

**NORTH MAHARASHTRA UNIVERSITY,
JALGAON**

IDEAL (External Mode) Department

SYLLABUS FOR

M.A.EDUCATION-1ST YEAR

PAPER- I

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Objectives:

- To develop understand and appreciation of interrelationship between philosophy and education .
- To develop the understanding of Basic tenets, principles and practices of the major schools of Indian and Western Philosophy.
- To develop the understanding of sociology of Education .
- To develop the understanding of interrelationship between culture and Education.
- To make the students aware of the controversial issues in the field politics and its impact on education.
- To cultivate the habit of independent thinking about the changing concepts and educational ideologies.
- To create an awareness about the impact of Globalisation on Education.
- To develop critical appraisal of contributions made to education by prominent educational thinkers- Indian and western.

Unit - 1 Philosophy and Education.

Meaning, Need and importance of Philosophy.

Functions of Philosophy in Education.

Dimensions of Philosophic thinking.

Branches of Philosophy : Ontology Epistemology and Axiology .

(For examples refer unit no. 3)

Unit- 2 Indian Schools of Educational Philosophy

2.1 - Vedic, Aims of Education, curriculum, methods of teaching and pupil- teacher relationship

2.2 - Buddhist- Aims of Education, curriculum, methods of teaching and pupil- teacher relationship

Unit-3 (Modern) Schools of Educational Philosophy

3.1 - A brief History of Western Philosophy

3.2 - Perennialism

3.3 - Essentialism

3.4 - Pragmatism

3.5 - Existentialism

3.6 - Logical Positivism

3.7 - Humanism

(These Philosophies are to be studied considering following points- Aims of Education, Curriculum, methods of teaching, teacher-pupil relationship concept of Discipline and its impact on the Society.)

Unit-4 - Contribution of Great thinkers.

a) Plato

b) Tagore

c) Arvindo

d) Paulo Freary

In reference to -

1. Concept of man of process of development

2. Socio-cultural scenario global perspective

Unit-5- Sociology and Education

5.1 - Meaning and scope of Educational Sociology

5.2 - Relationship between sociology and education with special reference to aims of education, methods curriculum.

5.3 - Educational Sociology and Sociology of Education.

5.4 - Meaning and functions of Education from Sociological point of view.

5.5 - Social change and Education.

5.6 - Social control and Education.

Unit- 6 - Culture and Education

6.1 - Concept of Culture

6.2 - The need of cultural understanding

6.3 - Re-conciliation of Traditional and Technological culture.

Unit- 7 - Political ideologies and Education.

7.1 - Meaning and main features of major political ideologies :
Totalitarian and Democratic

7.2 - Aims, curriculum, methods of teaching and Administration of Education under Totalitarian state.

7.3 - Aims, curriculum, methods of teaching and Administration of Education under Democratic state.

Unit- 8 - Modern Technology and Education .

- 8.1- The impact Science and Technology on Education .
- 8.2- The impact of Globalisation ,privatisation & liberalisation on Education.
- 8.3- The importance of technology in Education.

Reference Books -

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3. Brubacher John : Modern Philosophies of Education New York, M.C. Granthill
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6. medieval, British and post independence Ajanta Publications India)
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12. Wingo G : Philosophy of Education : An Introduction, New York, Harper and Row. (1975)
13. S.K. Murthy - Philosophical and Sociological Foundations of Education (Tandon Publication)
14. Srinibas Bhattacharya - Foundations of Education - Atlantic

PAPER II

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Objectives:

1. To clarify the meaning of Educational Psychology.
2. To analyse and evaluate elements of learning, human development, intelligence and personality.
3. To explain different theories of development, learning, intelligences and personality.
4. To interpret the various problems of students.

Unit- 1 Concept of teaching and use of research in teaching

- 1.1 Educational Psychology-
 - 1.1.1 Concept of good teaching
 - 1.1.2 Ultimate goal of teaching
 - 1.1.3 Role of educational Psychology as a content and process.
- 1.2 Using Research to understand and improve teaching
 - 1.2.1 Descriptive studies
 - 1.2.2 Correlational studies
 - 1.2.3 Experimental studies
 - 1.2.4 Use of theories of teaching learning process

Unit-2 : Human Development

- 2.1 Definition of development and aspects of Human development.
- 2.2 Theories of Human development
 - 2.2.1 Maturation Theory (Gesell)
 - 2.2.2 Psychoanalytical Theory(Freud)
 - 2.2.3 Psychosocial Theory (Erikson)
 - 2.2.4 Cognitive development Theory(Bruner)
 - 2.2.5 Moral development Thoery(Kohalberg)
- 2.3 Influence of Heredity and environment on normal and abnormal growth.
- 2.4 Role and duty of parents and teachers in proper development of children.

