

SYLLABUS

FOR

M. A. EDUCATION PROGRAMME

Semester II

(For the academic session 2017 Onwards)



**INSTITUTE OF ADVANCED STUDIES IN
EDUCATION**

(IASE)

(Government College of Education)

CLUSTER UNIVERSITY, SRINAGAR

Choice Based Credit System Scheme of Courses M. A. Education Second Semester

CORE PAPERS					
Course No	Course Title	Total Credits	Marks		
			Internal	External	Total
EDU17201 CP	Sociological Foundations of Education-II	4	80	20	100
EDU17202 CP	Psychological Foundations of Education-I	4	80	20	100
EDU17203 CP	Methodology of Educational Research-I	4	80	20	100
DISCIPLINE CENTRIC ELECTIVES (DCE)					
EDU17204 DCE	Elementary Education	4	80	20	100
EDU17205 DCE	Special Education	4	80	20	100
EDU17206 DCE	Mental Health Education	4	80	20	100
GENERIC ELECTIVES(GE)					
EDU17207 GE	Inclusive Education	2	40	10	50
OPEN ELECTIVES (OE)					
EDU17208 OE	Adult Education	2	40	10	50

Note: - the students have to qualify the 3 (Core Papers) + 2 (Discipline Centric Electives Papers) to be opted out of 3 (Discipline Centric Electives Papers) + 1 (Generic Electives Papers)+1 Optional paper

Title of the Course: Sociological Foundation of Education-II

COURSE NO EDU17201CP

CREDITS: 4 Credits

Total Weightage = 100 Marks (External= 80 & Internal =20)

Objectives

After going through this paper students will be able:

- To understand the conceptual framework of culture, functions, elements and role of education in culture.
- To understand the concept of social change and its role viz-a-viz education
- To acquaint them with emerging trends of social processes in order to face the challenges to society particularly in India.
- To have the concept of collective behavior, its forms and theories.

Unit I Education and Culture

- I. Concept, Meaning and Characteristics of Culture
- II. Functions of Culture
- III. Elements of Culture-Cognitive, Normative and Material
- IV. Conservative, Transmissive and Creative Role of Education Towards Culture

Unit II Education and Social Change

- I. Meaning, concept and Definitions of Social Change
- II. Constraints of social change in India (caste, class, language and regionalism)
- III. Factors and theories of Social Change (*Cyclic and Stage*)
- IV. Relationship between Education and Social Change

Unit III Education and Social Processes

- I. Education and Modernization
- II. Education and Globalization
- III. Education and Democracy
- IV. Education and Religion

Unit-IV Collection Behavior

- I. Concept and characteristic of collective behavior
- II. Forms of collective behavior
- III. Theories of collective behavior (N.J Smelser & Blumer)
- IV. Education implications of Group Dynamics

Suggested Readings:

- **Aggarwal, J. C. (1988)** *Philosophical and sociological Foundation of Education* (Vikas Publishing House 576, Masjid Road Jagurpura Delhi)
- **Ahangar S.D. (2015)** *Sociological Principals and Perspectives* (Dilpreet Publication New Delhi)
- **Bhat, M. S (2013)** *Educational Sociology* (APH Publications New Delhi)
- **Bhushan, V.** (1999) *sociology* (Vikas Publication New Delhi)
- **Broom, Land Slenzick, P.** (1987) *Sociology* (Printice Hall of India Publishing House New Delhi)
- **Davis, K. (1969)** *Human Society* (New York USA)
- **Desai, A. R. (1981)** *Rural Sociology* ()
- **Eldridge, (1986)** *Fundamentals of Sociology* (International Publishing Academy UK)
- **Ember, C. R.(2008)** *Anthropology* (Pearson)
- **Ganta, R.C .Dash B.N (2004)** *Foundations of Education* Neelkamal Publication Pvt. Ltd.hyderabad New Delhi
- **Mathur, S. S. (2010) 30th Edition** *A Sociological Approach to Education* (Shri Vinod Pustak Mandir-Agra-2)
- **Rao, S.** 2004 *Sociology of Indian Society* (S. Chand and Company Pvt .Ltd .Ram Nagar)
- **Rather, A. R. (2002)** *Introduction to Education* (Gulshan Publishers Srinagar J&K)
- **Rawat, H.K (2013)** *Contemporary society*. Rawat publication.Jaipur-New Delhi-Banglore- Hyderabad-Gawalior-Kolkatta
- **Salamatullah, S, (1986)** *Education in Social Context* (Life and Line Publication New Delhi Bombay Calcutta)
- **Shepared ,J. (1980)** *Sociology* (Printice Hall, New York USA Publication)

