



पाठ्यक्रम SYLLABUS

SCHEME OF EXAMINATION AND COURSES OF STUDY

**FACULTY OF EDUCATION
MASTER OF EDUCATION**

M.Ed. (Elementary Education) Examination

(Regional Institute of Education, NCERT Ajmer)

2009-10 से प्रभावी(w.e.f.)

सत्र 2013-14

महर्षि दयानन्द सरस्वती विश्वविद्यालय, अजमेर

NOTICE

1. Change in Statutes/Ordinances/Rules/Regulations/ Syllabus and Books may, from time to time, be made by amendment or remaking, and a candidate shall, except in so far as the University determines otherwise comply with any change that applies to years he has not completed at the time of change. **The decision taken by the Academic Council shall be final.**

सूचना

1. समय-समय पर संशोधन या पुनः निर्माण कर परिनियमों / अध्यादेशों / नियमों / विनियमों / पाठ्यक्रमों व पुस्तकों में परिवर्तन किया जा सकता है, तथा किसी भी परिवर्तन को छात्र को मानना होगा बशर्ते कि विश्वविद्यालय ने अन्यथा प्रकार से उनको छूट न दी हो और छात्र ने उस परिवर्तन के पूर्व वर्ष पाठ्यक्रम को पूरा न किया हो। विद्या परिषद द्वारा लिये गये निर्णय अन्तिम होंगे।

M.Ed. (Elementary Education)

ORDINANCES FOR ADMISSION OF STUDENTS TO THE EXAMINATION OF MASTER OF EDUCATION

NOMENCLATURE

The purpose of M.Ed. (elementary education) course is to prepare professionals to man teacher education institutions and to discharge various administrative and supervisory responsibilities in the sector of education. The course is specially designed to prepare another cadre of professionals who can function as teacher trainers, supervisors, curriculum designers and evaluation experts in State Councils of Educational Research and Training (SCERTs) or in any other organisation and institution dealing with education. There is also an emergent need to implement Programme of Action-1992 for enhancing quality of education. Therefore, it has been proposed that a professional course under the nomenclature of M.Ed. (Elementary Education) should be developed.

OBJECTIVES

The proposed M.Ed. (Elementary Education) programme shall enable the learners to:

- (i) Gain insight into philosophical and sociological bases of education
- (ii) Gain insight into process of children's learning and development;
- (iii) Develop competencies in the techniques of educational research and statistics.
- (iv) Reflect on the problems and issues of elementary education and devise appropriate strategies.
- (v) Practice the processes involved in the development and evaluation of curriculum and materials.
- (vi) Enable students to make use of educational technology to improve the quality of curriculum transaction.
- (vii) Enable the students to develop competencies in formulating inservice education programmes.
- (viii) Enable the students to develop competencies in educational planning, supervision and administration.

DURATION

One academic year.

EXPLANATION:

- (a) A candidate for the examination of the M.Ed. (Elementary Education) degree shall pursue regular course of study in the Regional Institute of Education, Ajmer for a period of one academic session.

- (b) The term regular course of study used in this paragraph means attendance of at least 75% of lectures delivered in each paper and completion of practicum and research work for the dissertation.
- (c) Deficiency in attendance not exceeding 15% of lectures/practical as required by foregoing provisions may be condoned by Kulpati on the specific recommendation of the Principal of the institute to the effect that the said deficiency was due to reasons beyond the students control like prolonged illness etc. and that he recommends the condonation.

ELIGIBILITY CRITERIA

- (i) Only those candidates will be eligible who have studied and passed in Sciences/Social Sciences/ Humanities at Under Graduate level for at least two years.
- (ii) The admission for the degree of Master of Education shall be open to candidates who have passed the B.Ed. Examination or four-year B.Sc. B.Ed./ B.A. B.Ed. Examination/Two year B.Ed. (Secondary) or any other examination recognised as equivalent thereto pursued as regular course of study as here in after prescribed for not less than one academic year.
- (iii) Candidates with 50% marks and above in education theory papers in the above mentioned examination will only be eligible for applying to this course. This is relaxable by 5% for SC/ST candidates.
- (iv) Eligibility of the candidate from a state will be determined based on the location of the university from where the candidate has passed B.Ed. or equivalent examination.

EXAMINATION SCHEME

Every candidate for the examination shall be examined as per given scheme of course.

M.Ed. (Elementary Education)

ORGANISATION OF CURRICULUM: THE COURSE WILL BE OF ONE-FULL YEAR DURATION. THE FOLLOWING COURSES WILL BE OFFERED.

Paper	Title	*Pract. Marks	Th. Marks	Total Marks	Time Allocation
(A) CORE FOUNDATION COURSES					
1.	Philosophical and Sociological bases of Education	25	75	100	15%
2.	Psychological base of School Learner and Learning	25	75	100	15%
3.	Methodology of Educational Research and Statistics	25	75	100	15%
	SUB TOTAL	75	225	300	
(b)	Computer Education	25	75	100	10%
Qualifying paper only and its marks will not be added in the aggregate. For qualifying this paper, at least 40% marks should be achieved by a candidate.					
(c) Optional Paper 4 and 5 (Specialisation in any two of the following)					
(I)	Peace Education	25	75	100	15%
(II)	Educational Technology and Instruction	25	75	100	15%
(III)	Teacher Education and Development	25	75	100	15%
(IV)	Value Education and Indian society	25	75	100	15%
(V)	Curriculum, Instruction and Evaluation	25	75	100	15%
(VI)	Education of Groups with Special Needs	25	75	100	15%
(e)	Dissertation	—	**150	150	15%
	GRAND TOTAL	125	525	650	

- (i) The dissertation is to be completed by every candidate by the end of the session. A candidate shall under the supervision of a teacher in the department of education as selected by the head of the department, carry out research/project work on a problem admitted to him/her by head of the department.
- (ii) The candidate shall prepare dissertation on the research/project work done by him/her which must be characterized either by the discovery of facts or by fresh approach towards the interpretation of established facts, capable, in the either case, to advance knowledge in the subject.
- (iii) The candidate shall submit three typed or printed copies of his/her dissertation through the principal of the institute. The principal will forward one copy of the dissertation to the office of the registrar by a date preceding by at least two weeks the date of commencement of the written examination together with:
- (iv) Declaration by him/her that the dissertation embodies result of his/her own work
- (v) A certificate from the supervisor to the effect that the dissertation is candidate's own work.
- (vi) The scheme of examination, maximum marks that the papers etc. shall carry, is given in this scheme.
- (vii) The scope of the study in different papers and practical training (Practicum) shall be prescribed by the academic council on the recommendation of the board of studies in education and the faculty of education, the syllabus so prescribed being printed in the prospectus for the year or published by a notification.
- (VIII) Each candidate shall submit three copies of record of Practicum of each paper at least one month before the university examination.
*Practicum will be evaluated by a committee constituted by the Principal in consultation with Head Education Department on the basis of record and viva-voce.
- (IX) The written examination in theory papers shall be held ordinarily at the end of session. Every year in Regional Institute of Education, Ajmer, the registrar shall notify the exact date of commencement of the examination of a year after fixing it in consultation with principal.
- (X) The university would allow preparatory leave to students appearing in the examination as per rules.
- (XI) The registrar shall as soon as possible forward the copy of dissertation to the external examiner. Principal shall, in consultation with the head

of the department in the institute and the external examiner fix a date for the viva-voce to be conducted in the institute and assessment of dissertation which shall be ordinarily within 10 days from the last day of written examination.