Unit 3 : Schools of Psychology

- 3.1 Contribution of various schools with reference to Teaching & Learning (Behaviorism, Psychoanalysis, Gestal and Humanistic-schools)
- 3.2 Indian Psychological thoughts with reference to concept and function of Pradnya, Chitta and Personality.

Unit-4 : Learning and Learning Theories

- 4.1 Need of Learning theories and historical background of Learning theories
- 4.2 Classification of Learning theories according the views of Learning
 - 4.2.1 Behavioural views
 - 4.2.2 Cognitive views
 - 4.2.3 Social-cognitive views
 - 4.2.4 Modern views
- 4.3 Different Learning theories
 - 4.3.1 Skinner's present conditioning theory
 - 4.3.2 Kurt Lewin's field theory
 - 4.3.3 Bruner's cognitive theory
 - 4.3.4 Bandura's social Learning
 - 4.3.5 Ausubel's meaningful Learning theory
 - 4.3.6 Information processing model of learning

Unit – 5 : Intelligence

- 5.1 Intelligence
 - 5.1.1 Meaning of intelligence
 - 5.1.2 Brain structure and intelligence(Naid Hurmann structure)
- 5.2 Structure of Intelligence
 - 5.2.1 One (ability) factor or many
Represented by Spearman and Caroll
 - 5.2.2 Multiple intelligences
Represented by Thurstone, Guilford and Howard Gardner
 - 5.2.3 Intelligence as process triarchic theory of intelligence.
Represented by Sternberg
- 5.3 Meaning of concepts- like
 - 5.3.1 Emotional intelligence and E.Q.
 - 5.3.2 Artificial intelligence
 - 5.3.3 Crystalline and fluid intelligence
 - 5.3.4 Social Intelligence

Unit 6 : Creativity

- 6.1 Meaning and definition of the creativity
- 6.2 Four aspects of the creativity
- 6.3 Views of Mednic S.A. and Martha Mednic Paul Torrance and Karl Rogers.
- 6.4 Measurement of the creativity
- 6.5 Nourishment of Creativity

Unit 7 : Personality

- 7.1 Definitions- explaining Psychological meaning of personality
- 7.2 Theories of personality
 - 7.2.1 Type theories- represented by Carl jung.
 - 7.2.2 Trait theories- represented by Allport, Raymond Catlel
 - 7.2.3 Psychoanalytical theories Represented by Freud
 - 7.2.4 Social behavioural theories
Represented by Miller- Dollard
 - 7.2.5 Phenemenological and Humanistic theories
Represented by Rogers
- 7.3 Influence of heredity and environment of personality

Unit 8 Assessment of personality-

- 8.1 3 approaches - Tra't approach, Holistic approach and rojective techniques approach.
- 8.2 Personality types and their characteristics Integrated, Distorted, Neurotic personality
- 8.3 Mental Health- Introduction to common forms-of neurosis psychosis and somatic disorders
- 8.4 Principles of Mental Hygine- Preventive, constructive and curative measures.

REFERENCE BOOKS

1. Daniel Goleman : Working with Emotional Intelligence : Bloomsbury
2. Clifford T. Morgan : A brief introduction to Psychology : TMH Edition.
3. S.K. Mangal : Essential of Educational Psychology :Prentice Hall of India.
4. M.Dash Neen aDash : Fundamentals of Educational Psychology :Atlantic
5. Anita Woolfolk : Educational Psychology: Ninth Edition : Pearson Education.
6. Anita Woolfolk- "Educational Psychology" Allyn and Bacon- London Singapur
7. S.K. Mangal : Educational Psychology.
8. Chahan S.S.- "Advanced Educational Psychology" – Vikas Publishing House
9. Bigge M. L.- " Learning theories for Teachers'Harper & Row Publishers
10. Harold W. Bernard- "Psychology of Learning and Teaching"- McGraw Hills.