Title of the Course: Psychological Foundations of Education-I

Course No. EDU17202CR

CREDITS: 4

Total Weightage = 100 Marks (External= 80 & Internal =20)

Objectives

After completing the syllabus the learners will be able to develop:

- i) An appreciation and understanding about the schools of Psychology.
- ii) An understanding about different aspects of human development from infancy to adolescence.
- iii) An understanding about Behavioristic and Neo-behavioristic approaches to learning.
- iv) An understanding of the theories of learning and motivation.
- v) An appropriate understanding about Intelligence in terms of its concept, measurement, evolution and theories.

Unit I Schools of Psychology

- i) Functionalism
- ii) Behaviorism
- iii) Psychoanalysis
- iv) Gestalt psychology

Unit II Growth & Development

- i) Concept of Growth and Development, differentiation between growth and development.
- ii) Stages of Development; Infancy, Childhood, Adolescence.
- iii) Cognitive Development with special reference to Jean Piaget.
- iv) Moral Development with special reference to Lawrence Kohlberg.

Unit III Learning & Motivation

- i. Theories of learning:
 - Learning by Insight (Kohler Koffka)
 - Classical Conditioning Theory: (Ivan. P. Pavlov)
 - Operant Conditioning Theory:(B.F.Skinner)
- ii. Theories of motivation:
 - Albert Bandura: Social Learning
 - Abraham Maslow: Hierarchy of needs

Unit IV Intelligence

- i. Concept and meaning of intelligence.
- ii. Factors influencing intelligence.
- iii. History of IQ Testing, Verbal (Jalota-Tandon), Non-verbal (Ravens Advanced Progressive Matrix) and Performance tests (WISC).
- iv. Theories of Intelligence: Triarchic Theory (Sternburg), Multiple Factor theory (Gardener), Structure of Intellect Model (Guilford.)

References

- Allport, G. W. Pattern and Growth in Personality(New York: Holt Oxford and IBH
- Anastasi, A. Psychological Testing (2nd Ed.)(New York: Macmillan Co., 1976)
- Beck, S. J. Rorschach's Test, Vol. I, Basic processes, Vol. IIA variety of Personality pictures.New York: Grune& Stratton.
- Cattell, R. B. & Handbook of Modern Personality Theory.Dreger, R. N. New York: Appleton Century Crofts.
- Cattell, R. B. Description and Measurement of PersonalityNew York: World Book Co.
- Chauhans. S Advanced Educational PsychologyVikas PublishingHouse, Pvt. Ltd.
- Dandapani, S. Simplify Psychology, Mysore,Radhika Publications.
- Dandopani, S. A Text book ofAdvanced EducationalPsychology:Anmol Publications, New Delhi.
- Ewen, R. B. An Introduction of Theories of PersonalityNew York: Academic Press.
- Ferguson Personality Measurement. (New York: McGraw Hill Company, 1952)
- Freeman, F. S. Theory and Practice in Psychological Testing.(New York: Oxford and IBH Publishing Co., 1961)
- Gagne, R. M. The Conditions of Learning.New York: Holt, Rinchardand Winston.
- Hilgard, E. R. & Theories of LearningBower, G. H. Prentice Hall of India.
- Lehner&KubeThe Dynamics ofPersonal Adjustment.(England: Cliffs Prentice Hall, 1964)
- Mischel, W. Personality and Assessment,New York: Wiley.
- Mowrer, O. H. Learning Theory and Personality DynamicsNew York: A Ronald.
- Murphy, G. An Introduction to PsychologyNewYork: Harper.
- Murray, H. A. Exploration in PersonalityNew York: Oxford University Press.
- Piaget, J. The Child's conception of the WorldNew York; Harcourt Brace. Publishing Co.,1961).
- Seema Naz, (2015) Psychology of Learning and Development, APH, Publishing Cooperation, New Dehli
- Shaffer and ShobenThe Psychology of Adjustment(New York: HoughtMiffin,, 1956)
- Skinner, C. E. (Ed.) Educational Psychology(New Delhi: Prentice Hall of India, 1972)
- Vernon, P. E. The Structure of Human Abilities(London: Methuen and Co., 1964)
- Woodworth, R. S. ContemporarySchools of Psychology(London: Methuen and Co., 1961)