(XII) **The viva-voce shall be conducted by a team of External Examiner, Principal, Head of education department and research supervisor..

(XIII) The principal shall forward the statement of marks so awarded duly signed by him/her in a sealed cover, to the registrar.

AWARD OF DIVISION

- (i) The successful candidates will be awarded the following division based on the aggregate marks:

i First division	60%
ii Second division	48%

Minimum pass marks in each theory paper, practicum/project work/ and dissertation will be 48%.
- (ii) An examinee who has failed in the examination or a candidate who was duly admitted, on completion of regular course of study as enumerated according to this ordinance, to the examination but could not appear in it on account of illness or a similar bonafide reason, may reappear at a subsequent examination as an ex-student without undergoing regular course of study again in the institute
- (iii) In the case of a candidate who has been declared 'failed' in the dissertation shall be required to prepare and submit a revised dissertation on the earlier subject or a new dissertation on a fresh problem as assigned by the head of education department in the institute.
- (iv) A candidate who has failed in examination in one paper only would have option for admission to course and to reappear in that paper only in the examination to be held in the next subsequent year. If he/she fails further, the candidate will be treated as ex-student.
- (v) A candidate who has failed in examination may reappear in that examination held in the next subsequent year. The candidate shall be allowed to exercise an option for retaining the marks obtained by him/her in the dissertation.
Provided that the advantages under the provision of this paragraph shall be admissible to a candidate for a period of three subsequent years, to the year when she/he appeared at the examination for the first time as a regular candidate.
- (vi) A candidate seeking re-admission to a subsequent examination under

the provision of foregoing paras shall submit his/her application in prescribed form through the principal of the institute indicating clearly the part or full examination in which he/she has to reappear, together with fees required by ordinances and a copy of statement of marks obtained earlier attested by the principal, so as to reach the registrar by such date preceding the examination as fixed by him for the purpose.

- (vii) Comply with provisions of and be governed by the conditions laid down in this and such other ordinances as are applicable to him/her.
- (viii) Notwithstanding the provisions of paragraphs above the vice-chancellor may, if a candidate is failing or missing a division by not more than one mark, condone the deficiency of one mark, which however, shall not be added anywhere.

Paper I: Philosophical and Sociological Bases of Education

Exam. Duration : 3 hrs.

Maximum Marks: 100

Practicum: 25

Theory: 75

(a) Course Objectives

The students are expected to

- (i) get acquainted with the interpret philosophical considerations and their implications for education.
- (ii) understand the nature of philosophy and its social context.
- (iii) understand the concept and objectives of education and its rationale in the light of western and Indian philosophical foundation of education
- (iv) examine the contribution of Indian and western educational thinkers towards education.
- (v) describe and discuss emerging approaches to varying problems of elementary education in the present social set up.

(b) Course Content

Unit 1: The Nature of Philosophy

- 1.1 Meaning and definition of Philosophy.
- 1.2 Dimension of Philosophy-Metaphysics, Epistemology and Axiology.
- 1.3 Relationship of Education and Philosophy.
- 1.4 Western Philosophical Foundation of Education
Idealism, Realism, Naturalism and Pragmatism- with reference to aims of education, curriculum, methods of teaching, freedom and discipline in the context of elementary education.

- 1.5 Educational thinkers : Dewey, Froebel, Maria Montessori: contribution to education.

Unit 2: Indian Philosophical Foundation of Education

- 2.1 Vedanta (Upanishad and Advaita Vedants only), Sankhya, Buddhism and Jainism with reference to reality, knowledge and values, and their educational implication to 21st first century.
- 2.2 **Indian Educational Thinkers and their contribution in Education**
 - Gandhi
 - Aurobindo
 - Vivekananda
 - Tagore
- 2.3 National values as enshrined in Indian contribution and their educational implications.

Unit 3: Social Setting and Education

- 3.1 Meaning and nature of the sociological dimensions/aspects: Social stratification, Social mobility enculturation, acculturation, social lag, modernization, globalisation, socialism, democracy and secularism.
- 3.2 Social and ethnic values, culture and their influence on elementary education.
- 3.3 National goals and priority of elementary education-Right to education-children's rights-
- 3.4 Education for International Understanding- Education for Peace
- 3.5 Human Rights Education
- 3.6 Innovative elementary education, Education for all Alternative schooling, early childhood care and education.

Unit 4: Elementary Education : Socialisation of the Child-

- 4.1 Meaning and functions of elementary education and its transaction in classrooms.
- 4.2 Family and environmental conditions of children and their socialization.
- 4.3 Role of family in school and community in organizing successful elementary education.
- 4.4 Peer group as socializing agency.
- 4.5 Interactions and pupil's perceptions and self commandment

Unit 5: Education and Social Change

- 5.1 Meaning, nature and scope of social change and social control.
- 5.2 Factors responsible for social change.
- 5.3 Work education, world of work
- 5.4 Equalisation of Educational Opportunity, Universalisation of Secondary

Education

5.5 Learning without burden

(c) **Practicum (Any one of the following):**

1. Review of one recent article of philosophy published in journals.
2. Preparing a School map of a rural/slum area school for micro planning-access and enrolment.
3. Conducting an opinion survey for 'Learning without Burden'.
4. Write a paper on efforts of the central and state government for equalization of educational opportunities.

