

Course Structure for M. A (Education)

Semester-IV

Course Code	Course Title	Credit Value	Internal Marks	External Marks	Total Marks
	Core Courses				
M.A-Ed-401	Instructional Technology	4	40	60	100
M.A-Ed-402	Concept and Issues in Curriculum	4	40	60	100
M.A-Ed-403	Early Childhood Care and Education (ECCE)	4	40	60	100
M.A-Ed-404	Dissertation(for first ten meritorious students) is compulsory and optional for remaining students OR (Any two of the following Optional Papers)	8	80	120	200
Optional Papers (Any two of the following in place of Dissertation)					
M.A-Ed-405	Educational Administration and Management	4	40	60	100
M.A-Ed-406	Peace Education	4	40	60	100
M.A-Ed-407	Teacher Education	4	40	60	100
M.A-Ed-408	Inclusive Education	4	40	60	100
	Total	20	200	300	500

Aggregate marks of semester-IV = 500

Total credits = 20

FOURTH SEMESTER**Course Code:M.A-Ed-401****Max. Marks: 100****Course Title: Instructional Technology****Internal: 40****Duration of Exam 03:00 hrs****External: 60****Credit: 04****COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

CO1: To develop and enhance Teaching skills and competencies among the learners in order to make teaching learning process more effective.

CO2: It will make them familiar with the various innovative techniques used in educational technology.

CO3: The course will help the learners to gain mastery in Teaching devices, digital tools and computer techniques used in teaching learning process.

CO4: It will also enable the students to understand about the important structures, steps and techniques of teacher preparation.

CO5: It will make the students aware with the various methods, strategies and techniques used in educational technology

COURSE OUTLINE**Unit I: Teaching & Models of Effective Instructions 10 hrs**

- i) Concept, Characteristics and Phases of Teaching
- ii) Principles and Maxims of Teaching
- iii) Models – Concept Attainment (J. Bruner)
- iv) Meaning & Importance of Teaching devices (with special reference to Home Assignment, Discussion, Dramatization, Illustration, Lecturing & Narration.

Unit II: Taxonomy of Educational Objectives 10 hrs

- i) Meaning, Objectives & Types,
- ii) Writing Objectives in behavioural terms.
- iii) Bloom's Taxonomy of instructional objectives: Cognitive, Affective & Psychomotor domains.
- iv) Formulation of Instructional Objectives (Mager's Approach).

Unit: III: Audio-Visual Aids & Computer Applications 10 hrs

- i) Meaning, Advantages& Types of A-V-aids.
- ii) Projected (Film, Film Straps, Overhead Projector, Slides), Non-Projected (Graphics, 3-D aids, Display boards, Audio aids), Use of Radio, TV & Newspaper as teaching aids.
- iii) Multimedia Approach: concept, characteristics and uses in education.

- iv) Computer Assisted Instruction (C.A.I.) : Concept, characteristics and uses in education

Unit IV: A. Communication and Teaching Learning 10 hrs

- i) Concept, Sources and Principles of communication
v) Classroom communication – Verbal and Non-verbal
ii) Barriers of communication.

B. Techniques of Teacher-Preparation 10 hrs

- i) Micro-teaching,
ii) Simulated Teaching,
iii) Blended Learning
iv) Team Teaching

Unit-V: A detailed discussion of the following 10 hrs

- i) Play way Method
vi) Dalton Plan
ii) The project Method
iii) Heuristic Method

Seminars, Special lectures, Tutorials, Term Papers and Practicum 10 hrs

Note for paper setters

The question paper shall be divided into two sections. Section A will carry 10 compulsory, objective-cum-short answer type questions; two from each unit, each carrying 1 mark. Section B shall have 10 questions, two from each unit. The students shall attempt 1 question from each unit. Each question shall carry 10 marks.