Title of the Course: Methodology of Educational Research-I

Course No. EDU17203CP

CREDITS: 4 Credits

Total Weightage = 100 Marks (External= 80 & Internal =20)

Objectives

After completion of course, the students will be able to:

- Understand the concept of research and educational research.
- Understand the types and methods of educational research.
- Understand the steps involved in educational research.
- Review the educational research articles.
- Understand the use of different tools and techniques in educational research.
- Understand the concept of sampling and population.
- Understand the types of sampling.
- Develop a research proposal.

Unit I Introduction to Educational Research

- i. Meaning and Concept of Research
- ii. Meaning, Nature and Scope of Educational Research
- iii. Need and Importance of Educational Research
- iv. Levels of research;
 - A) Basic research
 - B) Applied research
 - C) Action research

Unit-II Steps of Educational Research

- i. Problems, Identification of research problem; Sources, Criteria & Selection
- ii. Review of Related Literature
- iii. Formulation of Hypotheses and its Types
- iv. Operationalization of variables- Delimitation of Study

Unit-III Sampling and Techniques

- i. Concept of Population and Sample
- ii. Characteristics of sample
- iii. Sampling Techniques:
 - A. Probability sampling: simple random, stratified, systematic, cluster and multi-stage sampling
 - B. Non-probability sampling: purposive, judgment, quota and snow ball sampling.

Unit-IV Tools of Data Collection

- i. Questionnaire
- ii. Interview and Interview Schedule
- iii. Rating Scale and Observation
(With special reference to characteristics, merits and limitations)

References

- Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
- Burns, R.B. (1991), Introduction to Research in Education, Prentice Hall, New Delhi
- Kerlinger, F.N. (1973), Foundation of Behavioral Research, Holt, Rinehart and Winston, New York.
- Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
- KoulLokesh, Methodology of Education Research, vVikas publishing house Pvt. Ltd. Noida
- Mcmillion, James H. and Schumarcher, S. (1989), Research in Education: A Conceptual Introduction, Harper and Collins, New York.
- Mouly, A.J. (1963), The Science of Educational Research, Euroasia, New Delhi.
- R.A.Sharma ; Fundamentals of Educational Research : Meerut ,Loyal Book Depot,2003
- R.P.Bhatnagar (Ed.) Readings in Methodology of research in Education; Meerut , R Lall Book Depot,2002
- Travers, R. M .W. (1978), An Introduction to Educational Research, Macmillan, New York.
- Van Delen, D.B. (1962), Understanding Educational Research, Me Graw Hill, New York.
- Young, P.V. (1960), Scientific Social Surveys and Research, Prentice Hall, New York.

Title of the Course: Elementary Education

Course No. EDU17204DCE

CREDITS: 4 Credits

Total Weightage = 100 Marks (External= 80 & Internal =20)

Objectives

- To understand the concept, objectives and principles of elementary education.
- To know the objectives and function of Universal Elementary Education (UEE)
- To gain insight into the need of elementary education.
- To understand various pedagogies used in elementary Education.
- To develop understanding about the process of learning at elementary level.
- To develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
- To develop understanding of problems and issues related to elementary Education.
- To develop an understanding about the principles, scope and characteristics of administration at elementary stage.