(d) **Suggested Readings**

1. Brubacher, John S. 1971, Modern philosophies of Education, New Delhi: Tata McGraw Hill Pvt. Ltd.
2. Douglas M. Windhan 1992, Education for All: The Requirements, UNESCO.
3. Joseph F. Callahan et. al. 1993. Foundations of Education, New York Macmillan publishing Co. Inc.
4. Kuppaswamy B., 1998, Social change in India; Konark Publications Pvt. Ltd.
5. Learning the Treasure Within-Report to UNESCO of the International Commission on Education in the 21st century (Jacques Delors) UNESCO Publishing, France, 1996.
6. MHRD, Govt. of India 1990. Towards an Enlightened and Humane Society-NPE 1986-A Review, New Delhi.
7. MHRD, Govt. of India 1992. Programme of Action.
8. MHRD, Govt. of India 1992. Report of the CABE Committee on Policy.
9. MHRD, Govt. of India, 1992. National Policy on Education (Revised), New Delhi.
10. Ministry of Information and Broadcasting, Govt. of India 1994. The Constitution of India, Department of Publication, New Delhi.
11. NCERT 1995. Minimum Levels of Learning at Primary Stage. New Delhi.
12. NCERT, 1994. Fifth Survey of Education.
13. NCERT, 2000. Sixth Survey of Education.
14. Sharma, Yogendra K. 2001. Foundations in Sociology of Education, New Delhi, Kanishka Publishers and Distributors

PAPER 2 : PSYCHOLOGICAL BASE OF SCHOOL LEARNER AND LEARNING

Exam. Duration : 3 hrs.

Maximum Marks: 100

Practicum : 25

Theory : 75

(A) **Course Objectives:**

The students are expected to:

1. Conduct scientific study of the growing child through the disciplines of educational psychology
2. Understand the type and processes of learners' development - physical, cognitive, language moral and personality.
3. Develop understanding of individual differences among the learners and related educational treatments including remediation.
4. Develop insight into learning process and motivation and its implication for teaching learning.
5. Appreciate the psychological basis of various teaching and classroom management strategies.

(b) **Course Content****Unit - 1: Educational Psychology and Developmental Characteristics of a Learner**

- 1.1 Concept of educational psychology and recent developments. Significance of educational psychology in terms of learner, teacher, teaching-learning process and school effectiveness
- 1.2 Psychomotor development of the child
- 1.4 Cognitive development of the learner: Piaget on cognitive development and its implication for teaching learning
- 1.5 Moral development: Kohlberg's stages of moral development.

Unit 2: Personality Development and Individual Differences

- 2.1 Personality, adjustment and mental health
- 2.2 Allport's trait theory, Maslow's Humanistic theory, Roger's phenomenological theories and Indian Theories: Sri Aurobindo, Mahatma Gandhi
- 2.3 Measurement of personality- Rating scales, check-list, inventories, sociometry, children's apperception test, implication for comprehensive evaluation
- 2.4 Meaning and basic dimensions of individual differences with reference to Children with special needs and educational provisions for them.
- 2.5 Instructional strategies to meet individual differences

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Unit 3: Cognitive and Affective Skills, Nurturing and Assessment

- 3.1 Intelligence, abilities and aptitudes: Information processing view of intelligence, Multiple intelligence,
- 3.2 Creativity: Method of identifying creative children, strategies for nurturing creativity at different developmental stages.
- 3.3 Emotional intelligence: concept, measurement and promotion of Emotional intelligence at elementary level
- 3.4 Use of Achievement test and Diagnostic test
- 3.5 Social skills: Concept, measurement and its use in teaching-learning at elementary stage

Unit 4: Theories of Learning and Motivation

- 4.1: Meaning of learning - behaviouristic and cognitive views, factors affecting learning. Lewin's field theory.
- 4.2 Social learning - social behaviour and role modelling
- 4.3 Self regulated learning: Metacognition and its importance in learning
- 4.4 Constructivism and learning
- 4.5 Motivation: concept and meaning, achievement motivation.

Unit 5: Classroom Management and Instructional Strategies

- 5.1 Principles of classroom management, classroom climate, Approaches to classroom management
- 5.2 Ausbel's Advance Organiser Model
- 5.3 Gagne's eight type of learning, Task analysis.
- 5.4 Cooperative Learning Different types of cooperative method Multi-grade approach, Multi-sensory approach.
- 5.5 Mental Health and Hygiene – Process of adjustment, conflict and defense mechanism.

(c) Practicum (Any two of the following)

1. Prepare one topic from any unit with the support of instructor and present in the classroom
2. Prepare any one topic for this foundation paper and initiate group discussion.
3. Administer a basic skill test, adjustment inventory, emotional intelligent questionnaire, specific ability test and achievement test. Interpret these test results, prepare group/individual profile and write down its implication for teaching learning
4. Prepare a diagnostic test in any topic from elementary school subjects, administer it and prepare a plan of instruction on the basis of test results.
5. Case study of a school teacher.

(d) References:

1. Bernard, Harlod W. 1965. Psychology of learning and teaching. New York : McGraw Hill Book Co,
2. Bruner, J. 1960. The process of education, Cambridge : Harvard University Press,
3. Chauhan, S.S. 2002. Advanced Educational Psychology
4. Dececo, P. 1968. The psychology of learning and instruction, Prentice Hall, India
5. Desse, James 1958. Psychology of learning, New York : McGraw Hill Book Co. 2nd ed.
6. Eson, M.E. 1972. Psychological foundation of education, New York. Holt and Rinehart
7. Gardner, M. 1993. Multiple Intelligence, New York: Basic Books
8. Goleman, D. 1995. Emotional Intelligence, New York: Bonton
9. Hilgard, E. 1965. Theories of learning, Appleton Century Crofts, New York
10. Joyce, B. and Weil, M. 1979. Models of teaching, New Delhi : Prentice Hall
11. Schwartz, L.L. 1977 Educational psychology – Focus on the learner, Boston, Hoslbrook Press
12. Passer, M.W. and Smith, R.E. 2001. Psychology Frontiers and Application. Boston : McGraw Hills
13. Somasekhar, T.V. 2005. Educational Psychology. Bangalore : Nirmala Prakashan.

PAPER 3: METHODOLOGY OF EDUCATIONAL RESEARCH AND STATISTICS

Exam. duration : 3 hrs

Maximum Marks: 100

Practicum : 25

Theory : 75

(a) Course Objectives

The students are expected to :

1. understand the meaning and process of research in education.
2. gain insight in to different methods and techniques of educational research
3. use technique of developing research proposal.
4. Use of descriptive statistical techniques in educational/action research.
5. Interpretation of results obtained through different techniques of

analysis of data.

6. appreciate the role of research methodology in the present context.

(b) Course Content

Unit 1: Nature of research, knowledge and Inquiry

- 1.1 Research as scientific method, Meaning of Educational Research.
- 1.2 Philosophical, psychological and Sociological orientation of Educational Research and its implications
- 1.3 Areas of Educational Research
- 1.4 Identification of Research problem, Hypotheses – Meaning, characteristics and types. Variables, Meaning, Characteristics and types
- 1.5 Developing a research proposal.