PAPER III

METHODOLOGY OF EDUCATIONAL RESEARCH

Objectives:

1. To understand the concept of the Scientific method.
2. To understand the process of research.
3. To differentiate among different types of research.
4. To understand the process of educational research.
5. To understand different kinds of educational research.
6. To understand the use of different tools and techniques of educational research.
7. To use different types of statistics in this research project.
8. To present a research report
9. To criticise simple research articles/reports.
10. To acquaint with computer for statistics.

Unit 1 : Need & Sources of generating knowledge

- 1.1 Need of generating knowledge
- 1.2 Different sources of generating knowledge, Personal experience, Authority, Deductive reasoning and Inductive reasoning.
- 1.3 Scientific method as a source of generating knowledge : Its nature, characteristics and steps involved in it.

Unit 2 : Concept & Nature of research & educational research

- 2.1 Concept & nature of research
- 2.2 Concept and characteristics of educational research.
- 2.3 Steps involved in the conduct of educational research.
(Research plan/proposal)

Unit 3 : Method of educational research

- 3.1 Qualitative methods of research :
 - a) Historical research
 - b) Case study
 - c) Ethnographic research
 - d) Document Analysis
- 3.2 Quantitative methods of research (Non experimental)
 1. Survey method
 2. Comparative & Casual Comparative method.
 3. Correlation method

- 4. Developmental method
 - 3.3 Quantitative methods of research (Experimental)
 - a) Experimental control & validity
 - b) Experimental & Quasi Experimental designs.
- Note : Unit 3.1 (c,d), 3.2. (d) are meant for information purpose and not for written examination .

Unit 4 : Selection and Definition of a problem

- 4.1 Sources, selection and characteristics of research problems.
- 4.2 Concept of variable and types of variables.
- 4.3 Review of related literature and its importance
- 4.4 Formulation and statement of Hypothesis :
Research hypothesis, Statistical (Null) hypothesis, Directional and nondirectional hypothesis and or objectives.

Unit 5 : Sampling

- 5.1 Concept of population
- 5.2 Definition and purpose of sampling.
- 5.3 Methods of selecting samples :
Probability and Non-probability and its types
- 5.4 Determining the size of the samples.

Unit 6 : Data Collection Instruments

- 6.1 Characteristics of data collection Instruments : Reliability and validity
- 6.2 Achievement tests, Attitude scales, Interest Inventories, Intelligence Tests (IQ) & Emotional Intelligence (EQ) Tests, Creativity Tests, Rating Scale
- 6.3 Questionnaires and Interview schedules, observation.
- 6.4 Sociometric technique
- 6.5 Application of ICT in research

Unit 7 : Descriptive Statistics

- 7.1 Quantitative data & scales of measurement nominal, ordinal, Interval & ratio.
- 7.2 Measures of central tendency
- 7.3 Measures of variability
- 7.4 Percentile & percentile rank
- 7.5 Pearson's product moment method
- 7.6 Regression equation
- 7.7 The normal probability curve.

(Note : 7.2, 7.3, 7.4 are to be studied from the theoretical point of view only & not from the point of view statistical calculations)

Unit - 8 Inferential Statistics and Dissertation

- 8.1 Concept of standard error. Standard error of mean and 'r'. Levels of significance and Type I & Type II errors.
- 8.2 Testing hypothesis of difference : t-tests for Independent and correlated samples
- 8.3 Testing hypothesis of relationship : chi-square and correlation.
(* A set of statistical table should be provided by the university at the time of examination for M.Ed. course (Paper - III))
- 8.4 Dissertation writing and APA system

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1. Best, J.W. & Kahn J.V. (19) Research in Education, New Delhi :Prentice - Hall
2. Buch M.B. (1974) : A Survey of Research in Education :Baroda: CASE
3. Buch M.B. (1974) : Second Survey of Research in Education :Baroda:Society
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8. Lokesh Kaul : Methodology of Educational Research : Vikas Publishing House Pvt. Ltd.
9. P. Saravanavel : Research Methodology : Kitab Mahal.
10. Soli Shivendra Chandra : Research in Education : Atlantic Publishers.
11. P.N. Pandit : Methodology of Education Research : Mangal deep publication.
12. John W.Creswell : Research Design : Sage publications.
13. Catherine Marshall : Designing Qualitative Research :Sage publication
14. Joseph A. Maxwell : Qualitative Research Design : Sage publication.
15. Kulbir Sing Sidhu : Methodology of Research in Education : Sterling publication.
16. H.E. Garrette - Statistics in Education and Psychology :

