

NEHRU GRAM BHARATI
(Deemed to be University)



Ph.D. Course Work Syllabus
FACULTY OF EDUCATION

Ph.D. Course Work Syllabus

Course work of at least one semester shall be the pre-requisite for the Ph.D. Degree which will include a course as approved for the subject concerned. The Research Scholar's 75% attendance is mandatory for the Course Work. However, a relaxation of 15% in the attendance may be granted by the Hon'ble Vice Chancellor for the justified reasons.

All applicants admitted to the Ph.D. programme shall fulfill the minimum requirement of residence of 36 months in the recognized centre by the Deemed to be University.

The Course Work shall consist of the following four papers of 4 credits each:

Sl.No	Paper	Credit	Unit
1	A. Research Methodology	04	05
	B. Research Publication and Ethics	02	05
2	Computer Application	04	05
3	Gram Pravas	04	05
4	Advances in the Subject	04	05

Examination and Evaluation of the course-work:

(a) Students shall compulsorily attend the course work, failing which they will not be allowed to appear for the end semester examination. In case of students who could not attend the course work due to medical reason or under extraordinary circumstance or have less attendance a separate test shall be conducted after attending the intensive course work with the permission of the Dean of the faculty on recommendation of the Head of the Department. A prescribed fee by the Deemed to be University will be charged from such students.

(b) There shall be one End semester examination of 2 hours duration in each course covering the entire syllabus prescribed for the course at the end of the semester only. The End semester examination shall be normally a written semester based examination. The End semester examination and evaluation shall be conducted by the Deemed to be University.

(c) A candidate who has less than 75% attendance shall not be permitted to sit in examination however, it shall be open to the V.C. to grant exemption to a candidate who has failed to obtain the prescribed 75% attendance for valid reasons on payment of prescribed fee and such exemptions shall not under any circumstances be granted for attendance below 65%.

(d) The Director Research Centre shall announce the names of all students who will not be eligible to take the examinations.

Marks and Grading of the course-work:

(a) A candidate has to secure a minimum of 50 percent of marks or Letter Grade "B" in six point scale in End semester Examination in the course to pass in that course. A candidate who has not secured a minimum of 50 percent of marks or Letter Grade "B" in six point scale in a course shall be deemed to have failed in that course. A failed student shall be allowed to repeat the semester examinations for a maximum of one time and he/she has to pass the Pre Ph.D. course before submission of the Ph.D. thesis. The sessional marks obtained by the student shall be carried over for declaring the result.

(b) The percentage of marks obtained by a student in a course will be indicated by a grade point and a letter grade. A six (6) point scale shall be used for the evaluation of the performance of the student as given below:

MARKS	GRADE POINT	LETTER GRADE
75-100	5.50-6.00	O
65-74	4.50-5.49	A+
60-64	4.00-4.49	A
55-59	3.50-3.99	B+
50-54	3.00-3.49	B
BELOW 50%	0.00-2.99	F

(c)The system of evaluation shall be transparent and students shall have the right to examine their marked answer scripts.

Paper - I PART-A : RESEARCH METHODOLOGY

(4 Credits)

COURSE OUTCOME

As a core course, this module prepares students of all 26 subjects to handle researches in their own subject, in Inter Disciplinary and Multi Disciplinary areas including Thrust Areas of Research notified by our University. The students are armed in this course with fundamentals of why, which, what where and how to do Research leading to a Ph.D. Degree. Starting from an introduction to Research Methodology, objectives and types of the good research, how to define the research problem, get insights of designing research in overall and sample surveys where so relevant, emphasis is laid on how to collect, collate and describe data using appropriate measurement scales in their tabular / graphical representations. Then parametric tests like z, t, F, posthoc ANOVA and non parametric 2 tests like X tests are discussed with their merits and limitations along with correlation / regression analysis for testing the hypotheses. Finally how to write a research report, research papers and thesis with thorough presentation of State of Art literature review using UGC CARE LIST Journals, International Journals, SHODH GANGA, DELNET resources including Govt. and Private Sector Websites, Blogs etc. is explained with practical examples available at Central Library of our University and on Internet.

SYLLABUS

Unit I - Introduction to Research:

Fundamental of research, Scope of Research, Types of Research, Sources of Research Problem, Qualities of good research problem, Identification of good problem, Scientific research characteristics and steps of scientific research, Scientific research problems

Unit II - Research Methods & Design:

(a) Traditional Methods - Historical, Institutional, Legal, Philosophical, Comparative, Ethical methods etc.

(b) Modern Methods - Survey of Literature, Sampling method, Questionnaire, Schedule etc, Interview method and Focus Group discussion, Observation Method, Case Study method, Content analysis, Statistical Method, Experimental Method, Brainstorming Techniques etc.

Research Design Basic Principles; Need to research Design; Features of good design; Important concepts relating to research design; Observation and Facts; Laws and Theories; Prediction and explanation, Induction, Deduction, Development of Models. Developing research plan Exploration, Description and Experimentation Determining experimental and sample designs.