Unit 2: Methods of Research in Education

- 2.1 Historical: Need of historical research, characteristics, steps and techniques of data collection.

Qualitative Research

- 2.2 Experimental-Need, characteristics and steps in experimental research. Nature of quasi-experimental research, single, parallel and rotation groups design.
- 2.3 (A) Field studies : Need, types, steps of field studies,
(B) Ex Post Facto Research and Laboratory experiment
- 2.4 Evaluative : Action Research – Need, significance and steps
- 2.5 Ethnographic Research, documentary analysis

Unit 3: Sampling Techniques and Tools for Data Collection

- 3.1 Population, Concept and need of sampling, Selection of adequate and representative sample characteristics of a good sample.
- 3.2 Sampling Methods : random, stratified, cluster and multistage, quota and purposive.
- 3.3 Sampling errors and its minimisation, Table of random numbers – types and uses
- 3.4 Characteristics, types, construction and uses of (a) observation (b) Questionnaire (c) Interview (d) Rating Scales (e) Attitude scales (f) Projective Techniques (g) Schedules (h) Sociometry, Validity and reliability of various tools and techniques
- 3.5 Format, chapterisation and characteristics of a good research report.

Unit 4 : Descriptive Statistics in Research

- 4.1 Quantitative Data : Scales of measurement Nominal, Ordinal, Interval and Ratio.
- 4.2 Tabular representation of data.

- 4.3 Graphical representation of data: Histogram Frequency polygon, Ogive, Pie and Bar diagrams.
- 4.4 Measures of central tendencies – computation and uses of Mean, Median, Mode, Percentile and standard deviation.
- 4.5 Normal Distribution – characteristics of Normal distribution curve. Skewness and Kurtosis : Meaning, types and interpretation.

Unit 5: Inferential statistics

- 5.1 Correlation – concept, types, assumptions, computation, uses and interpretation of rank order, product moment, Bi-serial, Point, Bi-serial, partial and multiple correlation.
- 5.2 Concept of regression and regression equations.
- 5.3 Concept of degree of freedom and level of significance one tailed and two tailed tests
- 5.4 Significance of the difference between Means - 't' test and critical ratio. Concept assumptions and uses of analysis of variance.
- 5.5 Concept and uses of non- parametric techniques: Chi-square.

(c) Practicum (any one of the following):

1. Review of two research papers, one quantitative and the other qualitative
2. Observation and analysis of five lesson plans of students during internship and preparing its Report.
3. Construction of one tool for data collection following standard procedure
4. Selection of a problem and developing a research proposal for M.Ed. dissertation and its seminar presentation

(d) Suggested Readings:

1. Best, J.W. 2000. Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
2. Garret, H.E. 1967. Statistics in Psychology and Education, Bombay Vakils.
3. Guilford, J.P. and B. Fruchter. 1987 Fundamental Statistics in Education and Psychology Tokyo: McGraw Hill (Student-Sixth edition.)
4. Kaul, Lokesh. 1984. Methodology of Educational Research, New Delhi: Vikas Publications.
5. Kerlinger, F.N. 1973. Foundations of Behavioural Research, New York: Holt, Rinehart and Winston.
6. Raizada, B. S., "Shaikshik and Anusandhan ke Mool Tatva" Hindi Sahitya Granth Academy, Jaipur.
7. Siegal, S. 1956. Non Para-Metric Statistics for the Behavioural Science. New York P. McGraw Hills.
8. Travers, R.M.W. 1969. An Introduction to Educational Research. New

Delhi: Sterling Publishers Pvt. Ltd.

9. Van. Dalen, Debonald, B. and Meyer, William, J. 1979. Understanding Educational Research: An Introduction, New York: McGraw Hill Co.
10. Bhatnagar R.P., Bhatnagar A.B. and Bhatnagar Meenakshi 1995. Shiksha Anusandhan Meerut, Eage Books International

(B) COMPUTER EDUCATION

Exam. duration : 3 hr.

Maximum Marks: 100

Practicum: 25

Theory : 75

(a) Course Objectives:

The students are expected to

1. know about microcomputer system.
2. develop skills in using computer in the field of education and educational research.
3. use software for the purpose of educational research.
4. appreciate the role of computer in life.

(b) Course Content:

Unit-1. Introduction to computer system

- 1.1 Computer and its mechanism, Concept of hardware and software
- 1.2 Number systems (Binary, Octal, Hexadecimal and their inter-conversion), Variables (Numeric, alphanumeric, String)
- 1.3 Personal Computer Peripherals and its function (Input devices, CPU and output devices)
- 1.4 Use of computer in the field of education

Unit-2. Operating System

- 2.1 Difference between application and system software
- 2.2 Concept of operating system, DOS (Disk Operating System) and UNIX
- 2.3 Elementary knowledge of DOS and UNIX, Window-98 / 2000/ ME
- 2.4 Elementary knowledge of Window-98 /2000/ME and commands for its operation

Unit - 3. Application software

- 3.1 Concept of database
Database management in education system
- 3.2 Microsoft-Excel, Access (MSOFFICE), Fox-Pro for creating database
- 3.3 Processing of written material and preparation of teaching aids
- 3.4 MS-WORD, ALDUS PAGEMAKER - Functional knowledge about these software and operational commands

- 3.5 Presentation in classroom and seminar
POWERPOINT (MSOFFICE) for preparing transparency and slide
MS-EXCEL for preparing chart for presentation

Unit-4. Application of computer for teaching learning

- 4.1 Computer as tool for learning
- 4.2 Computer Assisted Learning
- 4.3 Computer Aided Instruction
- 4.4 Use of Computer for:
 - Cognitive enrichment
 - Developing peer interaction
 - Developing Self-esteem
 - Developing Meta-cognitive skills
 - Source of getting education information: Surfing internet and website

Unit - 5. Computer and Educational Research

- 5.1 Statistical Package in Social Science (SPSS): Analysing educational data through this package
- 5.2 MS-EXCEL: Analysis through this package
Qualitative data analysis through computer
- 5.3 Hierarchical Linear Modeling (HLM): Analysing hierarchical data in educational research
- 5.4 Preparation of graphs: AXUM, MS-EXCEL

(c) Practicum (any one of the following):

1. Preparation of a report on the use of computer in educational research
2. Preparation of a database of elementary classroom through FOXPRO
3. Preparation of a presentation through POWERPOINT
4. Preparation of a report each through MSWORD and PAGEMAKER
5. Preparation of graph from research data through AXUM and EXCEL
6. Analysis of data through SPSS and HLM with interpretation