Unit 1: Elementary Education in India

- i. Concept, Objectives and Principles of Elementary Education
- ii. Universalisation of Elementary Education (UEE): Universal Provision, Universal Enrolment, Universal Retention
- iii. Sarva Shiksha Abhiyan (SSA: 2001)
(Right to Education (2009) & J&K School Education Act 2013)

Unit 2: Pedagogy of Learning at Elementary level

- i. Play way method
- ii. Activity-based learning
- iii. Project based learning
- iv. ICT Based teaching and learning

Unit 3: Issues and Concerns in Elementary Education

- i. Dropout, causes and its measures
- ii. Child Labour: causes and its remedial measures
- iii. Gender discrimination
- iv. Broken families-its effects on child's education

Unit 4: Administration of Elementary Education

- i. Scope and Characteristics of successful Elementary School Administration
- ii. Principles of Democratic School Administration

- iii. NCERT: Role and its Functions
- iv. SCERT and DIET: Role and its Functions

References

- **Baur, G.R & others(1976):***Helping Children Learn Mathematics: A Competency Based Laboratory Approach. Cummings Publishing Co.*
- **Chastain, K. (1970):***The Development of Modern Language Skills – Theory to Practice. Rand Menally & Co., Chicago.*
- **Dunkin, M.J. (Ed.) (1987):** *The International Encyclopaedia of Teacher and Training Education, Pergamon Press, N.Y.*
- **Erickson, H.L. (2002):** *Concept-based Curriculum and Instruction. Crown Press, Inc. California.*
- Hurlock, E. (1995). *Child Development. McGraw Hill Book Company, USA*
- **Joshi, D. (2011)** *Methodology of Teaching Social Science, New Delhi: Pearson*
- **Kabra, K.M. (1977)***Planning Process in a District, New Delhi: Indian Institute of Public Administration.*
- **Kundu, C.L (1988):***Indian Yearbook on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.*
- **Kurrian, J. (1993)** *Elementary Education in India, New Delhi: Concept Publication.*
- **Lewis, Ramón (2008):***Understanding Pupil Behaviour. Routledge Publications, U.K.*
- **Mohanty, J. N. (2002):***Primary and Elementary Education. Deep & Deep Publications, New Delhi*
- **Naik, J (1975)***Quality, Quantity and Equality An elusive drainage in Elementary Education. New Delhi: Allied Publishers.*
- **NCERT, (1998)***National Curriculum for Elementary and Secondary Education - A Framework, NCERT, New Delhi.*
- **Nurullah. S., Naik J.P. and Oad L.K (Eds.) (1970)***A Student History of Education in India, Bombay: MacMillan and Co.*
- **Petty, W.T (1978):***Curriculum for the Modern Elementary School, Rand Menally College Public Co, Chicago.*
- **Rao, V.K. (2007):***Universalisation of Elementary Education. Indian Publishers, New Delhi.*
- **Rubin, D. (1980):***Teaching Elementary Language Arts, Holt Reinhart & Winsten, N. York.*
- **Sharma, R.N (2002):***Indian Education at the cross road. Shubhi Publications.*
- **Singhal, R.P. (1983)** *Revitalizing School complex in India, New Delhi.*
- **Thamarasseri, Ismail (2008)** *Early childhood and Elementary Education, New Delhi: Kanishka Publishers*
- **Thamarasseri, Ismail (2012)***Teaching of Social science for the 21st century, New Delhi: Kanishka Publishers*
- **Thamarasseri, Ismail (2012)***Trends and Developments in Social science Education, New Delhi: Kanishka Publishers*
- **Tilak, J.B. (1992)** *Educational Planning at grass roots, New Delhi.*