Recommended Books

- Dwight, A. and Ryan, K. (1969) Micro Teaching, Addison Wesley Pub Co.London
- Austin, F.M. (1961) Art of Questioning in the Classroom, University of London Press Ltd. London
- Davide, B. (1960) The Process of Communication, Holt & Rinehart New York.
- Bhatta B. D. and Sharma, S.R. (1992) Educational Technology- concept and techniques, Kanishka Pub House, New Delhi
- Buch, M.B. and Santharam, M.R. (1972) Communication in Classroom, CASE, Faculty of Ed. and Psy. M.S. Univ. Baroda
- Cherry, C. (1968) On Human Communication, MIT Press, Massachusetts
- Dale, E. (1961) Audio Visual Methods in Teaching (Revised) Holt Rinehart and Einston, New York.
- Das R.C. (1993) Educational Technology-A Basic Text, Sterling, New Delhi.
- Irork, D. (1971) The Management of Learning, McGraw Hill London
- Jangira N.K. and Singh, A. (1982) Core Teaching skills: The Micro Teaching Approach, NCERT, New Delhi
- Joyce, B & Weil, M. (1982). Models of Teaching, Prentice Hall, New J

Course Code: M.A-Ed-402**Max. Marks: 100****Course Title: Concepts And Issues In Curriculum****Internal: 40****Duration of Exam 03:00 hrs****External: 60****Credit: 04****COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

CO1: To understand the principles, designs, development and evaluation of curriculum,

CO2 : To applies the knowledge in analyzing the different types of curriculum and their evaluation.

CO3:To develops skill in preparing curriculum design and develops interest in studying books journals and articles on curriculum development

CO4: To develop a desirable positive attitude towards curriculum development and Appreciates the contribution of curriculum development in the classroom situation.

CO5: To Illustrate and explain the role of curriculum in effective teaching and learning.

CO6: To use different methods and strategies to evaluate a curriculum depending on the stage of development of the curriculum

COURSE OUTLINE**Unit – I Concept, Meaning and Scope of Curriculum 10hrs**

Curriculum – Meaning - Definition – Scope – Curriculum as a plan, as experience, a subject matter or content – Nature , Scope and Types of Curriculum – Understanding curriculum reforms and its impact on school structure, system, and school culture.

Unit – II Foundations of curriculum development 10hrs

Philosophical, Sociological and Psychological. Creating a supportive school environment for curriculum change, Determinants of curriculum. Agencies of Curriculum Development – Schools, Teachers, Principals, Educationists, NCERT, SCERT, NCTE, UNESCO, DTER.

Unit - III Objectives of Curriculum 10hrs

Taxonomical objectives – Cognitive, Affective and Psychomotor Domains, Strategies for Effective curriculum – Improving the quality of teaching and learning – Localization of the curriculum – Learning life skills – Co-curricular activities – Special education needs (SEN). The physical school environment.

Unit – IV Curriculum Process 10hrs

Formulation of objectives, selection of learning experience and content organisation. Designing Integrated and Interdisciplinary learning experience, Integration of learning experience relating to work experience and sensitivity to gender disparity.

Unit – V Curriculum Design 10hrs

Dimensions – Integration, Sequence, Articulation, Balance and Continuity – Sources for Curriculum Design, Activity Learning Method (ALM), Minimum level of Learning (MLL) Method.

REFERENCES:

- Aggarwal, J.C. (1990): Curriculum Reforms in India, Delhi: Doaba House Harper & Row.
- IGNOU (1992): Curriculum Development for Distance Education, (ES-316), Blocks 1 and 2, New Delhi.
- J. Dewey (1966): The Child & the Curriculum -The School & Society, Phoenix, USA
- J. Lee (1964): Evaluation for Course Improvement in New Curricula, New York: Jersey, U.K.
- Kelly, A.V. (1989): The Curriculum: Theory and Practice, London; Paul Chapman Publishing.
- Mamidi, M.R. and Ravishankar. S. (1984): Curriculum Development and Educational Technology, New Delhi: Sterling Publishers.
- Ornstein, C. & Hunkins P. (1988): Curriculum, Foundations, Principles and Issues, New Sharpes, D.K. (1988): Curriculum Traditions and Practices. London: Routledge
- Stenhouse, L. (1975): An Introduction to Curriculum Research and Development. London: Heinemann
- Wheeler, D. K. (1967): Curriculum Process. University of London Press.
- NCERT (1988), National Curriculum for Elementary and Secondary Education - A Framework, New Delhi.
- Lawton, D. et al (1978), Theory and Practice of Curriculum Studies. Routledge and Kegan Paul London.
- Goel, B.S and Sharma, J.D. (1984), A Study of Evolution of the Textbook, NCERT (1975), The Curriculum for the Ten-year School – A Framework

Course Code: M.A-Ed-403**Max. Marks: 100****Course Title: Early Childhood Care and Education (ECCE)****Internal: 40****Duration of Exam 03:00 hrs****External: 60****Credit: 04****COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

CO1: To enable the students to develop an understanding about early childhood care and education (ECCE) in terms of its concept, importance and the methods.

CO2: It will acquaint them with the different aspects of early childhood growth and development along with their educational implications.

CO3: The students may also get familiar with the works and contributions of important educational thinkers and psychologists in ECCE.

CO4: The course will enable the learners to achieve a comprehensive coverage and understanding of recommendations and programmes of various agencies working in the field of early childhood care and education.

CO5: It will further help them to compare various ECCE programmes being run in India, Australia, U.K. & China

COURSE OUTLINE**Unit I: Concept and Methods of Early Childhood Care and Education (ECCE)**

- i) Concept of Early Childhood Care and Education (ECCE)
 - ii) Objectives of ECCE
 - iii) Need and Importance of ECCE
 - iv) Methods employed for child study: Observation, Case Study, Cross-sectional & Longitudinal Methods
- 10 hrs**

Unit II: Origin and Development of Early Childhood Care and Education (ECCE)

- i) Early Childhood Education Movement in India: Pre-Independence & Post Independence Initiatives
 - ii) Emergence of Early Childhood Care and Education in UK
 - iii) Development of Early Childhood Care and Education in USA
 - iv) Development of ECCE Programmes in China
- 10 hrs**

Unit III: Growth and Development in Early Childhood

- i) Concept of Growth and Development: Meaning, Definition and Relationship between Growth and Development
 - ii) Principles of Growth and Development
 - iii) Various aspects of Early Childhood Development: Physical, Motor, Cognitive, Language and Socio-emotional development.
- 10 hrs**

- iv) Educational Implications of various aspects of Early Childhood Development.

Unit IV: Contribution of Educational Thinkers Towards ECCE

- i) Pestalozzi
 ii) Froebel **10**
hrs
 iii) Montessori
 iv) Dewey

Unit V: Recommendations, Programmes and Agencies **10 hrs**

- i) Recommendations of NPE (1986), NCF (2005) and NCPCR (2007)
 ii) ECCE Programme in India with special reference to ICDS
 iii) Agencies of Pre-school Management: Indian Council for Child Welfare, Social Welfare Boards and NGOs

Seminars, Special lectures, Tutorials, Term Papers and Practicum **10 hrs**

Note for paper setters

The question paper shall be divided into two sections. Section A will carry 10 compulsory, objective-cum-short answer type questions; two from each unit, each carrying 1 marks. Section B shall have 10 questions, two from each unit. The students shall attempt 1 question from each unit. Each question shall carry 10 marks.

Books Recommended

- Banta, T. (1966). Are these Really a Montessori Method? Columbus, Ohio: Ohio Psychological Association and Ohio Psychiatric Association.
- Bloom, B.S. (1964). Stability and Change in Human Characteristics. New York: John Wiley & Sons Inc.
- Brown, G. (1977). Child Development. London: Open Books, Central Advisory Board of Education (CABE). Pre-Primary Education (Chapter II). In Post-War Development in India- A Report, Govt. of India.
- Gilbert, A.R. (1976). Early Childhood Education. An International Perspective, New York:Academic Press.
- Gupta, M. S. (2009). Early Childhood Care and Education. Eastern Economy Edition. PHI Learning Private Limited, New Delhi.