(d) References

1. Basandra, S.K. Computer Today, Golgotia Publication, New Delhi
2. Bryk, A.S. & Raudenbush, S.W. Hierarchical linear models for social and behavioural research: Application and data analysis method, Newbury Park, CA: Sage
3. John, P. Lewin, MS Office and Pagemaker, Pustak Mahal, New Delhi
4. Osborne, A. Introduction to Micro Computer, Dragon Brothers, G. Publication, New Delhi
5. R.P. Singh, Fundamentals of computer, BPB Publication, New Delhi
6. SPSS Inc. Manuals of SPSS software

OPTIONAL Paper 4 AND 5**(D) (SPECIALISATION Any two of the following)****OPTIONAL PAPER****(I) PEACE EDUCATION****Exam Duration: 3 Hours****Max. Marks : 100****Theory : 75****Practicum : 25****(a) Course Objectives**

The students are expected to:

1. understand the goal of peace education.
2. acquaint with the factors responsible for disturbing peace
3. be aware about the efforts and for promotion of peace.
4. familiarize with the philosophy of various thinkers
5. outline the various strategies for conducting research in the area of peace education.

(b) Course Content**Unit I: Peace for Human Civilization**

- Goals of Peace Education: Concept and methods, core values, teaching skills
- Factors responsible for disturbing peace
 - (a) Psychological
 - (b) socio-religious
 - (c) Political
 - (d) Linguistic
 - (e) Cultural
- Empowerment for Peace, Sustainable Peace Development, Rights, duties, sharing responsibility. Role of teacher educators.

Unit II: Efforts for peace

(With reference to Literature on: peace, Cost of war, Social Justice)

- Global, universal, World as community.
- State, Regional and National level; Multilingual, multi-centric and multi-pattern of living.
- Local level; Social, individual, group, community.

Unit III: Organisations working for peace.

- U.N.O.; UNESCO
- National Human Right Commission
- Red Cross Society

Unit IV: Teaching of great thinkers about peace

- M.K. Gandhi

- Dalai Lama
- Rabindranath Tagore

Unit V: Research Areas for Peace Education

- Case study of disturbed and peaceful areas
- Causes of violence in school, District, State.
- Behaviour of Teachers, Headmasters and Managers towards mankind
- Classroom Management, School Climate, Group Dynamics.

(c) Practicum (any one of the following)

1. Preparation of observation schedule for identifying factors responsible for disturbing peace.
2. Survey of child rearing practices of the community and role of aggression and violence in it.
3. Analytical study of school-curriculum from peace perspective.
4. Case study of behavioural problems of school children causing disturbances,
5. Preparation of any topic from the course content and presenting it in the classroom.

(d) Suggested readings

1. Alexander, R. 1992. Policy and Primary Education. London: Routledge.
2. Day, Barbara 1983. Early Childhood Education, Creative Learning Activities, New York: McMillan Publishing Co. Inc.
3. Krathwohl, D.R., Bloom, B.S. and Maria, B.B. 1968. Taxonomy of Education Objectives: The Classification of Educational Goals, New York: David McKay Co. Inc.
4. MHRD 1973. Learning Without Burden: Report of the National Advisory Committee, New Delhi: MHRD, Department of Education.
5. Reutzel, D.R. and Cotter, R.B. 1996. From Basals to Books, New Jersey: Englewood Cliffs.
6. Singh, Dolly. 1995 Child Development: Issues, Policies and Programmes Vol. (1), (2) & (3). Delhi: Kanishka Publishers.
7. Spodek, B. 1978. Teacher Education: Issues and Insights, Prentice Hall, Inc. Englewood Cliffs.
8. Webb, Rosemary 1990. Practitioner Research in the Primary School, London: The Falmer Press.

OPTIONAL PAPER**(II): EDUCATIONAL TECHNOLOGY AND INSTRUCTION****Exam. duration : 3 hrs.****Maximum Marks: 100****Practicum : 25****Theory : 75****(a) Course Objectives**

The students are expected to:

1. develop basic knowledge of the principles and practices of educational technology related to elementary education
2. develop the ability for critical appraisal of the instructional media, materials and aids in terms of their individual merits and advantages for optimising learning at elementary school level;
3. develop basic skills in the production of different types of instructional material needed for the elementary school child;
4. familiarise instructional use of computer in education;
5. understand the utility of distance education in India in the light of the E.T.

(b) Course Content**Unit 1: Nature and Scope**

- 1.1 Educational technology-concept, meaning, nature, components of ET (Software, hardware) scope and significance.
- 1.2 Educational technology and Instructional technology
- 1.3 A systems approach to the improvement of instruction.
- 1.4 Factors influencing the application of educational technology: political, cultural, economical, social, technological and educational.
- 1.5 Major institutions of educational technology in India: CIET, AVRC, EMRC, MCRC their role in elementary education.

Unit 2: Communication and instruction

- 2.1 Concept, nature, process of communication.
- 2.2 Classroom communication and mass media approach in educational technology.
- 2.3 Challenges in communication technology in the context of Primary Education in India.
- 2.4 Communication skills, type, Development of communication skills.

Unit 3: Electronic Media in Education

- 3.1 Production of audio and audio-visual educational programme.
- 3.2 Programmed Instruction. Computer managed instruction (CMI) and

computer assisted instruction (CAI). Video disc, video text and tele text and multi media instruction.

3.3 Media selection and integration**Unit 4 : Effective Learning :**

- 4.1 Models of Teaching : Meaning, Nature, Functions and Types
- 4.2 Different families of Modes of Teaching
- 4.3 Participative learning, experiential learning.
- 4.4 Learning skills, learning styles, reading strategies, study skills, thinking skills.
- 4.5 Modification of Teaching behaviour: Microteaching, Flanders's Interaction Analysis.

Unit 5: Educational technology in action :

- 5.1 Distance education: concept, need importance and growth of distance education; educational practices with special reference to development of self-instructional material.
- 5.2 Open learning system : Open school and open universities.
- 5.3 Applications of information technology : bounded and unbounded telecommunication media; communication satellite; telecommunication networks; Multiple usage of telecommunications (teleconferencing, video conferencing, fax, voice main, e-mail, internet and intranet)
- 5.4 Evaluation strategies in Distance Education, Counselling Methods in Distance Education.