Title of the Course: Special Education

Course No. EDU17205DCE

CREDITS: 4

Total Weightage = 100 Marks (External= 80 & Internal =20)

Objectives

- On completion of this paper, the learners should be able to:
- To understand inclusion.
- To relate inclusion to all aspects of life.
- To understand the advantages and potential challenges/Barriers of inclusion.
- To understand and use the methods and strategies of enhancing/promoting inclusion.
- Explicate the policies & frameworks facilitating inclusive education.
- To describe the roles of the community and society in general for successful inclusion.
- To describe the inclusive pedagogical practices & its relation to good teaching.
- To expound strategies for collaborative working and stakeholders support in implementing inclusive education.

Unit I Special Education

- i. **Exceptionality**
 - a. Concept of positive and Negative Deviations.
 - b. Need and Problems of exceptional children.
- ii. Special Education: Concept, Scope and Objectives.
- iii. Basic principles of special education.
- iv. Issues and trends in special education.

Unit II Mental Retardation (MR)

- i. Concept, Definitions and Classification.
- ii. Measurement of Mental Retardation.
- iii. Characteristics (psychological), Behavioral & Physiological
- iv. Need and Problems of Mentally Retarded.
- v. Educational consideration for Mentally Retarded Children.

Unit III Visual Impairment and Hearing Impairment

- i. Definition, Classification and Prevalence.
- ii. Causes and characteristics.
- iii. Identification and early intervention.
- iv. Educational Measures and Methods.

Unit IV Inclusive Education

- i. Historical background of Inclusive Education
- ii. Concept of integrated, Mainstreaming Special and Inclusive Education.
- iii. Basic principles & objectives of Inclusive education.
- iv. Benefits of Inclusion & Barriers to Inclusion.

References

- **Alur, M., & Bach, M. (2009).** *The journey for inclusive education in the Indian sub-continent.* Routledge.
- **Dash, N. (2006).** *Inclusive Education for Children with special needs.* Atlantic Publishers & Dist.
- **Fernandez, G., Koenig, C., Mani M.N.G., and Tensi, S. (1999).** See with the Blind. Bangalore: Books for Change and CBM International.
- **Integrated Education for Disabled Children (IEDC, 1974),** , the Ministry of Social Justice and Employment, Government of India.
- **Jangira, N.K. and Mani, M.N.G. (1990).** *Integrated Education for the Visually Handicapped: Management Perspective.* Gurgaon: Academic Press. Rehabilitation Council of India (2000). Status Report on disability 2000.
- **Loreman, T., Deppeler, J., & Harvey, D. (2005).** *Inclusive education: A practical guide to supporting diversity in the classroom.* Psychology Press.
- **Mangal, S. K. (2007).** *Educating exceptional children: An introduction to special education.* PHI Learning Pvt. Ltd.
- **Mani, M.N.G. (2001).** *Inclusive Education in Indian Context.* Coimbatore, IHRDC.
- **Mukhopadhyay, S. and Mani.M.N.G. (1999).** Education of Children with Special Needs, Country Report, New Delhi :National Institute of Educational Planning and Administration.
- **NCERT (2002).** *Awareness Package for Upper Primary teachers* : NCERT, New Delhi.
- **NCERT (2002).** *Inclusive Education: An Orientation Package for Teacher Educators.* Department of Education of Groups with Special Needs, NCERT, New Delhi.
- **NCERT and UNESCO (2000).** *Assessment of Needs for Inclusive Education: Report of the First Regional Workshop of NCERT and UNESCO.*
- **NCERT and UNESCO (2000).** *Planning and Managing Inclusive Education in the Indian Context.* Department of Education of Groups with Special Needs, NCERT and UNESCO.
- **Neeta.P & Arashana (2016).** *Inclusive Education.* RakhiPrakashanPvt.Ltd.
- **Rose, R. (Ed.). (2010).** *Confronting the Obstacles to Inclusion: International Responses to Developing Inclusive Education.* Routledge.
- **Salamanca Statement and Framework for Action (1994)** http://www.unesco.org/education/pdf/SALAMA_E.PDF.
- **The Right of Children to free and mandatory Education (RTE) Act (2009),** Ministry of Human Resource Development, New Delhi.