Unit III: Tools & Techniques of Data Collection analysis and Interpretations:

- I. Meaning of Population and Sample; Sampling Methods- Random, Stratified, Purposive
- II. Tool of Data Collection: (a) Primary, Secondary and Tertiary Data (b) Schedule (c) Observation (d) P.R.A.
- III. Type of Data (a) Primary, Secondary and Tertiary Data (b) Construction and adaptation of instruments, Administration of questions and tests, Tabulation of data (c) Data organization in SPSS and Excel (d) Graphical representation of data.
- IV. Analysis of Data (a) Measure of Central tendency; Standard Deviation & Standard error; Measure of variability, Correlation and its computation; ANOVA (b) Discussion and Discussion and Interpretation of results (c) Testing of 2 Hypotheses; Logical and Statistical Techniques like chi Square test (X^2) and Student t-test. Interpretation of results (c) Testing of 2 Hypotheses; Logical and Statistical Techniques like chi Square test (X) and Student t-test.

Unit IV: Synopsis, Reporting and Thesis Writing

What is synopsis? How to write synopsis? Qualities of good synopsis; Reporting and thesis writing- Structure and components of reports/scientific reports; Type of report Technical Reports and thesis; Significance; Different steps in the preparation; Layout, structure and language of typical reports; Illustrations and tables; Bibliography, referencing and footnotes; Oral presentation - Planning - Preparation - practice - Making Presentation; Use of visual aids; Transparencies/PowerPoint for effective Communication; Criteria for the evaluation of the research report.

Unit V: Application of result; Ethics & Future

Environmental and Societal impact; Ethical issues in Research; Ethical Committees; Copy right; Royalty; Intellectual property right and patent Law; Trade Related aspects of Intellectual Property Right; Reproduction of published material; Plagiarism; Citation and acknowledgement; Reproducibility and Accountability; Preparation of Projects; Society oriented research linkages; Capacity building; Research Collaborations (MOU); Research Visits.

REFERENCES:

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2. Kothari, C.R., 1990. Research Methodology: Methods and Techniques. New Age International. 418p.

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4. Trochim, W.M.K., 2005. Research Methods; the concise knowledge base, Atomic Dog Publishing. 270p. 5. Wadehra, B.L. 2000. Law relating to patents, trademarks, copyright designs and geographical indications. Universal Law Publishing.
6. Bagchi, Kanak Kanti (2007) Research Methodology in Social Sciences: A Practical Guide. Delhi, Abhijeet Publications.
7. Sharma, B.A.V., et al., (2000) Research Methods in Social Sciences, New Delhi, Sterling Publishers.
8. B.A.V. Busha, C.H. and Harter, S.D. (1980) Research Methods in Librarianship, New York, Academic Press
9. Cooper, R. Donald and Pamela S. Schindler (2003) Business Research Methods, Delhi, Tata McGraw-Hill.
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11. Ghose, B.N. (1999) Scientific Method and Social Research, New Delhi. Gilbert, Nogel (1993) researching Social life, New Delhi, Sage Publication.
12. Goodde and Hatte (1952) Methods in Social Research, New York, McGraw-Hill.
13. Gopal, M.H.(1970) An Introduction to Research Procedures in Social Sciences, Bombay, Asia Publishing House. 14. Henn. Malt, Mark Weinstein and Nick Foard (2006) A Introduction to Social Research, New Delhi, Vistaar Publications.

Paper - I PART-B : RESEARCH AND PUBLICATION ETHICS

(2 Credits)

COURSE OUTCOME

After completing the core course of 1) Research Methodology (RM), the course of RM is reviewed here for its every chapter on the basis of UGC booklet available on the UGC website "Good Academic Research Practices (GARP)" already notified and adopted by our University using Internet resources as practical examples. Contrasting philosophies for research, ethical misconducts in researches are discussed threadbare Misinterpretations & Impersonifications Fabrication of Data, Plagiarism, conflicts of interest, misuse of techniques for data collection, Coding, Collation, description / representation, analysis and falsification of results, etc. Coming to publications stage, predatory journals vis a vis UGC CARE LIST Journals, their Impact Factor (IF), metrics of Research Journals and researchers, indexing databases etc. are reviewed with emphasis on avoiding use of redundant Journals in literature survey as well as for purposes of publications of research papers. For its implementation, role of recently instituted

"Annual Research Integrity Assessment Committees (ARIAC)" meetings by our University to spot ethical misconducts right on the time of ongoing Ph.D. work being conducted by all Ph.D. Scholars is emphasized as executed by their "Departmental Research Committee (DRC's)" to regulate the research work in line with Govt. Academic Research Practices (GARP) 2020 booklet published by UGC, GOI.

