



SUNRISE UNIVERSITY, ALWAR

Syllabus of M.A. in Education

Course Structure

FIRST SEMESTER

PAPERS CODE	PAPERS NAME	INTERNAL	EXTERNAL	TOTAL
MAED101	Philosophy of Education	40	60	100
MAED102	Psychology of Education	40	60	100
MAED103	Comparative Education	40	60	100
Total		120	180	300

SECOND SEMESTER

PAPERS CODE	PAPERS NAME	INTERNAL	EXTERNAL	TOTAL
MAED201	Research in Education	40	60	100
MAED202	Sociology of education	40	60	100
MAED203	Curriculum Development	40	60	100
Total		120	180	300

THIRD SEMESTER

PAPERS CODE	PAPERS NAME	INTERNAL	EXTERNAL	TOTAL
MAED301	Educational Management	40	60	100
MAED302	Educational Technology	40	60	100
MAED303	Educational Evaluation	40	60	100
Total		120	180	300

FOURTH SEMESTER

PAPERS CODE	PAPERS NAME	INTERNAL	EXTERNAL	TOTAL
MAED401	Teacher Education	40	60	100
MAED402	Adult and Continuing Education	40	60	100
MAED403	Special Education	40	60	100
Total		120	180	300

Syllabus of M.A. in Education

SEM-1

1. MAED101 Philosophy of Education

Course Objectives:

The students will be able to-

1. Define the concept of Education and Philosophy and explain the relationship between them.
2. Write a critical note on contribution of Philosophy to the field of Education and Vice-Versa.
3. Describe the contribution of various Indian and Western Schools of Philosophy to the fields of Education.
4. Illustrate and explain the concept of Freedom and Equality and their relevance to the field of Education.

Course Contents:

Unit-I.

1. Education & Philosophy -Concept and definition-Nature-Relationship
2. Indian Schools of Philosophy: Sankhya, Vedanta, Nyaya, Buddhism, Jainism, Islamic Traditions Educational implications of above with special reference to Concept, Reality and Values.

Unit-II.

Modern Concept of Philosophy-Logical, Analysis-Logical Empiricism-Positive relativism.

Unit-III.

1. Western Philosophies: Major Schools, Naturalism, Idealism, Pragmatism.
2. Their education implications with special reference to the concepts of Metaphysics, Epistemology and Axiology, their educational implications for aims, contents and methods of education.

Unit-IV.

Social Philosophy of Education -Freedom-Equality & Equity.

Suggested Readings:

1. Baskil, Wade, Classic in Education, Vision Press, London, 1.966.
2. Brubacher, John S., Modern Philosophies of Education, Tata Mc Graw Hill, New Delhi, 1969.
3. Broudy, H.S., Building a Philosophy of Education, Krieger, New York, 1977.
4. Butler, J.D., Idealism in Education, Harper and Row, New York, 1966.
5. Dewey, John, Democracy and Education, MacMillan, New York.
6. Dupuios, A.M., Philosophy of Education in Historical Perspective, Thomson Press, New Delhi, 1972
7. Kneller, George F., Foundations of Education, John Willey and Sons, 1978.
8. Morris, Van C., Existentialisms in Education: What it means, Harper & Row, New York, 1966.
9. Pandey, R.S., An Introduction to Major Philosophies of Education, Vinod Pustak Mandir, Agra, 1982.
10. Narvane, V.S., Modern India Thought, Orient Longmans Ltd., New Yorkm, 1978.
11. Mukerjee, R.K. Ancient Indian Education, Motilal Banarsidas, Varanasi. 1969.

2. MAED102 Psychology of Education

Course Objectives:

The students will be able to-

1. Understand concepts and principles of educational Psychology as an applied science.
2. Outline the scope of educational psychology.
3. Describe the process of growth and development.
4. Understand the meaning and concepts of individual differences.
5. Explain meaning and concepts of gifted and mentally retired children.

6. Understand the concept and characteristics of creativity & importance of creativity in education.

Course Contents:

Unit-I.

- a) Meaning of Education and Psychology:
 - *Relationship of Education and Psychology
 - *Scope of Educational Psychology.
- b) Methods of Educational Psychology:

- *Experimental
- *Clinical
- *Differential

Unit-II.