Course Code: M.A-Ed-404

Course Title: Dissertation

Credit: 08

Max. Marks: 200

Internal: 80

External: 120

COURSE OUTCOMES

CO1:. To help the students to find out Research Problem by surveying through Journals and Review of various studies.

CO2: To enable them to analyze and interpret the data in the light of proposed objectives and hypotheses.

CO3: To help the students how to select the sample and also about the sample procedure

CO4: To further expose the students how to collect the data from the sample subjects.

CO5: To enable the students to summarize their research findings and as such familiarize them with the preparation of research report.

CO6: To further help the students to present the research findings before the audience/experts.

Submission of Dissertation and Conduct of Viva-Voce

Two copies of the dissertation along with C.D. be submitted by the students of M.A. 4th Semester in the Office of the Head, School of Education.

External Examination:

The dissertation shall be examined and viva-voce conducted by a Board of Examiners consisting of:

- a. Head of the University Department of Education;
- b. One External Examiner appointed by competent authority. He/She will be paid T.A./D.A. and honorarium as per University rules & regulations.
- c. Concerned Supervisor

Internal Examination:

In the internal evaluation of the Dissertation work, 80 marks will be awarded to the students on the basis of the preparation of Dissertation (research report) .

Course Code: M.A-Ed-405**Max. Marks: 100****Course Title: Educational Administration and Management****Internal: 40****Duration of Exam 03:00 hrs****External: 60****Credit: 04****COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

CO1: To acquaint the students with the concept and applications of administration and management in the field of education.

CO2: It will orient them with the concept of educational supervision and inspection.

CO3: The course will help the learners to understand the concept, types, principles and importance of communication in management and administration.

CO4: It will also enable them to understand the importance of educational and institutional planning.

CO5: The course will further enable the students to understand the role of central and state organizations in educational administration and management

COURSE OUTLINE**Unit I: Educational Administration and Management 10 hrs**

- i) Concept of educational administration and management
- ii) Objectives, scope and functions of educational administration
- iii) Qualities of a good educational administrator
- iv) Human relationship approach to administration and uses of educational research in educational administration.

Unit II: Educational Supervision 10 hrs

- i) Meaning, need and importance of supervision
- ii) Objectives, functions and types of supervision, new trends in supervision
- iii) Defects in present supervision and inspection.
- iv) Crisis management and decision making in planning and organizing supervisory programmes.

Unit III: Communication in Educational Administration and Management 10 hrs

- i) Meaning, types and role of communication in management and administration
- ii) Principles and methods of communication
- iii) Barriers and remedial measures of communication in educational administration.

Unit IV: Educational Planning 10 hrs

- i) Meaning and nature of Educational planning
- ii) Approaches to educational planning and management
- iii) Institutional planning: Concept, objectives and characteristics.
Steps for preparation of effective institutional planning

Unit V: Role of Central and State Organizations**10 hrs**

- i) NUEPA and NCERT
- ii) UGC and NCTE
- iii) DIET, SIE, CBSE and JKBOSE
- iv) Contributions of local authorities, NGO's and parent organizations

Seminars, Special lectures, Tutorials, Term Papers and Practicum 10 hrs**Note for paper setters**

The question paper shall be divided into two sections. Section A will carry 10 compulsory, objective-cum-short answer type questions; two from each unit, each carrying 1 marks. Section B shall have 10 questions, two from each unit. The students shall attempt 1 question from each unit. Each question shall carry 10 marks.