Paper IV
DISTANCE EDUCATION

Unit No.1

Introduction to Distance Education

- Meaning & Concept of Distance Education
- Objectives of Distance Education
- Need & Scope of Distance Education
- Distance Education for lifelong education

Unit No.2

Importance of Distance Education

- Characteristics of Distance Education
- Distance Education In India : Correspondence education, Open University.
- Distance Education In Professional Course In India
- Importance of Distance Education In Quality Education

Unit No.3

Growth of Distance Education

- History Of Distance Education In India
- Growth of Distance Education In India
- Growth of Distance Education : International Level
- Future Of Distance Education In India

Unit No.4

Approach of Teaching Distance Education

- Media & Technology In Distance Education
- Various Methods of Teaching In Distance Education
- Preparation of Self Instructional Material
- Role of Teacher Education In Distance Education

Unit No.5

Approach of Learning Distance Education

- Nature of Distance Learner
- Approach to Self Learning
- Student Support System In Distance Education

Unit No.6

Technology in Distance Education

- Mass Media
- Online Resources In Distance Education
- Offline Resources In Distance Education
- Other Resources

Unit No.7

Management of Distance Education

- Management In Distance Education System
- Economic Perspective In Distance Education
- Management Technology In Distance Education
- Quality Control & Service Management

Unit No.8

Educational Research in Distance Education

- Need of Research In Distance Education
- Areas of Research In Distance Education
- Research In Distance Education
- Role of Research In Distance Education

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**SYLLABUS FOR M.A.-EDUCATION-
2ND YEAR**

PAPER-1 TEACHER EDUCATION

Objectives :

- To develop an understanding about the concept of teacher education and changing role of teacher.
- To develop an understanding about the evolution of teacher education in India and other countries.
- To develop an understanding about the role and competencies of the teacher at different levels.
- To develop an understanding about the teacher education programmes at different levels.
- To develop an understanding about the teacher education institutions at different levels.
- To develop an understanding about the issues and innovations in teacher education.
- To develop an understanding about the agencies of teacher education.
- To develop an understanding about the trends in research on teaching and teacher education.
- To develop an understanding about the teacher education as a profession.
- To develop an understanding about the management of teacher education.

Unit 1. Concept of Teacher Education

- 1.1 Meaning and Nature of Teacher Education.
- 1.2 Distinction between Teacher Training and Teacher Education.
- 1.3 Need, Scope and Objectives of Teacher Education
- 1.4 Changing Concept of a Teacher and its demands on Teacher Education.

Unit 2. Evolution of Teacher Education and Agencies of Teacher Education.

- 2.1 Teacher Education in Pre-Independence India.
- 2.2 Teacher Education in Post-Independence Period.
- 2.3 Agencies at the National level and Their roles and Function.
- 2.4 Agencies at State level and Their roles and Functions.

Unit 3. Role and Competencies of the Teacher at Different Levels.

- 3.1 Need for the professional preparation of Teachers at different levels.
- 3.2 Role and competencies required of Teachers at the Pre-Primary, Primary, Secondary, Higher Secondary and the Tertiary Levels.
- 3.3 Role and Competences required of Teachers for Inclusive Education.
- 3.4 Meaning and Components of Teacher Effectiveness.
- 3.5 Evaluating Teacher Effectiveness.

Unit 4. Teacher Education Programmes at Different Levels.

4.1 Objectives of Teacher Education Programmes at the Different Levels recommended by NCTE Structure of Teacher Education Programmes at Different Levels. National Curriculum for Teacher Education- NCTE Framework .

Unit 5. Teacher Education Institutions at Different Levels.

5.1 Structure of Teacher Education Institutions- Colleges of Education, University Department of Education, Institute of Distance Education and Open Universities, Academic Staff Colleges.

5.2 Networking of Teacher Educational Institutions.

5.3 Staffing Pattern, Qualifications and Mode of Recruitment of Teacher Educators.

5.4 Admission and Selection of Student- Teachers.

Unit 6. Issues and Innovations in Teacher Education

6.1 Issues arising out of Teacher Education Programmes

6.1.1 Through Alternative Modes of Education

6.1.2 Accreditation and Affiliation of Teacher Education Institutions

6.1.3 Fulfilling the needs of special Education.

6.2 Future Trends in Teacher Education

6.2.1 Quality Management in Teacher Education

6.2.2 Autonomy in Teacher Education

Unit 7. Research on Teacher Education and Management of Teacher Education.

