guidance.

Unit 9 – Approaches of Guidance and Counseling. Directive, Non-directive and Eclectic approaches. Individual and Group Counseling.

Unit 10 – Essential Information for Guidance and Counseling. Personal Information – Information about Physical, Intellectual, Personality, Academic Achievement and others. Educational Information – Scope and Opportunities available. Occupational Information – Scope and Opportunities for employment. Career prospects.

### REFERENCES:

1. Arun Kumar Singh, Tests, Measurements, and Research Methods in Behavioral Sciences.
2. A. Anastasi, Psychological Testing
3. Best, J.W. & Kahn, J.V. Research in Education
4. Kerlinger, F.N. Foundation of Behavioural Researches
5. Robert J. Gregory, Psychological Testing.

## **Paper VIII (E1) SPECIAL EDUCATION**

### **(Old Syllabus)**

#### Module – 1: Education of Physically Disabled

Unit 1- Introduction to Special Education- Concept of Exceptionality, Disability and Special Education. History of Special Education. Scope of Special Education-Types of disability.

Unit 2- Strategies of Special Education- Special school, integration and inclusive education. Rehabilitation of disabled. Status of Special Education in India.

Unit 3- Visual impairment- Definition, types, and etiology. Characteristics and education of Visual impairment.

Unit 4- Hearing handicap- Definition, types, and etiology and identification. Characteristics and education of Hearing handicap.

Unit5- Cerebral Palsy- Definition, types and causes of Cerebral Palsy. education of Cerebral Palsy.

Module 2- Education of the mentally exceptional children Unit6- Mental

retardation- Definition, types and causes of Mental retardation.  
identification. Characteristics and education of Mentally retarded.

Unit7- Gifted children- Concept of giftedness. Characteristics and problems of Gifted children. Identification and education of Gifted children.

Unit 8- Learning Disability- Definition, types and causes of Learning Disability.  
Characteristics and Measurement of Learning Disability. education of Learning Disability.

Unit9- Emotional Disturbance- Definition, types and causes, characteristics of Emotional Disturbance.  
education of Emotionally Disturbed.

Unit 10- Agencies of Special Education- National International Government and Nongovernmental agencies.  
Community participation and parent participation. Constraints of Special Education.

REFERENCES:

- 1) Sachindra Mohan Sahu, Education of Children with Special Needs
- 2) Bishnupada Nanda, Bisesdharmi Shikha
- 3) S.K. Mangal, Special Education

**Paper VIII (E1)-Revised Syllabus:Special Education**

**(w.e.f 2017-19 academic session)**

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**COURSE/PAPER OBJECTIVES:** After going through the course/paper, the learner will be able to-

M-1- Inclusive Education

1. know the background of diversity and its canvas;
2. familiar with the Inclusive Education: its perception & functionality
3. gain an understanding of adaptation, accommodation & modification in executing Inclusive setting;
4. be acquainted with Inclusive academic instructions.
5. comprehend the pragmatic areas of Supports and Collaborations for Inclusive Education
6. extend an understanding of Policies & Frameworks Facilitating Inclusive Education

M-2: Education of The Differently Abled Children

1. know the nature and assessment of Visual impairment
2. familiar with the educational implications of Visual Impairment
3. gain an understanding of nature & classification of Hearing Impairment
4. comprehend the impact of hearing loss
5. understand and explain Learning Disability: Nature, Needs and Intervention
6. be aware and understand Autism Spectrum Disorder