Title of the Course: Mental Health and Education

Course No. EDU17206DCE

CREDITS: 4 Credits

Total Weightage = 100 Marks (External= 80 & Internal =20)

Objectives

- *To enable the students to understand the concept and principles of mental health.*
- *To acquaint the learner with history of Mental health movement.*
- *To develop among students an understanding of the factors influencing mental health.*
- *To acquaint the students to understand the concept of Adjustment.*
- *To enable the students to familiarize with the factors of Mal-Adjustment.*
- *To acquaint the students to learn about mental disorders.*
- *To acquire information on fundamental concepts of conflicts.*
- *To gain knowledge regarding the adjustment mechanism.*
- *Develop among teachers an understanding of the role of teacher in fostering mental health.*
- *To develop the understanding of the role of school and Society in maintaining good mental health.*
- *To enable the student teacher to learn about educational measures in promoting mental health.*

UNIT- I: Introduction to Mental Health:

- i. Historical background of Mental Health movement.
- ii. Concept and Principles of Mental Health.
- iii. Factors Influencing Mental Health.
- iv. Characteristics of Mentally healthy Individuals.

UNIT - II: Adjustment and Mal-Adjustment:

- i. Concept of Normality and Abnormality.
- ii. Concept and factors affecting Adjustment and Mal-Adjustment (with special reference to Stress, Anxiety and Mood disorders)
- iii. Concept and Types of Conflicts: Approach-approach Conflict, Avoidance-avoidance Conflict and Approach-avoidance Conflict

UNIT- III: Intervention for Mental Health:

- i. DEFENSE mechanism: Behavior channeling defense mechanism (Displacement and Sublimation), Primary reality (Repression, Denial) Secondary reality distorting mechanism (Projection, Rationalization)
- ii. Psychotherapy as a treatment: Cognitive Behavior Therapy (CBT), Rational Emotive Behaviour Therapy(REBT).
- iii. Biomedical Therapy.

UNIT IV: Education and Mental health:

- i. Role of Teacher, School and Society in fostering Mental Health.
- ii. *Importance of Mental Health in School Curriculum.*
- iii. *Positive Mental health and Wellbeing.*
- iv. *Strategies and Educational measures for promoting Mental Health and Well being.*

References

- Akhilananda Swami, Mental Health and Hindu Psychology, London, Auen and unwin(1952).
- Arkoff Abe (1986). Adjustment and Mental Health, New York: MC Graw Hill Company.
- Bahadur Mal, Mental Health in theory and Practice Hoshiarpur, V.V.R.I (1955).
- Bernard Harold, W, Mental hygiene for class room Teachers, New York: McGraw Hill Book Co. (1952).
- Brown, j. F , The Psychodynamics of Abnormal Behavior, New York, McGraw Hill Book Co. 1940.
- Carroll, Herbert A. Mental Hygiene, The Dynamics of Adjustment, New York: Prentice Hall, Inc, 1969.
- Chauhan,J.c. , Mental Hygiene, New Delhi, Allied publisher,1986.
- Coleman, J.C. (1976). Abnormal Psychology and Modern Life, Bombay: D.B. Tara Porewala Sons & Co.
- Crow, Lester D. & Alice Grow. Adolescent Development and Adjustment, New York: McGraw Hill Book Co. 1965.
- Hadfield, J.A. (1952). Psychology and Mental Health London: George Allen and Unwin Ltd.
- Iazarrus, Richards S. Patterns of adjustment New York: McGraw Hill Book CO. 1976.
- Lehner, George, F. J and Elakube. The Dynamics of personal Adjustment, New York: Prentice Hall, Inc. 1964.
- Page, J.P. Abnormal Psychology, New Delhi, Tata Mc Crow Hill publishers, Indian Edition, 1970.
- Peterson,C. (2006). A primer in positive psychology. New York: Oxford University Press.