1. Growth and Development during childhood and adolescents:

- *Physical
- *Social
- *Emotional
- *Mental

2. Individual differences:

- *Concept and areas;
- *Determinants: Role of heredity and environment in developing individual differences.
- *Implications of individual difference for organizing educational programmes.

Unit-III.

Gifted and Mentally Retarded Children:

- *Meaning and characteristics.
- *Needs and Problems.

Unit-IV.

1. Creativity:

- *Concept

2. Development of creativity:

- *Importance of Creativity in Education.

Suggested Readings:

1. Abramson, Paul, R: Personality, New York: Holt Rinehart and Winston, 1980.
2. Allport, G.V: Personality, New York: Holt, 1954.
3. Allport G.W: Pattern and Growth in Personality, New York: John Wiley and Sons, Inc. 1961.
4. Andrews, T.W.(Ed.): Methods in Psychology, New York: John Wiley and Sons, Inc. 1961.
5. Baller, Warren, R. Charies, Don C. The Psychology of Human Growth and Development, New York: Holt, Rinehart and Winston Inct., 1962.
6. Baum, A, Newman, S., West R. & McManus, C. Cambridge University Press 1997.
7. Coleman, J.C.: Abnormal Psychology and Modern Life Bombay: D.B. Taraporewal Sons &Co., 1976.
8. Dicapro, N.S.: Personality Theories, New York: Harper, 1974.
9. Dougals, O.B. Holl and B.P. Foundations of Educational Psychology, New York: The MacMillan Co., 1948.
10. Gagne, R.M: The Conditions of Learning, New York: Chicago: Holt, Rinehart and Winston, 1977.
11. Gtes, A.T. et., Al: Educational Psychology, New York: MacMillan, 1963.
12. Hilgard, E.R.: Teories of Learning, New York: Appleton Century Crafts.
13. Kundu, C.L. Educational Psychology, Delhi, Starling Publishers, 1984.
14. Kundu C.L. Personality Development: A Critique of Indian Studies, Vishal Publishers, 1976.
15. Kundu, C.L. & Tutoo, D.N.: Educational Psychology, New Delhi: Sterling Publishers Private Limited, 1988.

16. Shanker Udey: Development of Personality, 1965.
17. Talbgott, J.A. Hales, r.E. & Yodofsky, S.G. Textbook of Psychiatry, New Delhi: Jaypee Brothers Medical Publihers (P) Ltd., 1994.
18. Thorpe, G.L. & Olson, S.L. Behaviour therapy, Concepts, Procedure and Applications, London: Allyn Bacon, 1999.

3. MAED103 Comparative Education

Course Objectives:

To enable the students to-

1. To acquaint the student with educational systems in terms of factors and approaches of comparative education.
2. To orient the students with skills to assess the efficiency of educational systems of various countries in terms of prevailing trend in those countries.
3. To create a perspective in the students about the implications of education for solving the prevailing problems of education in India. India.

Course Contents:

Unit-I.

1. Concept, aims and scope of Comparative Education.
2. History and Developmental Stages of Comparative Education.
3. Factors influencing of Education System and Comparative Education.

Unit-II.

1. Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.
2. Concept of Universalization, its implications for Indian Education.

Unit-III.

1. Primary Education in U.S.A., U.K. and India (Aims, Content, Methods & Instruction and Evaluation System)
2. Secondary Education and its Vocationalization in U.K, U.S.A., Russia and India.

Unit-IV.

1. Higher Education in U.K., U.S.A. & India
2. Distance Education: its needs and various concepts with reference to U.K., Australia & India.

Selected Readings:

1. Bexday, G.Z.L (1964) Comparative Methods in Education. New Delhi Oxford and IBH Publishing Co.
2. Cramer, I.F. & Brown. G.S (1965) Contemporary Education: A Comparative Study of National System. New York Harcourt Brace & Company.
3. Denis Lawten. (1986) School Curriculum Planing, London Hodder and Stoughton.
4. Hans, Nicholas (1961). Comparative Education, London Routledge and Kegan Paul.