## MODULE 1: INCLUSIVE EDUCATION

### Unit 1: Understanding Diversity

#### 1.1 Concept of Diversity

#### 1.2 Types of Diversity: Gender, linguistic, cultural, socio-economic and disability

#### 1.3 Diversity in learning and play

#### 1.4 Addressing diverse learning needs

#### 1.5 Diversity: Global Perspective

### Unit 2: Introduction to Inclusive Education

#### 2.1 Marginalisation vs. Inclusion: Meaning & Definitions

#### 2.2 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion

#### 2.3 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity

#### 2.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment

#### 2.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

### 3: Adaptations Accommodations and Modifications

#### 3.1 Meaning, Difference, Need & Steps

#### 3.2 Specifics for Children with Sensory Disabilities

#### 3.3 Specifics for Children with Neuro-Developmental Disabilities

#### 3.4 Specifics for Children with Loco Motor & Multiple Disabilities

#### 3.5 Engaging Gifted Children

### Unit 4: Inclusive Academic Instructions

#### 4.1 Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment

#### 4.2 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching

#### 4.3 Differentiated Instructions: Content, Process & Product

#### 4.4 Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies

#### 4.5 ICT for Instructions

### Unit 5: Supports and Collaborations for Inclusive Education

#### 5.1 Stakeholders of Inclusive Education & Their Responsibilities

#### 5.2 Advocacy & Leadership for Inclusion in Education

#### 5.3 Family Support & Involvement for Inclusion

#### 5.4 Community Involvement for Inclusion

#### 5.5 Resource Mobilisation for Inclusive Education

### Unit 6: Policies & Frameworks Facilitating Inclusive Education

#### 6.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)

#### 6.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)

#### 6.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)

**6.4 National Commissions & Policies:** Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy Education (1992), National Curricular Framework (2005), National Policy For Persons with Disabilities (2006)

**6.5 National Acts & Programs:** IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

## REFERENCES

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- Bartlett, L. D., &Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1997). *Successful Mainstreaming*. Allyn and Bacon
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs -Strategies for the Regular Classroom*. 4th Edition, London Routledge Falmer: Taylor & Francis Group.
- Lewis, R. B., &Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- Sedlak, R. A., &Schloss, P. C. (1986). *Instructional Methods for Student Learning and Behaviour Problems*. Allyn and Bac

## MODULE-2: EDUCATION OF THE DIFFERENTLY ABLED CHILDERN

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### Unit 1: Visual Impairment-- Nature and Assessment

- 1.1.** Process of Seeing and Common Eye Disorders in India
- 1.2.** Blindness and Low Vision--Definition and Classification
- 1.3.** Demographic Information--NSSO and Census 2011
- 1.4.** Importance of Early Identification and Intervention
- 1.5.** Functional Assessment Procedures

### Unit 2: Educational Implications of Visual Impairment

- 2.1.** Effects of Blindness--Primary and Secondary
- 2.2.** Selective Educational Placement
- 2.3.** Teaching Principles
- 2.4.** Expanded Core Curriculum-- Concept and Areas
- 2.5.** Commonly Used Low Cost and Advanced Assistive Devices

### Unit 3: Hearing Impairment: Nature & classification

- 3.1** Types of Sensory Impairment (Hearing Impairment, Visual Impairment) &Dual sensory impairment (Deaf-blindness)
- 3.2** Importance of hearing
- 3.3** Process of hearing & its impediment leading to different types of hearing loss
- 3.4** Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped
- 3.5** Challenges arising due to congenital and acquired hearing loss

### Unit4: Impact of Hearing Loss

- 4.1** Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication
- 4.2** Language & communication issues attributable to hearing loss and need for early Intervention
- 4.3** Communication options, preferences & facilitators of individuals with hearing loss
- 4.4** Issues & measures in literacy development and scholastic achievement of students with hearing loss
- 4.5** Restoring techniques using human (interpreter) & technological support (hearing devices)

#### Unit5: Learning Disability: Nature, Needs and Intervention

- 5.1** Definition, Types and Characteristics
- 5.2** Tools and Areas of Assessment
- 5.3** Strategies for reading, Writing and Maths
- 5.4** Curricular Adaptation, IEP, Further Education,
- 5.5** Transition Education, Life Long Education

#### Unit6: Autism Spectrum Disorder: Nature, Needs and Intervention

- 6.1** Definition, Types and Characteristics
- 6.2** Tools and Areas of Assessment
- 6.3** Instructional Approaches
- 6.4** Teaching Methods
- 6.5** Vocational Training and Career Opportunities

#### REFERENCES

- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, Sensory World, Texas.
- Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn& Bacon.
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, New Delhi - Discovery Pub
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- Taylor, B. (1988). Reading Difficulties: Instruction and Assessment, Random House, New York.
- Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press, San Diego, CA.