7.1 Recent Trends in Research in Teacher Education.

7.2 Institutional Management : Academic Management , Management of Resources (Human and Material)

7.3 Management of Teacher Education at the Different Levels Through Systems Approach.

Unit 8. Teacher Education as a Profession.

8.1 Concept of Profession and Developing Professionalism in Teacher Educators.

8.2 Professional Ethics and Code of Conduct for Teacher Educators.

8.3 Developing Professionalism in Teacher Educators in terms of i)

Accountability

ii) Commitment

iii) Integrity

PAPER-2-EDUCATIONAL TECHNOLOGY

Objectives :

- 1.To enable the students teacher to understand about the meaning, nature, scope and significance of E.T. and its important components in terms of Hardware and Software.
- 2.To help the students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.
- 3.To acquaint students teachers with levels, strategies and models of teaching for future improvement.
- 4.To enable the students teachers to understand about the importance of programmed instructions and researches in E.T.
- 5.To acquaint the student teachers with emerging trends in ET along with the resource centres of ET.
6. To acquaint the student teachers with emerging trends in ET along with the resource centres of ICT.

UNIT I Concept of Educational Technology

- 1.1 Meaning, Nature, Scope and significance of ET.
- 1.2 Components of ET :Software, hardware.
- 1.3 Educational technology and in structural technology.

UNIT II - Communication and Instruction :

- 2.1 Theory, Concept, Nature, Process, Components Types, Classroom Communication, Mass media approach in Educational Technology.
- 2.2 Designing Instructional System : Formulation of instructional objectives
- 2.3 task analysis
- 2.4 designing of instructional strategies such as lecture, team teaching discussion, seminar and tutorials.

UNIT III - Teaching levels, Strategies.

- 3.1 Memory, Understanding and Reflective levels of teaching.
- 3.2 Teaching strategies :Meaning, Nature, Functions and Types
- 3.3 Modification of teaching behaviour :
- 3.4 Flander 's Interaction Analysis, Simulation.

UNIT IV - Instructional Technology -

- 4.1 Programmed instruction (linear/branching model)-Origin and types – linear and branching.
- 4.2 Development of the progammmed instruction material
- 4.3 teaching machines

- 4.4 Researches in Educational Technology & ICT
- 4.5 Future priorities in Educational Technology

UNIT V - Educational Technology and Its Application to Alternate Education.

- 5.1 Educational technology in formal, non-formal and Informal Education, Distance Education, Open Learning Systems and Educational Technology.
- 5.2 Emerging trends in Educational Technology, Videotape, Radio-vision, Tele-conferencing, CCTV, CAI, INSAT – Problems of New Technologies..
- 5.3 Evaluation and Educational Technology.
- 5.4 Resource Centres for Educational Technology, CIET, UGC, IGNOU, NOS, State ET Cells, AVRC, EMRC, NIST etc.– their activity for the improvement of teaching—learning

UNIT VI ICT & Its application to education.

- a) Concept of ICT
- b) Relationship between ET & IT
- c) Importance & Scope of ICT in Education
- d) Different forms of ICT
- I) Satellite T.V. II) Computer & Internet

UNIT VII Instruction design

- a) Concept of ID
- b) Levels of ID
- c) System approach of ID
- d) Stages of development of ID

UNIT VIII Models of Teaching

- a) Meaning, nature, concept & classification
- b) Types a) Synectics, model b) Juris prudential model
- c) Inquiry training model d) Stress reduction model

PAPER-3-EDUCATIONAL GUIDANCE AND COUNSELING

Objectives -

- To explain bases, meaning and need of guidance
- To tells types of guidance.
- To explain the procedure of knowing the pupil.
- To interpret the educational and psychological data of the pupils.
- To tells the sources of occupational information.
- To compare the techniques of individual and group guidance
- To interpret the theories of counseling.
- To tells the outline for job-study.
- To explain the importance of placement and follow-up services.