SEM-2

4. MAED201 Research in Education

Course Objectives:

The students will be able to-

1. Explain the methods of acquiring scientific knowledge through experience and reasoning.
2. Define meaning, nature, scope, and purposes of Educational Research.
3. Describe the emerging trends in Educational Research.

4. Illustrate meaning, criteria and sources for identifying the research problems.
5. Describe the importance and various sources of review of related literature and hypothesis.
6. Explain the types, tools and techniques of collection of data.
7. Define concept of samples and population and steps and types of sampling.

Course Contents:

Unit-I.

1. Methods of Acquiring Scientific Knowledge:

- Tradition
- Experience
- Reasoning

2. Nature and Scope of Educational Research:

- Meaning, Nature, Need and scope of Educational Research
- Fundamental, Applied and Action Research
- Some emerging trends in Educational Research.

Unit-II.

1. Formulation of Research Problem:

- Criteria and Sources of Identifying the problem
- Definition of the problem
- Review of Related literature.

2. Hypothesis:

- Importance
- Characteristics
- Formulation of Hypothesis
- Forms of Hypotheses.

Unit-III.

1. Sampling:

- Concept of population and sample
- Steps and characteristics of a good sample
- Sampling Errors and how to reduce them
- Various methods of Sampling

2. Tools and Techniques of Data Collection -I:

- Characteristics of a good research tool
- Types of Tools and Techniques and their use
- Questionnaire
- Interview

Unit-IV.

1. Tools and Techniques of Data Collection -II:

- Observation
- Projective
- Socio-metric Techniques

2. Attitude:

- Types of Attitude Scales
- Uses of Attitude Scales
- Limitations of Attitude Scale

Suggested Readings:

1. Miller, D.C. & Salkind, N.J. (2002) Handbook of Research Design and Social Measurement, Sage

Publications, London.

2. Rune, Janet, M (2004), Essential of Research Methods of Social Science Research, Blackwell Publishers Ltd.
3. Van Dalen, D.B. (1962), Understanding Educational Research, McGraw Hill, New York.
4. Aggarwal, Y.P (1998), Statistical Methods, Streling, New Delhi.
5. Adward, Allen L (1968), Experimental Designs in Psychological Research, Holt, Rinchart and Winston, New York.
6. Ferguson, George A. (1976), Statistical Analysis in Psychology and Education, McGraw Hill, New York.
7. Garrett, H.E. (1973), Statistics in Psychology and Education, Vakils, Feffer and Simon, Bomboy.
8. Guilford, J.P. & Benjamin Fruchter (1973), Fundamental Statistics.
9. Guilford, J.P. and Benjamin Fruchter (1973), Fundamental Statistics in Psychology.

5. MAED202 Sociology of education

Course Objectives:

The students will be able to-

1. Define meaning and concept of Educational Sociology.
2. Explain the concept of social organization and factors effecting it.
3. Describe social interaction and their educational implications.
4. Write a critical note on meaning, nature & determinants of culture and role of Education in cultural context.
5. Illustrate the meaning and concept of social change with special reference to India.
6. Justify social and economic relevance of Education.

Course Contents:

Unit-I.

Concept of Educational Sociology and Sociology of Education

- Social organization and its concepts
- Factor influencing social organization—folkways, mores, institutions; values.
- Dynamic characteristics of social organization and its educational implications.

Unit-II.

Social interactions and their educational Implications:

- Social group-Inter group relationship, group dynamics.
- Social stratification—concepts of social stratification and its educational implications.

Unit-III.

Culture: Meaning and nature of culture.

- Role of education in culture context.
- Cultural determinants of education.
- Education and cultural change.

Unit-IV.

1. Social change: its meaning and concept with special reference to India. Concept of urbanization, modernization, westernization and sanskritisation with special reference to Indian society and its educational implications.

2. Social principles in education: Social and economic relevance to education:

- Socio-economic factors and their impact on education.

Suggested Readings:

1. Pandey, K.P., Perspective in Social Foundation of Education, Amitash Prakashan, Ghaziabad, 1983.
2. Havighurst, Robert et al., Society and Education, Allyen and Bacon, Baston, 1955.