Title of the Course: Inclusive Education

Course No. EDU17207GE

CREDITS: 2 Credits

Total Weightage = 100 Marks (External= 80 & Internal =20)

UNIT-I: Inclusive Education:

- i. Meaning & Importance.
- ii. Aims, Objectives and Principles of Inclusive Education.
- iii. Role of Teacher and Teaching strategies for Inclusive Education.
- iv. Inclusive Education and Special Education.
- v. Barriers in Inclusive Education and the strategies improve.

UNIT-II: Towards Inclusion: Paradigm and Policy Perspectives:

- i. R.T.E (2009) with reference to J&K School Education Act (amendment 2013), P.W.D Act (2016).
- ii. Salamanca Framework (1994).
- iii. IEDC (1974) RCI Act (1992), S.S.A (2000-2001).
- iv. Inclusive Education for Dis-abled at Secondary Stage (IEDSS).

Suggested Readings;

1. P.L. Sharma; Source book Training teachers of hearing impaired (Central Resource Centre, NCERT) Sri Auribindo Marg, New Delhi
2. S.Mukherjee, et,al Source book Training teachers of hearing impaired (Central Resource Centre, NCERT) Sri Auribindo Marg, New Delhi
3. Ysseldyke, J.Ed. Critical Issue in special & Remedial Education, Buston, Houghston, 1982
4. Woody, R.H, Behavioral problem children in the school, New York, Appleton Century, crafts, 1969.
5. NCERT (2002). *Awareness Package for Upper Primary Teachers*: NCERT, New Delhi.
6. NCERT (2002) *Inclusive Education: An Orientation Package for Teacher Educators*. Department of Education of Groups With Special Needs, NCERT, New Delhi.

7. NCERT and UNESCO (2000). *Assessment of Needs for Inclusive Education: Report of the First Regional Workshop of NCERT and UNESCO*.
8. NCERT and UNESCO (2000). *Planning and Managing Inclusive education in the Indian Context*. Department of Education of Groups with Special Needs, NCERT and UNESCO.
9. Neeta.P & Arashana (2016) *Inclusive Education*. RakhiPrakashanPvt.Ltd.
10. Rose, R. (Ed). (2010). *Comforting the Obstacles to Inclusion: International Responses to Developing Inclusive Education*. Routledge.
11. Salamanca Statement and Framework For action (1994) [http//www.unesco.org/education/pdf/SALMA_E.PDF](http://www.unesco.org/education/pdf/SALMA_E.PDF)
12. The Right of Children to free and mandatory Education (RTE) Act (2009) Ministry of Human Resource Development, New Delhi.

Title of the Course: ADULT EDUCATION

Course No. EDU17208OE

CREDITS: 2 Credits

Total Weight age = 100 Marks (External= 80 & Internal =20)

Unit I: Adult Education

- i. Concept, meaning and importance
- ii) Approaches to adult education with reference to NPE (1986) Review of NPE (1992) NLM, JSN
- iii) Motivation of adults
 - a. Psychology of adult learners
 - b. Methods of motivating adult for learning

Unit II: Methods and Evaluation of Adult Education Programme

- i) Methods of adult education – lecture workshop ,seminar symposium discussion demonstration and role play
- ii) Method of teaching literacy analytic synthetic eclectic
 - i) Basic principles of evaluation
 - ii) Formative and summative evaluation

SUGGESTSED READING

1. Kundan, C.L., Adult Education in India.
2. Miller, H, Teaching of Adults
3. S.N. Mukherjee, Adult and continuing education
4. Malik, G.M., and Night Basu, Understanding Adult Education
5. Saini, S.K., Adult Education in India perspectives
6. Agarwal, J.C., History in Adult Education in India
7. Dass, B.N., Perspectives in Adult Education
8. Srinavas, S., Development of Adult Education in India