Unit- 1 Bases- Concepts and types of Guidance

1.1 Bases of Guidance : Philosophical, Psychological, Sociological, Pedagogical.

1.2 Concept of Guidance : Meaning, Basic assumptions and need of guidance, functions and purposes of guidance, Scope of Guidance

Unit -2 Types of Guidance :

2.1 Personal guidance- Meaning , Uses and Scope

2.2 Educational guidance - Guidance and Curriculum, guidance and classroom learning.

2.3 Vocational guidance - Approaches to career guidance, Vocationalisation of secondary education.

2.4 Role of Teacher in guidance

Unit -3 Occupational information and Job analysis

3.1 Occupational Information -

3.1.1 Collection and dissemination of information about various courses and occupations.

3.1.2 Training facilities and job opportunities.

3.1.3 Patterns of employment

3.1.4 Conference, Exhibitions, Visits

3.2 Job Analysis -

3.2.1 Meaning and purposes of job analysis.

3.2.2 Outline for job study

3.2.3 Job profiles

Unit -4 Individual Guidance-

4.1 Counselling- meaning, characteristics.

i) Directive ii) Non-directive iii) Eclectic

4.2 Guidance of children with specific needs.

- a) Physically disabled child (orthopedic and sensory)
- b) Mentally related child
- c) Learning disabled child
- d) Slow learner
- e) Gifted Child
- f) First generation learner
- g) Juvenile delinquency

4.3 Theories of Counselling

- 1) Transactional analysis
- 2) Psycho analytical theory

4.4 Group Counselling, Individual Counselling, Counselling for adjustment

4.5 Role of the teacher in helping children with special needs.

Unit -5 Group guidance -

5.1 Meaning and Importance of group guidance

5.2 Types of group guidance, Regular Subject Classes, Core curriculum classes, Special groups, School assemblies, and clubs.

5.3 Techniques of group guidance- Informal discussion, Committee report, lectures, dramatics ,question bank, the case- conference method.

5.4 Evaluation of guidance programme.

Unit - 6 Placement and follow-up

6.1.1 Placement

6.1.2 Aims and types of placement

6.1.3 Functions of the school about placement

6.1.4 Responsibility of the community for placement

6.1.5 Follow-up- The importance and purpose of the follow-up service.

Unit- 7 Testing in Guidance Service

7.1 Use of tests in guidance and counselling,

7.2 Tests of intelligence, aptitude, creativity ,interest and personality

7.3 Administering, scoring and interpretation of test scores.

7.4 Communication of test results as relevant in the context of guidance programme.

Unit- 8 Recent Trends and Research in Guidance

8.1 Various disciplines and guidance

8.2 Research in Guidance

PAPER-4- SPECIAL EDUCATION

Objectives :

- 1.To know about the meaning and scope of special education in India.
- 2.To understand the various suggestions given by different recent commissions of education of children with special needs for realising the concept of “Universalisation of education ”.
- 3.To grasp about the meaning, specific characteristics and modalities of identification of various types of (students who are different then majority or are)exceptional learners.
- 4.To understand various educational intervention programmes for meeting the needs of exceptional learners.
5. To give the types and the special characteristics of each type of exceptional children.
6. To give the causes of exceptions in children.
7. To describe the qualities and qualifications of the teacher for exception children.

Unit 1 - Meaning and scope of special Education.

- 1.1 A brief history of Special Education.
- 1.2 Scope of special education in India.
- 1.3 Government policies and legislations.
- 1.4 Administration of special education.

Unit 2 - Special Education and Different Commission -

- 2.1 Meaning of universalisation of education as per constitutional provision as well as state-wise allotment;-recommendations given in NPE 1986,POA 1992,and PWD (Persons with disability Act)1995;
- 2.2 National Institutes of Handicapped and the role of Rehabilitation council of India.

Unit 3 Education of the Physically handicapped children. (Orthopaedically handicapped.

Visually impaired

Hearing impaired)

- Characteristics
- degree of impairment
- Etiology and prevention
- Educational programmes

Unit 4 Education of Mentally Retarded Children

- Characteristics
- degree of retardation
- Etiology and prevention
- Educational programmes

Unit 5 Education of other Gifted & Creative Children

- Characteristics
- Identification
- Educational programmes

Unit 6 Education of the learning disabled children

- Causes-
- Characteristics
- Types of Learning disability
- Measures- Preventive and Curative.

Unit 7 Education of the Juvenile Delinquents

- Characteristics
- Causes
- Measures- Preventive and Curative.

Unit 8 - Meaning of an educational intervention

8.1 Nature and objectives of special schools concept of main streaming; integrated schools and support services provided within them viz. Resources room, resource teacher, counselor etc.

8.2 concept of remedial teaching (specially for learning disabled children); role of other (peer) members of the school (children as well as teachers);

8.3 Role of family of the “concerned child ” and the community in educating the child who is an exceptional one.