3. Gore, M.S., Education and Modernization in India, Rawat Publishers, Jaipur, 1984.
4. Kamat, A.R., Education and Social Change in India, Samaiya Publishing Co., Bombay, 1985.
5. Maunheim, K.et al., An Introduction to Sociology of Education. Routledge and Kegam Paul, London, 1962.
6. M.II.R.D., Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
7. Inkeles, Alex, what is Sociology? Prentice Hall of India, New Delhi, 1987.
8. Maslow, A.H.(Ed.), New Knowledge in Human Values, Harper and Row, New York, 1959.
9. Mossish, Loor., Sociology of Education: An Introduction, George Allen and Unwin, London, 1972.
10. Kamat, A.R., Education and Social Change in India, Samaiya Publishing Co., Bombay, 1985.
11. Maunheim, K.et al., An Introduction to Sociology of Education. Routledge and Kegam Paul, London, 1962.
12. M.II.R.D., Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
13. Inkeles, Alex, what is Sociology? Prentice Hall of India, New Delhi, 1987. 8. Maslow, A.H.(Ed.), New Knowledge in Human Values, Harper and Row, New York, 1959.
14. Mossish, Loor., Sociology of Education: An Introduction, George Allen and Unwin, London, 1972.

6. MAED203 Curriculum Development

Course Objectives:

1. To enable the students to develop an understanding about important principles of curriculum construction.
2. To acquaint students with curricular content, curriculum implementation and process of curriculum evaluation.
- 3 To help students to understand issues, trends and researches in the area of curriculum in India.

Course Contents:

Unit-1.

Concept, Process and Strategies of Curriculum Development:

- a) Concept, Need & Principles of Curriculum.
- b) Process of Curriculum Development.
- c) Elements and Strategies of Curriculum Development.

Unit-II.

Foundations of Curriculum Development:

- a) Philosophical, Sociological and Psychological bases of Curriculum Development.
- b) Changing role of the teachers in transacting curriculum.
- c) Role of SCERT, NCTE, NCERT in Curriculum Development.

Unit-III.

Curriculum Design a) Concept, Need and Significance of Curriculum Design

- b) Principles for Curriculum Design-Challenge and enjoyment, Breadth, Progression Depth, Coherence, Relevance, Personalization and choice
- c) Types of Curriculum Design- Subject centered, Learner centered, Problem centered

Suggested Readings:

- 1 Denis Lawten. (1986) School Curriculum Planing, London Hodder and Stoughton.
- 2 Harold Albery. (1957) Reorganizing the High School Curriculum. New York MacMillan Company.
- 3 Harold, B. Albery & Elsic, J. Albery (1963). The Curriculum. New York, The MacMillan Company.
- 4 Hugh Sockelt. (1976) Designing the Curriculum Design.(London), McGraw Hill.
- 5 Ivor, K. Davies. (1976) Objectives in Curriculum Design, London, McGraw Hill.
- 6 John, D. McNeil (1977). Curriculum Boston. Little Brown and Company.

SEM-3

7. MAED301 Educational Management

Course Objectives:

1. To acquaint the students with changing concepts of educational management along with their significance.
2. To help the students to understand educational management as a process at various levels.
3. To develop an understanding in students about education and problems of educational trends.
4. To help the students to know about resources of education and problems of educational finance.
5. To assist the students to learn about planning and organizing supervisory programmes in educational institutions.

Course Contents:

Unit-I.

Meaning, Nature and Scope of Educational Administration, Relationship among Management, Administration, Supervision and Planning.

Unit-II.

1. Specific Trends in Educational Management Organizational Compliance.
2. Organizational Development.
3. PERT

Unit-III.

1. Meaning and Nature of Educational Planning.
2. Approaches to Educational Planning.

Unit-IV.

Meaning and Nature of Educational Supervision, Supervision as:

1. Service Activity
2. Process
3. Function

Selected Readings:

1. Harbison, I.F. (1967), Educational Planning and Human Resource Development, Paris: UNESCO.
2. Harding, H, (1987), Management Appreciation, London; Pitman Publishing.
3. Hatehy, H.J. (1968), Educational Planning Programming, Budgeting-A Systems Approach, New Jersey: Prentice Hall.
4. Kingrough, R.B. and Nunnery, M.Y. (1983), Educational Administration-An Introduction, N.Y.: Macmillan.
5. Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988), Human Resource Development, Bombay: Dhruv & Deep.
6. Shukla, P.D. (1983), Administration of Education in India, New Delhi: Vikas.
7. Sinha, P. S. N. (ed) (2002), Management and Administration in Govt. New Delhi: Commonwealth Publishers.
8. Spears, H. (1955), Improving the Supervision of Instruction, N.Y.: Prentice Hall.
9. Wiles Kimbal (1955), supervision for Better School, N.Y.: Prentice Hall.