(c) Practicum (any one of the following):

1. Identifying appropriate teaching aids for effective use in a lesson to optimize learning.
2. Writing a SIM for simple instructional content. Use of computer in education.
3. Analysis of an educational telecast.
4. Comparative study of ETV telecasts of different subjects for quality of content.
5. Interventions of educational technology in the current practices of teacher training programmes in India.

(d) Suggested Readings

1. Adam, D.M. 1985. Computers and Teacher Training: A Practical Guide, The Haworth Pren, Inc. N.Y.
2. Behera, S.C. 1991 Educational Television Programmes, Deep and Deep Publications, New Delhi.
3. Coburn, P. and et. al. 1985. Practical guide to Computers in Education,

Addison-Wesely Publishing Company. Inc.

4. Das, R.C. 1993. Educational Technology-A Basic Text, Sterling Publishers Pvt. Ltd.
5. Evaut, M. The International Encyclopedia of Educational of Educational Technology.
6. Haas, K.B. and Packer, H.Q. 1990. Preparation and Use of Auido-Visual Aids, 3rd Edition, Prentice Hall, Inc.
7. Mukhopadhyay, M. 1990. Educational Technology-Challenging Issues, Sterling Publishers Pvt. Ltd. New Delhi.
8. Parnaji. S. 1994. Distance Education, New Delhi: Sterling Publishers.
9. Rana, S. 1994 Open learning in India, Common Wealth Publishers, New Delhi.
10. Sampath et. al. 1981. Introduction to Education Technology, Sterling Publishers Pvt. Ltd.
11. Sharma, B.M. 1994. Media and Education, New Delhi: Common Wealth Publisher.
12. Sharma, K.D. and Sharma D.V. 1993. Open learning System in India, Allied Publishers Ltd. New Delhi.

OPTIONAL PAPER

(III): TEACHER EDUCATION AND DEVELOPMENT

Exam. duration : 3 hrs.

Maximum Marks: 100

Practicum : 25

Theory : 75

(a) Course Objectives

The students are expected to:

1. gain insight into the concept, meaning, need and objectives of teacher education.
2. gain insight into the existing schemes of pre-service teacher education and its organization.
3. develop understanding of the needs and existing practices of inservice education for teachers and functionaries associated with education.
4. develop understanding of the status of elementary teachers, problems and issues related to their professional growth.
5. reflect the trends of researches in teacher education.

(b) Course Content

Unit 1 Objectives and Development of Teacher Education

- 1.1 Concept, meaning, need and objectives of ETE and STE
- 1.2 Role and functions of school teachers in the present context.
- 1.3 Growth and development during the post-independent India.
- 1.4 Role, functions and networking of different organisations/agencies involved in elementary teacher education: (i) NCERT (ii) NIEPA (iii) NCTE (iv) SCERT/SIE (v) DIETs (vi) CTEs and (vii) I.A.S.Es.
- 1.5 Nation Policy on Education, POA for Teacher Education. Their impact on Indian society

Unit 2: Pre-service Teacher Education

- 2.1 Need, importance and objectives.
Organizational aspects of pre-service course ETE- course duration, admission criteria, enrolment, building, library, equipment, resource materials-print-non print; examination and certification.
- 2.3 Bases and structure of ETE and STE curriculum, Curriculum Frameworks of Teacher Education.
- 2.4 School Experience Programme-concept, objectives, prevalent practices and modern trends, organisation, supervision and evaluation of School Experience Programme.
- 2.5 Alternative modes of pre-service STE -one year, two year and four year integrated: course- structure and efficacy.

Unit 3 In-service Teacher Education

- 3.1 Need, importance and modes of inservice ETE in India.
- 3.2 Centrally sponsored schemes of inservice education for elementary teachers-SOPT: course structure, mode of transaction, monitoring and evaluation.
- 3.3 Training models: three, two and single tier models-merits and demerits, Distance Education and Teacher Education
- 3.4 Emerging structures for inservice education of teachers-Block Resource Centres, Cluster Resource Centres, DIETs their needs and functions. CTEs, IASEs.
- 3.5 Role of NCERT in organising in service programme for teachers, Orientation and Refresher Courses. Impact of NCERT on Indian Society

Unit 4: Issues and Concerns of Teacher Education

- 4.1 Admission policies and procedures.
- 4.2 Integration of theory and practice, updating teacher competence.
- 4.3 Relationship of ETE and STE institutions with the school and community.
- 4.4 Preparation of teachers for special subjects such as art, craft, music, work

experience, SUPW, physical education and teachers for children of special needs.

- 4.5 Issues and concerns related to professional development of teachers, professional ethics of teachers, updating teacher competence.

Unit 5: Research in Teacher Education

- 5.1 Discussion of a few recent research studies in elementary and secondary teacher education with reference to: need, theme, design, findings and policy implications.
- 5.2 Identification of areas of research and its importance, Role of teacher Educators in Promotion of Peace Education.
- 5.3 Research studies on Teaching Effectiveness, School Effectiveness

(c) Practicum

Each student is required to submit one term paper based on critical review or field study on any topic dealt in the paper.

(d) Suggested Readings:

1. Adaval, S.B. and other 1984. An Analytical Study of Teacher Education in India, Allahabad Amitabh Parkashan.
2. Govt. of India 1992. National Policy on Education (Revised). MHRD, New Delhi.
3. Jangira, N.K. 1979. Teacher Training and Teacher Effectiveness: An Experiment in Teacher Education, New Delhi, National Publication House.
4. Jangira, N.K. and Ajit Singh. 1982. Core Teaching Skills: Micro Teaching Approach, New Delhi, NCERT.
5. NCERT. 1991. Elementary Teacher Education Curriculum-Guidelines and Syllabi.
6. NCERT. 1977. Second National Survey of Teacher Education at Elementary Level, New Delhi.
7. NCERT 1988. Inservice Teacher Education Package Vo. I & II, New Delhi.
8. NCERT 1995. SOPT-Self Instructional Package for Special Orientation Programme for Primary School Teachers.
9. NCERT 1986, 1991, 1997 Surveys of Research in Education, New Delhi
10. NCERT 2004. Teacher Education Curriculum Framework, New Delhi.
11. Naik, J.P. 1975. Elementary Education in India: A Promise to keep.
12. Singh, L.C. 1995. Teacher Education and the Teacher, New Delhi. Vikas Publishing House, Maszid Road, Jagpura.

OPTIONAL PAPER

(IV) – VALUE EDUCATION AND INDIAN SOCIETY

Exam. duration : 3 hrs.