Books Recommended

- Das, R.C. (1991). Educational Technology. New Delhi: Sterling Publishers.
- Hatehy, H.J. (1968). Educational Planning, Programming and Budgeting: A System Approach. New Jersey.
- Kierman, C., Reid, B.C. & Galbert (1987). Foundations of Communications and Language course manual, Manchester University Press.
- Kimbrough, S., Ralph, M., & Nunnery, S (2005). Educational Administration. New York: McMillan.
- Kingrouph, R.B. and Nunnery, M.Y. (1983). Educational Administration: An introduction. New York, Mac Millan.
- Mukerji, S.N. (2007). Administration of Educational Planning and Finance, Baroda, Acharaya Book Depot. Prentice Hall.
- Paul, M. (1990). Principles of Educational Administration, New York, Mc. Graw Hill.
- Shukla P.D. (1983). Administration of Education in New Delhi: Vikas Publishing.

Course Code: M.A-Ed-406**Max. Marks: 100****Course Title: PEACE EDUCATION****Internal: 40****Duration of Exam 03:00 hrs****External: 60****Credit: 04****COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

CO1: To familiarize the students with the meaning, nature and classification of peace.

CO2: It will also enable them to know the historical perspective, objectives, scope, methods and challenges of peace education.

CO3: The course will further help the students to know the role of community, school, family and different organizations in peace education.

CO4: Besides, it will familiarize the learners with the concept, significance and types of human rights.

CO5: It will also enable them to understand the pedagogy for human rights education and human rights in Indian constitution.

COURSE OUTLINE

Unit-I:	<u>Understanding Peace and Peace Education</u>	10 hrs
	i) Meaning and Types of Peace	
	ii) Different sources of peace: Philosophical, Religious, Social and Psychological	
	i) Concept of Peace Education	
	ii) Need and importance of Peace Education in present context	
Unit-II:	<u>Historical Perspective, Methods & Challenges</u>	10 hrs
	i) Peace education –Historical Perspective, objectives and its relevance	
	ii) Methods for peace education, Challenges to peace - stresses, conflicts, crimes, terrorism, violence and wars	
	iii) Role of community, school and family in the development of values for Peaceful coexistence.	
Unit-III:	<u>Peace Education and Prominent Philosophers</u>	10 hrs
	i) Peace Education propagated by M.K Gandhi	
	ii) Contribution of Aurbindo Ghosh for Peace Education	
	iii) Recommendations of Swami Vivekananda for Peace Education	
Unit IV :	<u>Transacting Peace Education</u>	10 hrs
	i) Integration of Peace Education through curricular and co-curricular activities	
	ii) Role of mass media in Peace Education	
	iii) Programmes for Promoting Peace Education	
	iv) Role of different organizations for peace education with special reference to UNESCO	
Unit-V	<u>Content & Pedagogy</u>	10 hrs

- i) Content of Human Rights Education – Women Rights, Labour Rights, Consumer Rights etc.
- ii) Indian constitution and Human Rights, Right of vulnerable and disadvantaged group
- iii) Pedagogy for Human Right Education, Suggestions for Strengthening Programmes for Human Rights Education

Seminars, Special lectures, Tutorials, Term Papers and Practicum

10 hrs

Note for paper setters

The question paper shall be divided into two sections. Section A will carry 10 compulsory, objective-cum-short answer type questions; two from each unit, each carrying 1 mark. Section B shall have 10 questions, two from each unit. The students shall attempt 1 question from each unit. Each question shall carry 10 marks.

Books Recommended

- Aggarwal, J.C. (2005) Education for Values, Environment and Human Rights, Shipra publications, 115-A, Vikas Marg, Delhi
- Begum, S.M.(2000) Human Rights in India. Efficient Offset Printers, New Delhi
- Harris, I. M. and Morrison, M. L.(2003) Peace education, New York: McFarland
- Jagannath. M. (2000) Human Rights Education, New Delhi: Deep and Deep Pub.
- Manjot, K. (2008) Teaching of human rights, New Delhi: APH Publishing Corporation.
- Mishra, L.(2009) Peace Education Framework for Teachers, New Delhi: A.P.H Publishing Corporation.
- Paul, R.C. (2000) Protection of Human Rights, New Delhi: Commonwealth

Course Code: M.A-Ed-407**Max. Marks: 100****Course Title: Teacher Education****Internal: 40****Duration of Exam 03:00 hrs****External: 60****Credit: 04****COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

CO1: To enable the students to understand the meaning, need and importance of teacher education.