8. MAED302 Educational Technology

Course Objectives:

1. To develop the understanding of concept, origin and characteristics of Educational Technology.
2. To enable the students to differentiate between hardware and software.

3. To acquaint the students with skill of framing educational objectives.
4. To develop the skill of designing instructional system.
5. To enable the students to understand Programme Learning.
6. To enable the students to use Educational Technology for improving teacher's behaviour.

Course Contents:

Unit-I.

1. Meaning and Scope of Educational Technology: Systems approach to Education and its characteristics, components of Educational Technology software and hardware.
2. Multimedia approach in Educational Technology.

Unit-II.

1. Modalities of Teaching–Teaching as different from indoctrination, instruction, conditioning and training.
2. Stages of Teaching–Pre-active, Interactive and Post active.
3. Teaching at different levels–Memory, understanding and reflective levels of organizing teaching and learning.

Unit-III.

1. Programmed instruction: Origin, principles, and characteristics.
2. Types: Linear, Branching and Mathematics.
3. Development of a programme: Preparation, Writing, Try Out and Evaluation.

Unit-IV.

1. Modification of Teaching Behaviour–Micro Teaching, Flanders Interaction Analysis, Simulation.
2. Communication Process: Concept of Communication, Principles, Mode and Barriers to communication, Classroom communication ((Interaction, verbal and Non-verbal).

Selected Readings:

1. Davies, I. K. (1971), "The Management of Learning" London: Mc Graw Hill.
2. Dececco, J. P. (1988), "The Psychology of Learning and Instruction" New Delhi, Prentice Hall.
3. Kulkarni, S. S. (1986), "Introduction to Educational Technology", New Delhi: Oxford & IBH Publishing Company.
4. Kumar, K. L. (1996), "Educational Technology", New Delhi: New Age International Publishers.
5. Locatis, C.N. and Atkinson F. D. (1984), "Media and Technology for Education and Training", London: Charles E. Publishing Co.
6. Mavi, N. S. (1984), "Programmed Learning-An Empirical Approach", Kurushetra, Vishal Publishers.
7. Joyce, B. & Weil, M. (1992), Models of Teaching, New Delhi, Prentice Hall.
8. Mukhopadhyay, (1990) M. (Ed.) "Educational Technology", New Delhi: Sterling.
9. Pandey, K. P. (1980), "A First Course in Instructional Technology: Delhi: Amitash Parkashan.
10. Pandey, S. K. (1997) "Teaching Communication, Commonwealth Publishers, New Delhi.

9. MAED303 Educational Evaluation

Course Objectives:

1. To acquaint the student with the basic concepts and practices adopted in educational evaluation.
2. To orient the students with tools and techniques of evaluation.
3. To develop skills and competencies in constructing and standardizing a test.
4. To make the students understand how various requirements of education are evaluated, interpreted and their results are recorded to help learners.
5. To develop the ability to explain and use appropriate statistical techniques and tests of significance in evaluation.

Course Contents:**Unit-I.**

1. Educational Measurement and Evaluation.
2. Concept, Scope and Need.
3. Evaluation: Functions and basic principles of evaluation.
4. Inter relationship between Measurement and evaluation: Use of Economic Categories of Educational objectives.

Unit-II.

1. New Trends in Measurement and Evaluation.
2. Grading system: Relative merits and demerits of marking and grading.
3. Semester system.
4. Continuous and Comprehensive evaluation.
5. Question banks.
6. Use of computer in evaluation.

Unit-III.

1. Tools of Measurement and Evaluation
2. Essay type tests, objective tests
3. Questionnaire and Schedule
4. Inventories
5. Performance tests.

Unit IV.

1. Characteristics of a good measuring instrument
2. Concepts of True and Error Scores
3. Reliability
4. Validity
5. Norms
6. Usability.