**Paper VIII (E2)**  
**TEACHER EDUCATION**

COURSE/PAPER OBJECTIVES: After going through the course/paper, the learner will be able to-

**M-1: Principles of Teacher Education**

1. to develop a knowledge of concept of teacher education
2. make an understanding about the philosophical issues of the teacher education
3. be acquainted with the origin and development of teacher education
4. know & understand objectives of teacher education;
5. be acquainted with the managing agencies of teacher education

**M-2: Practices of Teacher Education**

1. know & understand about the Programme of Teacher Education at different levels of Education in India;
2. understand and analyse the framing of curriculum of teacher education
3. to develop knowledge in the Professional preparation for pre & in service teacher education
4. comprehend contemporary issues in teacher education
5. to remain abreast and evaluate Problems and Prospects of Teacher Education in India and their remedial measures.

**Module – 1: Principles of Teacher Education**

Unit 1- Concept of teacher education- Difference between Training and Education, Need for ‘training in teaching’ and ‘education for teachers’.

Unit2- Some Philosophical issues on teacher education:

- i)** Image of a teacher
- ii)** Role of a teacher
- iii)** Education and social change
- iv)** Value oriented teacher education

Unit3- Origin and Development of teacher education. Unit4-

Objectives of teacher education.

Unit 5- Managing Agencies of teacher education.

**Module 2- Practices of Teacher Education**

Unit 6- Programme of Teacher Education at different levels of Education in India. Unit 7- Framing of curriculum of teacher education.

Unit8- Professional preparation for teacher education-Pre-service teacher education.  
In-service teacher education.

Unit9- Some contemporary issues in Teacher Education Models of Lesson Plan

Micro Teaching  
Simulated teaching Action Research

Unit 10- Problems and Prospects of Teacher Education in India and their remedial measures.

REFERENCES:

- 1) R.S. Shukla, Emerging Trends in Teachers Education
- 2) R.S. Shukla Education of Teachers in India

**Paper VIII (E3)**  
**EDUCATION OF WOMEN IN INDIA**

COURSE/PAPER OBJECTIVES: After going through the course/paper, the learner will be able to-

M-1: Perspectives of Women's Education

1. develop an overview of women education
2. be acquainted with Development of Women's Education during pre-independence period.
3. Reflect on the thinkers of women education;
4. reflect upon the major constraints of women education in India;
5. reflect upon the present status of women education;

M-2: Post independence Development of Women's Education in India

1. to know about the policy perspectives of women education in India
2. to analyse the Committees and Commissions on Women's Education in India
3. to delineate the present status of women education in India
4. to reflect on empowerment, social transformation and women education
5. to understand and attain reflecting skills on trends in researches in women education

Module – 1: Perspectives of Women Education

Unit1- Overview of Women's Education in India. Concern for Women's Education. Historical Perspectives, present status and other issues of Women's Education.

Unit2- Development of Women's Education during pre-independence period. Contribution of Missionaries. Role of British Govt.

Unit3- Contribution of Indian thinkers. Rammohan Roy, Iswar Chandra Vidyasagar. Radhakanta Dev and Nibedita.

Unit4- Major Constraints of Women's Education – Social, Political, Psychological, Economic and Religious.

Unit5- Women's Education, Literacy and Population Growth. UNESCO Document.

Module 2

Post-independence Development of Women's Education in India

Unit6- Policy perspectives. Role of UGC, MHRD, National policy of education- 1968, 1986, POA 1992. Constitutional Provision.

Unit7- Committees and Commissions on Women's Education- Radhakrishnan, Mudaliar and Kothari

Commission. Durgabai Deshmukh committee, Hansraj Mehta Committee and Bhaktabatsalam Committee.

Unit8- Present Status of Women's Education. A brief account of the growth of Women's Education.

Unit9- Women's Education, empowerment and social transformation. Unit10- Trends

of research in Women's Education.

#### REFERENCES:

- 1) A.Kumar, Women Education
- 2) S.P.Agarwal, Women Education in India

### **Paper VIII (E4)** **POPULATION AND ENVIRONMENTAL EDUCATION**

COURSE/PAPER OBJECTIVES: After going through the course/paper, the learner will be able to-

#### M-1: Population Education

1. develop an understanding of Concept of Population Education;
2. be acquainted with the terms and knowledge of Population Dynamics;
3. develop an in-depth understanding of Population and quality of life
4. reflect on relationship of Population and Natural resource
5. extend an understanding of agencies and curriculum of population education

#### M-2: Environmental Education

1. to gain an understanding of the concept of Environmental Education
2. to extend and map the knowledge of the concern for Environment
3. to know the various significant agencies of Environmental Education
4. to know and reflect upon the curriculum and approaches of Environmental Education
5. understanding and evaluating the myriad avenues of Teacher's training for Environmental Education

#### Module – 1: POPULATION EDUCATION

Unit1- Concept of Population Education- Concept, History and Objectives of Population Education. Population Education Programme in India.