Max. Marks 100

Practicum 25

Theory 75

a) Course Objectives

The students are expected to :

- 1 Understand the meaning and process of value education and education for Human Rights
- 2 Promote values enshrined in Indian Constitution.
- 3 Understand theories of value development
- 4 Develop the ability to appraise critically the issues related with value education.
- 5 Organise activities and develop material for nurturing value.

b) Course Content

Unit 1 : Perspectives of Value Education

- 1.1 Ancient Indian traditions and Value education.
- 1.2 Need and importance of value education and education for Human Rights.
- 1.3 Objectives of value education.
- 1.4 Values and education for citizenship.
- 1.5 Nature of Indian society, Indian culture and Human values.

Unit 2 : Values in Religions and their role in social cohesion

(with reference to Spiritual Convergence, discovery of otherness, tolerance, respect and confidence in the other)

- 2.1 Buddhism
- 2.2 Christianity
- 2.3 Islam
- 2.4 Jainism
- 2.5 Sanatan Dharm
- 2.6 Sikhism

Unit 3 : Moral Education and Value Education

- 3.1 Moral Education, Instructions, Training and Indoctrination
- 3.2 Stages of moral development : Piaget and Kohlberg
- 3.3 Moral judgment and values
- 3.4 Personal and social values
- 3.5 Domains of values: Caring, Judging and Action

Unit 4 : Values Education and Indian Society

- 4.1 Sociological bases of values
- 4.2 Gandhian values : Austerity, Truth and Non violence their place in Indian society.
- 4.3 Values in Preamble of the Indian Constitution: Justice, Liberty, Equality, Fraternity
- 4.4 Values recommended by Chavan Committee: Truth, Righteous conduct, Love, Non-violence and Peace.
- 4.5 Role of School in value development, activities, instructional material. Causes of deterioration of values. Role of Media.

Unit 5: Values Development and Evaluation

- 5.1 Social learning theory, Psychoanalytical theory
- 5.2 Cognitive development theory
- 5.3 Value clarifying strategies
- 5.4 Models of value education: Jurisprudential Inquiry Model, Role Playing Model
- 5.5 Methods of evaluation of values, Moral dilemmas and their evaluation

(c) Practicum (Any one of the following)

1. Participation, organisation and reporting of the following (any one)
 - Role playing
 - Sociodrama
2. Observation of behaviour of other person in a situation, evaluating her values and preparing a report
3. Functions of a voluntary agency for value education
4. Observation of a school for a week and preparing a report on development.
5. Preparing a review report on the role of the following (any one) :
 - i- Media -TV , Film, Book
 - ii- An elected body such as : Student Union, Village Education Committee, Panchayat
6. Procuring newspaper / magazines clipping and analysing them for value education.

d) Suggested Reading

1. Dalai Lama, 2000, Book of Transformation.
2. Dhokalia, R.P. 2001. External Human Values and Religions. New Delhi: NCERT.
3. Gandhi, M.K. 1976. My Experiments with Truth. Ahmedabad : Navjivan Publishing House

4. Gupta, K.M. 1989. Moral Development of School Children Gurgaon: Academic Press.
5. Government of India 1999. Fundamental Duties of Citizens: Report of the Committee set up by the Government of India to Operationalise the suggestions to Teach Fundamental Duties to the Citizens of the Country (Vol. I & II) New Delhi: MHRD.
6. Government of India. 2000. The Constitution of India New Delhi
7. Jois, Rama M. 1997. Human Rights and Indian Values. New Delhi : National Council for Teacher Education
8. Krishnamurthy, J. 2000. Education and the Significance of Life., Pune : KFI.
9. Mahaprayna. Acharya 1999. Thoughts at Sunrise. Ladnun: Jain Vishva Bharti
10. MHRD 1992, National Policy on Education 1986 (With modification undertaken in 1992) New Delhi
11. NCERT. 2000. National Curriculum Framework for School Education New Delhi.
12. NCERT 2005. National Curriculum Framework. New Delhi
13. Rajput, J.S. 2001. Symphony of Human Values in Education. New Delhi, NCERT
14. Rockeach, M. 1979. The Nature of Human Values, London : Colier McMillan Publishers.
15. Saiyuddain, K. G 1965 The Faith of an Educationist : A Plea for Human Values. New Delhi : Asia Publishing House.

OPTIONAL PAPER**(V): CURRICULUM, INSTRUCTION AND EVALUATION****Exam. duration : 3 hrs.****Maximum Marks: 100****Practicum : 25****Theory : 75****(a) Course Objectives**

The students are expected to:

1. develop understanding of underlying principles of curriculum development, instructional strategies and evaluation.
2. develop understanding about comprehensibility of textbooks.
3. develop essential competencies in curriculum development, instructional strategies and evaluation required for teacher educators in and
4. develop research insight for curriculum development in elementary

- education.
- 5. appreciate the role of different agencies working in the field of curriculum development.

(b) Course Content**Unit 1: Curriculum Development**

- 1.1 Concept of curriculum as a plan and process, experiences and system.
- 1.2 Components of curriculum-objectives, content, teaching methods and evaluation scheme. Models of Curriculum Development
- 1.3 Approaches to curriculum-subject-centred, learner-centred and community based.
- 1.4 Curriculum designing-criteria of content selection-sequence, continuity and concentric; structure flexibility and integration of content; grade placement and distribution of instructional time.
- 1.5 Curricular materials textbooks, supplementary reading materials.

Unit 2 : National Curriculum Framework for Education

- 2.1 National curriculum framework – Concept and importance.
- 2.2 Curriculum Development for School Education - A Historical Perspective.
- 2.3 Scheme of studies at Pre primary, Primary and Upper Primary and Secondary stage
- 2.4 Objectives and Scope of Curricular areas at different stages.
- 2.5 Constructivist Approach for curriculum development at school stage

Unit 3: Instructional Strategies

- 3.1 Instruction and teaching-concept, objectives and models; goals of instruction-Bloom's taxonomy, Mager's behavioural objectives, Grounlund's instructional objectives; unit and lesson planning.
- 3.2 MLL strategy-mastery learning; guided inquiry, advance organiser and concept attainment models.
- 3.3 Strategies for effective study-analytical reading, analogies, information intermix for vocabulary building, concept mapping, story mapping and pyramiding.
- 3.4 Teaching-learning strategies; discussion, group work, field trips; multi-grade teaching, cooperative learning, peer-teaching, Activity.

Unit 4 : Teaching aids

- 4.1 Need and Importance of Teaching aids A.V. aids – projected and non projected aids : their effective use and application
- 4.2 Low cost/improvised and graphic aids,
- 4.3 O. B. kit for EVS and maths Need and its use
- 4.4 Use of news papers and children's literature as teaching aids, Use of

Radio, Television, Computer for teaching and learning, EDUSAT

- 4.5 Interpretation of messages communicated by teaching aids, media from peace perspectives.