CO2: It will also help them to understand the aims, objectives and scope of teacher education; appreciate the historical development with special emphasis on different documents.

CO3: The paper will enable the learners to understand the structure, administrative agencies, curriculum methodology and evaluation of teacher education programmes in the country.

CO4: It will further help them to understand the evaluation procedure of pre-service and in-service teacher education programmes in India.

CO5: To understand the school functioning mechanisms

COURSE OUTLINE**Unit I: Concept of Teacher Education****10 hrs**

- i) Concept of Teacher Education
- ii) Need and importance of Teacher Education.
- iii) Objectives of Teacher Education at:
 - Elementary Level
 - Secondary Level
 - Higher level.

Unit II: Development of Teacher Education in India**10 hrs**

- i) Historical background of teacher education in India with special reference to the recommendations made by various committees and commissions –Kothari Commission (1964-66), Chattopadhyay Commission (1983-85), National Policy on Education (1986-1992).
- ii) Recommendations of Justice Verma Commission on Teacher Education (JVC)
- iii) Historical Development of Teacher Education in Jammu & Kashmir.
- iv) National Curriculum Framework for Teacher education (2009).

Unit III: Pre-service and In-service Teacher Education**10 hrs**

- i) Pre-service Teacher Training: Meaning, need, significance and objectives.

- ii) In-service Teacher Training: Meaning, need, significance and objectives.
- iii) Teacher training through distance and regular modes.
- iv) Integrated Teacher Education courses run by RIEs.

Unit IV: Agencies and Techniques of Teacher Education 10 hrs

- i) Role of NCTE, NCERT, DIET, SIE/SCERT and UGC-HRDC (ASC)
- ii) Role of National schemes of education- SSA, RMSA and RUSA
- iii) Techniques for Higher Learning: Conference, Seminar, Workshop, Panel Discussion

Unit V: Teacher Effectiveness 10 hrs

- i) Concept of Teacher Effectiveness and Characteristics (Cognitive and affective correlates of effective teacher: Intelligence, Skills, Personality, Values and Attitudes)
- ii) Quality control in teacher education with reference to NAAC Parameters.
- iii) Accreditation of Teacher Education Institutions.

Seminars, Special lectures, Tutorials, Term Papers and Practicum 10 hrs

Note for paper setters

The question paper shall be divided into two sections. Section A will carry 10 compulsory, objective-cum-short answer type questions; two from each unit, each carrying 1 mark. Section B shall have 10 questions, two from each unit. The students shall attempt 1 question from each unit. Each question shall carry 10 marks.

Books Recommended

- Chaurasia, G. (1976). New Era in Teacher Education, New Delhi.
- Devedi, Prabhakar (1980). Education a resource book, NCERT, New Delhi.
- Govt. of India (1992). Report of C.A.B.E committee, Department of Education, New Delhi.
- Govt. of India (1996). Education and National development, Report of Education Commissions, New Delhi.
- J. Millman, J., (1988). Handbook of Teacher Education, Boverly Hills, Sage Publishing.
- Khan, Mohd. Sharief (1983). Teacher Education in India and Abroad, Sheetal Printing Press, New Delhi.
- N.I.E.P.A (1984). Report on Status of Teachers, New Delhi.
- NCTE Publication (1998). Policy Perspective in Teacher Education: Critique a documentation, NCTE, New Delhi.
- Rao, D.B. (1988). Teacher Education in India, New Delhi, Discovery Publishing house.