Unit2- Population Dynamics. Definition and component of population. Demographic characteristics. Changes in population. Population control measures- Family planning, education and reproductive health.

Unit3- Population and quality of life. Quality of life Resource, Level of living, Social and political system, process of development. Health and sustainable development

Sex education- Objective, curriculum, Methodology  
Adolescent education- Objective, curriculum  
Family life education  
Health education

Unit4- Population and Natural resource. Types- renewable nonrenewable. Conservation and recycling of resource

Unit5- Agencies and curriculum of population education. Agencies- formal and non-formal.

Curriculum of Population Education. Integration and correlation of curriculum.Co-curricular activities. Planned Lesson- A few probable methods of teaching.

### Module 2- Environmental Education

Unit6- Concept of Environmental Education: Definition, nature, scope, objectives and limitations of Environmental Education.

Unit7- Concern for Environment. Pollution, Resource degeneration. Population explosion. Man and environment- ecological and psychological views.

Unit8- Agencies of Environmental Education. Formal and non-formal. Governmental and nongovernmental agencies. Mass Media- Newspaper, Radio, Electronic media and others.

Unit9- Curriculum and Approaches of Environmental Education. Principles and content of Environmental Education. Methodology. Environmental consciousness.

Unit 10- Teacher's training for Environmental Education. Present status, agencies, curriculum of Teacher's training. Problems and remedies of Teacher's training, different aids of Environmental Education.

#### REFERENCES:

- 1) R.N. Sinha, Population Education
- 2) V.K. Nanda, Environmental Education

#### LEARNING OUTCOMES:

After completing the courses/papers of the two year Post-Graduate in Education/M.A. in Education programme:

1. The learners are equipped to compare Indian, modern and western philosophies and their relevance to education, adjudge the principles of education and contemporary issues to educational context.
2. The learners are acquainted with wide array of knowledge of framework on philosophy, principles with emphasis on eastern, western and eclectic schools of philosophy and contemporary issues of education per se.
3. The learners are able to achieve various instructional objectives in a hierarchical manner. These outcomes are (a) Knowledge, (b) Understanding, (c) Critical thinking, (d) Practical skills, (e) Interests and (f) Attitudes relating to history of Education in India.
4. The course also synthesizes aspects of developmental and educational psychology to prepare candidates to work with the wide range of individual student differences in skills, motivation, experience and development that are encountered in educational settings. The course also empowers them with an in-depth understanding of factors related to learning.
5. Sociological foundation of education makes the learners explore deep understanding into the essentials of education and society on one hand, and fit to analyze various theories of Sociology and Social Issues in Education.
6. Methodology of Educational Research and Educational Statistics enable the learners with the skills and competencies of research in education and handling data through basic and advanced statistical analyses.

7. The learners are well equipped to know, understand and enumerate different facets, ideas, approaches and lines of technology in education and technology of education
  8. The learners get a ready involvement in understanding the curriculum studies and its relation to education.
  9. The course lends a thorough comprehension of administration, management, organization, finance, control, conflicts, and human resources in the light of education.
  10. The learners come into clear terms and gain an understanding on the measurement, evaluation, tests in Education and its underlying practical themes in an educational setting.
  11. The learners get a well-developed knowledge on the guidance and counselling in education and also its implications in society.
  12. As aspirants of Post-Graduation programme, the four Subjects of Special study/Elective paper as offered (Special Education, Teacher Education, Education of Women in India & Population & Environmental Education) ensures the following:
    - ✚ There's no one size fits all
    - ✚ Electives are chosen after satisfied with the required course and desire to pursue
    - ✚ Take advantage of aspirants' interests and strengths
    - ✚ Free electives are the most flexible in nature
    - ✚ Area of study electives enhances their selected field of study
    - ✚ Often elective open their eyes to a new career path
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