Selected Readings:

1. Adams, G. K. (1965), Measurement and Evaluation in Psychology, Education and Guidance, New York Holt, Rinehart & Winston.
2. Aggarwal, Y. P. (1998), Statistical Methods: Concepts, Applications and Computation, New Delhi Sterling.
3. Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Agra Vinod.
4. Anastasi, A (1982), Psychological Testing, New York MacMillan.
5. Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, New Delhi Prentice Hall.
6. Garrett, H. E. (1973), Statistics in Education and Psychology, Bombay Vakils, Feffer and Simons.
7. Gronlund, N.E. (1981), Measurement and Evaluation in Teaching, New York Mac Millan.
8. Guilford, J. P. (1980), Fundamental Statistics in Psychology and Education, New York Mc Graw Hill.
9. Mehrens, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York Holt, Rinehart and Winston.
10. Thorndike, R.L. and Hagen, E. (1970), Measurement and Evaluation in Psychology and Evaluation, New York Wiley.

SEM-4**10. MAED401 Teacher Education****Course Objectives:**

To enable the students to understand about the:

1. Concept, aims and scope of teacher education in India with its historical perspectives.
2. Teaching profession and types of teacher education programmes.
3. Development of teacher education curriculum in India.
4. Different competencies essential for a teacher for effective transaction.
5. Research in various areas of teacher education.

Course Contents:

Unit-I.

1. Teacher Education: Concept and historical perspectives.
2. Recommendations of various commissions on teacher education with special emphasis on Kothari Commission and NPE 1986 and 1992.

Unit-II.

Aims and Objectives of Teacher Education:

1. Elementary Level
2. Secondary Level
3. College Level.

Unit-III.

1. Teaching as a profession.
2. Professional Organization for various levels of Teachers and their role.
3. Faculty Improvement.
4. Performance appraisal of teachers.

Unit-IV.

1. Internship in Teacher Education.
2. Pre-service Teacher Education.
3. In-service Teacher Education.
4. Distance Education and Teacher Education.
5. Orientation and Refresher Courses.

Selected Readings:

1. CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. Of India, MHRD, New Delhi.
2. Delors, J. (1996) Learning: The treasure with in UNESCO Publishing.
3. Dunkin, J. Michael (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
4. Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press.
5. Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi, Radha Publishing.
6. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. Of India, New Delhi.
7. MHRD (1992) Programme of Action, Department of Education, Govt., of India, New Delhi.
8. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publication, New Delhi.
9. Oberoi, M. K. (1995) Professional competencies in Higher Education, New Delhi UGC Publication.
10. MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. Of India, New Delhi.

11. MAED402 Adult and Continuing Education

Course Objectives:

Making the students to-

1. Understand the basic concept of Adult Education.
2. Understand the developments taking place in the field of adult education in India.
3. Understand the appropriate methods of teaching adults.
4. Understand the major problems confronting Adult Education Centres.
5. Obtain the understanding and information to organize Adult Education Centres.
6. Understand the working of different agencies in continuing Adult Education Programme.
7. Understand the methods and strategies of implementation of Adult Education Programme.

Course Contents:

Unit-I.

1. Concept, need, importance, objectives and scope of adult education.
2. Formal, informal and non-formal education.
3. Traditional Literacy and functional literacy.

Unit-II.

1. National Policy on Education and Adult Education, National Literacy Mission, Jan Shikshan Nilayams.
2. Adult Learning-Characteristics of Adult Learners, Motivating Adults for learning.

Unit-III.

The Role of Mass Media (Radio, TV, Films and Newspapers) in Adult Education and problems with regard to coverage.

Unit-IV.

1. Success Stories of Literacy of Literary Campaigns of following countries: Cuba (Cuban Mass Literacy Campaign), Brazil (Brazilian Literacy Movement), Tanzania (Tanzania Mass Literacy Campaign), and Vietnam (Mass Literacy Campaign in Socialist Republic of Vietnam).
2. Problems of Adult Education.