- Saxena, N.R., Mishra, B.K. and Mohanty, R.K. (1998). Teacher Education, R. Lal Book Depot, Meerut.
- Shashi Prabha, Teacher education Principles, theories and practices, Kanishka Publication.
- Sheela, Mangal (2000). Teacher Education: Trends and strategies, Radha Publishers, New Delhi

Course Code: M.A-Ed-408**Max. Marks: 100****Course Title: Inclusive Education****Internal: 40****Duration of Exam 03:00 hrs****External: 60****Credit: 04****COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

CO1: To enable the students to understand the concept of inclusive education, special education and integrated education.

CO2: It will help them to develop a critical understanding about the recommendations of various commissions.

CO3: The course will also help the students to understand the needs and problems of children with diverse needs.

CO4: It will further enable them to identify the concept and needs for curriculum adaptations of children with special needs.

CO5: It will help them to develop a critical understanding about committees for promotion of inclusive education in the country.

COURSE OUTLINE

Unit I:	<u>Inclusive Education</u>	10 hrs
	i) Concept and nature of inclusive education. Difference between inclusive education, special education and integrated education	
	ii) Advantages of inclusive education for the individual and society	
	iii) Recommendations of education commissions and committees on restructuring policies to respond to diversity in educational institutions (RCI & PWD Act)	
Unit II:	<u>Children with Diverse Needs</u>	10 hrs
	i) Concept and meaning of diverse needs	
	ii) Gifted and Creative Children: Characteristics, Problems of Gifted and Creative children	
	iii) Children with intellectual impairment: Characteristics & Categories, Problems of Children with intellectual impairment	
	iv) Delinquency: Concept and characteristics; problems and remedial measures of delinquent children	
Unit III:	<u>Utilization of Resources for Children with Diverse Needs</u>	10 hrs
	i) Types of services approach, strategies, personal involvement and their special role and responsibilities.	
	ii) Material resources and human resources, exploring and utilizing the services and resources available in the community	
	iii) Identifying the required resources for the children with varied special needs, Creating and sustaining inclusive practices.	
Unit IV:	<u>Curriculum Adaptation for Children with Diverse Needs</u>	10 hrs
	Concept, meaning and needs for curriculum adaptation for children with:	

- i) Sensory (Hearing, Visual and Physically Challenged), Intellectual (Gifted, Talented/Creative and Mentally challenged)
- ii) Development disability (Autism, Learning disabled and Slow learners)
- iii) Guidelines for adaptations for teaching of children with diverse needs

Unit V: Supporting Services**10 hrs**

- i) Role of different national and international agencies (Institutions/Universities) in promoting inclusive education.
- ii) NCF 2005 and NCFTE 2009 Curriculum for teacher preparation programmes in inclusive education
- iii) Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education.

Seminars, Special lectures, Tutorials, Term Papers and Practicum**10 hrs****Note for paper setters**

The question paper shall be divided into two sections. Section A will carry 10 compulsory, objective-cum-short answer type questions; two from each unit, each carrying 1 marks. Section B shall have 10 questions, two from each unit. The students shall attempt 1 question from each unit. Each question shall carry 10 marks.

Books Recommended

- Ainscow, M. and Booth. T. (2003). The index for Inclusion: Development learning and Participation in Schools. Brostal: Centre for studies for Inclusive Education.
- Ahuja, A. and Jangira, N.K. (2002). Effective Teacher Training, Cooperative Learning Based Approach, National Publishing house, New Delhi.
- Jangira, N.K. and Mani M.N.G. (1990). Integrated Education for visually Handicapped, Academia Press, Gurgaon.
- Jha, M. (2002). Inclusive Education for all: Schools without walls, Heinemann Educational Publisher, Multivista Global Ltd., Chennai.
- Sharma, P.L. (1990). Teachers hand book on IED: Helping children with special needs, NCERT Publications.
- Sharma, P.L. (2003). Planners Inclusive Education in Small Schools, R.I.E. Mysore