Unit 5: Evaluation

- 5.1 Concept of measurement and evaluation, forms of evaluation; norm based and criterion based, formative and summative, continuous and comprehensive.
- 5.2 Relevant approaches to evaluation; Tyler approach, Context, Input, Process and Product (CIPP) approach; Cronbach's approach
- 5.3 Tools and techniques of evaluation: (i) Observations: Schedule and Scales group-work, performance on an activity, (ii) Oral: Pre-testing, developmental assessment and diagnostic questions, (iii) Written: objective type questions-short answer type and essay type questions-merits and limitations.
- 5.4 Teacher made and standardized test, unit and competency based test.
- 5.5 Programme (training) evaluation, curriculum evaluation (Formative and Summative) Interpretation of evaluation results.

(c) Practicum (Any one of the following)

- 1. Evaluation of a school textbook.
- 2. Designing an instructional plan for any one competency of MLL and its try out.
- 3. Development of a unit test and its tryout.
- 4. Preparation of a child-centred activity based instructional strategy on a chosen subject and its tryout.
- 5. Report on curriculum development for school stage in state (or U.T.)

(d) Suggested Readings

- 1. Arora, G.L. 1988. Curriculum and Quality in Education, New Delhi : NCERT.
- 2. Arora, G.L. 1995. Child centred Education for Learning Without Burden, Gurgaon, Krishna Publishing Co.
- 3. Field, B. and Field, T. 1994. Teachers and Mentors: A Practical Guide. London : The Falmer Press,
- 4. Goodson, I.F. 1994 Studying Curriculum, Cases and Methods, Buckingham : Open University Press.
- 5. Hall, R.R. 1979. Reading and the Elementary School Child, New York : Van Nostrand Co.
- 6. Hayes, D.A. 1992. A Source Book of Interface Methods for Teaching with Texts, New York: Allyn and Bacon.

7. Joyce, B. & Marsha, W. 1998. Models of Teaching, New Jersey : Prentice Hall.
8. Lavatelli, C.S. et. al. 1992. Elementary School Curriculum, London : Holt Rinehart and Winston, Inc.
9. MHRD 1993. Learning Without Burden-Report of the National Advisory Committee.
10. NCERT, 1988. National Curriculum-A Framework, New Delhi.
11. NCERT 2000 National Curriculum Framework for School Education, New Delhi
14. NCERT 2005. National Curriculum Framework. New Delhi
15. Norris, N. 1990. Understanding Educational Evaluation, Kogan Page Ltd.

OPTIONAL PAPER

(VI) EDUCATION OF GROUPS WITH SPECIAL NEEDS

Exam. duration : 3 hrs

Max Marks: 100

Practicum: 25

Theory : 75

(a) Course Objectives:

The students are expected to:

1. develop awareness about the past and present trends of education of children with special needs.
2. describe and define various categories of special needs
3. describe psychological, social and educational characteristics of children with special needs
4. describe the assessment and educational placement procedure for different type of special needs
5. develop understanding about various areas of research in special needs

(b) Course content

Unit 1: Special Needs and Education

- 1.1 Concept and categories of special needs
- 1.2 Special education and its implication for quality education.
- 1.3 Development of special education in India
- 1.4 Policies, schemes and legislation about CWSNs.
- 1.5 Major areas of research in Education of CWSNs.

Unit 2: Categories, Characteristics and functional limitations of children with special needs with reference to :

- 2.1 Neuro-muscular problems

- 2.2 Visual and Hearing problems
- 2.3 Low intellectual functioning
- 2.4 Learning Disability: ADD, ADHD and giftedness
- 2.5 Disadvantagedness

Unit 3: Assessment and Educational Placement

- 3.1 Concept of assessment
- 3.2 Technique of assessment: Testing and non-testing
- 3.3 Functional assessment of children with special needs
- 3.4 Standardized test for identifying gifted, slow learner and leaning disabled children
- 3.5 Implication of assessment information for placement and instructional planning

Unit 4: Teaching Strategies

- 4.1 System approach to instruction, Perceptual strategies and Multi-sensory approach
- 4.2 Individualised Educational Programme Plan
- 4.3 Collaborative Instruction
- 4.4 Behavioural Modification and Task Analysis
- 4.5 Current researches on teaching of children with special needs.

Unit 5: Inclusive Education

- 5.1 Concept and philosophy of inclusion
- 5.2 Factors affecting the successful implementation of inclusive education
- 5.3 Role of class teachers, resource teachers and classroom management in inclusive settings.
- 5.4 Competencies required for the success of inclusive education
- 5.5 Parental involvement and communities support inclusive education

(c) Practicum (any one of the following):

1. Prepare one topic from the above course content for classroom presentation
2. Through functional assessment assess CWSNs in regular classroom
3. Prepare an appropriate curriculum adaptation in any subject for children with SENS in a regular classroom
4. Prepare a list of requirements before implementing inclusive education programme
5. Make an attitude study for implementing inclusive education programme

(d) References:

1. Ainscow, M. 1990. Special Needs in the classroom: A teacher education Resource Pack, UNESCO
2. Anastasi Anne, Psychological Testing New York : McMillan.

- 3) Berdine, W. and Blackhurst, A. 1985. An introduction to special education, Boston : Little Brown,
- 4) Clough, P & Corbett, J. Theories of inclusive education, New Delhi : Sage Publication.
- 5) Dyson, A. & Millward, A. Schools and special needs: Issue of innovation and inclusion, New Delhi : Sage Publication,
- 6) Gearheart, B.R. 1974. Organisation, administration of educational programme for exceptional children
- 7) Hallahan & Kauffman J.M. 1984. Exceptional Children, Prentice Hall
- 8) Encyclopedia of Special Education Volume I,II and III.
- 9) Hegarty, S. and Mithu Alur 2002. Education and children with special Needs : Segregation to Inclusion New Delhi : Sage Publication Pvt. Ltd.
- 10) Programme of Action 1992. New Delhi : Ministry of Education MHRD
IED Scheme 1992. New Delhi : MHRD
- 11) Jangira, N.K. .1985. Special education scenario in Britain and India, Gurgaon : The Academic Press,
- 12) The Persons with Disabilities Act 1995.
- 13) Walsh, B. and Nancy B 1985 : Tests and Assessments, New Delhi : Prentice Hall.
- 14) Reid, Kim..1988. Teaching the learning disabled, Boston : Allyn and Bacon,
- 15) Walsh, B. & Nancy, B. 1985. Tests and assessment, New Delhi : Prentice Hall