Selected Readings:

1. Bordia, Anil, J.R. Kidd Drapert Adult Education in India. A Book of Readings, Bombay: Nachiketa (eds.), Publication Ltd., 1973.
2. Bhatia, S.C. & Srivastava: Literacy, Literacy Materials and their preparation: A General perspective, New Delhi Directorate of Adult Education, 1978.
3. Bholia, H.S. Campaigning for Literacy-Eight National Experiences of the twentieth Century with a memorandum to Decision Makers, UNESCO, Paris, 1984.
4. Coles, Edwin K, Townsend: Adult Education in Developing Countries, New York Pergamon Press, 1977.
5. Copley, A.J. Life Long Education: A Psychological Analysis New York 1977.
6. Dutta, S.C. Adult Education in the Third World New Delhi, and Criterion Publications, 1987.
7. Dutta S.C. Social Education and Social Values in Adult Education in India, Bombay: Nachiketa Publications, 1973.
8. Dutta, S.C. History of Adult Education in India, New Delhi, Indian Adult Education Association, 1986.
9. Draper, James A. "Adult Education, A Focus for the Social Sciences, New Delhi: Indian Adult Education Association, 1989.
10. Houle, Cyril, O.: Continuing your Education, New York, McGraw Hill Co., 1964.
11. Indian Adult Education Association: Handbook for Adult Education Instructors, New Delhi, 1980.
12. Husan, T.: International Encyclopedia Education, New York, Pergamon Press, 1985.
13. Jarvis, Petet (Ed): Twentieth Century Thinkers in Adult Education, London: Croom Helm, 1987.
14. Kundu, C. L.: Adult Education: Principles, Practice and Precepts, New Delhi: Sterling Publishers, 1984.
15. Kundu, C. L.: Adult Education Research: Future Direction, Kurukshetra University, 1987.

16. Mathur, R. S. & Prem Chand: Adult Education Programme Analysis of Strength and Deficiency, New Delhi, Indian Adult Education Association 1981.
17. Ministry of Human Resource Development; National Literacy Mission, Govt. of India, New Delhi, 1988.
18. Ministry of Human Resource Development: National Policy of Education, Govt. of India, New Delhi, 1986.
19. Mohsin, S. R., J. L. Sachdeva & Asha Sehgal (Ed.) Adult Education Programme, New Delhi: Indian-Adult Education Association, New Delhi, 1983.
20. Nimbalkar, M. R.: Adult Education and its Evaluation System Delhi, Mittal Publications, 1987.
21. Rogers, Alan: Teaching Adults, England Open University, Press, 1986.
22. Shab, S.Y. (Ed.): A "Source Book on Adult Education, New Delhi, Directorate of Adult Education.
23. Sharan B. Merriam, Phyllis M. Cunningham (Ed.): Handbook of Adult and Continuing Education, Jossey Bass Publishers, San Francisco, London, 1989.
24. Styler, W. E.: Adult Education in India, Bombay: Oxford University Press, 1966.
25. Yadav, R. S.: Adult Education-Concept, Theory and Practice, Associated Publishers, Ambala Cantt.

12. MAED403 Special Education

Course Objectives:

To make the students:

1. Understand the concept of exceptional children.
2. Know about the meaning and scope of special education in India.
3. Grasp about the meaning, specific characteristics and modalities of identification of various types of students who are different than majority or exceptional learners.
4. Identify with the various types of exceptional children.
5. Acquaint with the various types of handicaps and their causes.
6. Provide guidance in handling of exceptional children.
7. Understand various educational intervention programmes for meeting the needs of exceptional learners.

Course Contents:

Unit-I.

Concept of Exceptionality:

- Positive, Negative and Multiple Deviations
- Needs & Problems of Exceptional Children.

Unit-II.

Nature of Special Education:

- Objectives
- Historical perspectives
- Continuum of Special Education alternative programmes.
- School of Integrated/Inclusive Education: Organisation and Management.

Unit-III.

Education of Orthopaedically Handicapped

- Concept
- Types of Handicaps
- Characteristics
- Educational Programmes.

Unit-IV.

Education of Mentally Retarded:

- Concept
- Classification
- Etiology
- Educational Programmes for Trainable Mentally Retarded.
- Educational Programmes for Educable Mentally Retarded.
- Management of Behaviour Problems prominent in Severe & Profound Retardation.

Selected Readings:

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