Syllabus

Module	Unit Title	Teaching hours
Theory		
RPE 01	Philosophy and Ethics	4
RPE 02	Scientific Conduct	4
RPE 03	Publication Ethics	7
PRACTICE		
RPE 04	Open Access Publishing	4
RPE 05	Publication Misconduct	4
RPE 06	Database & Research Metrics	7
Total		30

DETAILED SYLLABUS

Theory

RPE 01: PHILOSOPHY AND ETHICS (3 hrs.)

1. Introduction to philosophy; definition, nature and concept, branches
2. Ethics; definition, moral philosophy, nature of judgements and reactions.

RPE 02: SCIENTIFIC CONDUCT (5 hrs)

1. Ethics with respect to science and research
2. Intellectual honesty and research integrity
3. Scientific misconduct; Falsification, Fabrication and plagiarism (FFP)
4. Redundant publications; duplicate and overlapping publications, salami slicing.
5. Selective reporting and misrepresentation of data.

RPE 03: PUBLICATION ETHICS (7 hrs)

1. Publication ethics; definition, introduction and importance
2. Best practices / standards setting initiatives and guidelines; COPE, WAME, etc.
3. Conflicts of interest
4. Publication misconduct; definition, concept, problems that lead to unethical behaviour and Vice versa, types
5. Violation off publication ethics, authorship and contributor ship

6. Identification of publication misconduct, complaints and appeals
7. Predatory publishers and journals

PRACTICE

RPE 04: OPEN ACCESS PUBLISHING (4 hrs.)

1. Open access publications and initiatives
2. SHERPA / ROMEO online resource to check publisher copyright & self archiving policies
3. Software tool to identify predatory publications developed by SPPU
4. Journal finder / Journal suggestion tool viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

RPE 05: PUBLICATION MISCONDUCT (4 hrs)

A. Group Discussions (2 hrs.)

1. Subject specific ethical issues, FFP, authorship
2. Conflicts of interest
3. Complaints and appeals; examples and fraud from India and abroad

B. Software Tools (2hrs.)

Use of plagiarism software like Turnitin, Urkund and other open source software tools.

RPE 06 DATABASES AND RESEARCH METRICS (7 hrs.)

A. Databases (4 hrs.)

1. Indexing databases
2. Citation databases: Web of Science, Scopus, etc

B. Research Metrics (3 hrs.)

1. Impact Factor of Journal as per JournalS Citation Report, SNIP, SJR, IPP, Cite Score.
2. Metrics : h-Index, g index, i10 index altmetrics.

REFERENCES

1. Good Academic Research Practices 2020 : <https://ugc.ac.in>
2. <https://www.google.com>
3. <https://scholar.google.com>
4. <https://in.linkedin.com>
5. <https://delnet.in>

(4 Credits)

With ICT pervading every field of Knowledge, each Ph.D. scholar has to be familiarized with knowledge of fundamentals of present day computers/Laptops/Desktops/Android Phones and use of MS-Office or open office and other basic packages required for completing his/her Ph.D. degree. This Course arms the student to familiarize with present day Computers, their capabilities in hardware and software with emphasis on operating system, document preparation package, database package, presentation package etc. It enables the Scholars to prepare his/her presentations, write research papers, Poster presentations in Seminar & Conferences. They will acquire basic skills for Storage of Primary & Secondary data with full analytical power, thesis writing and its Final presentation before the Panel of Examiners.

SYLLABUS

Unit - I: Definition and Characteristics, Windows and Linux (Latest Version) Microsoft Word 2007

Definition and Characteristics of Computers: Classification of Computers; Application of Computers; Hardware; Software; Functional Units of a Computer System; Computer Architecture; Bit, Nibble and Byte. **Windows:** Introduction to Windows Operating System; Windows Features; Starting Windows; Parts of Windows Screen; Shortcuts in Windows; Windows Applets;

Windows : My Computer; Working with files and Folders; what is MS-DOS? Booting Process; The DOS Directory Structure; Referencing Group of files; Command Syntax; Types of Commands;

Microsoft Word (Latest Version): Introduction to Word; Starting Word; What is Mail Merge ?; Word Tables.

Unit II: Microsoft Excel; (Latest Version)

Excel Features; Entering data into a Cell; Entering Numbers; Spreadsheets Operations; Freezing Window Panes; Excel Offers Several Methods for Selecting Cells; Erasing the Content of A Cell; Formatting Cells from the Home Tab; The Format Painter; Formulas and Functions; Using Logical Functions; Date and Time Functions; Math and Trigonometric Functions; Statistical Functions; Copying Formulas; Charts; Creating a New Embedded Chart; Type of Charts; Formatting Chart Elements from the Format tab.

Unit - III: Microsoft PowerPoint (Latest Version)

What is Presentation? Introduction to PowerPoint; Starting PowerPoint; PowerPoint Views; Save a Presentation; Exiting PowerPoint; Working with Slides.

Unit IV: Introduction to Internet and E-Mail

Hardware requirement; to connect to the Internet; Types of Connections; Internet Service Providers; Internet Addressing; Resource Addressing; The World Wide Web; E-Mail.

Unit V: Networking Concepts

What is a Networks?; Uses of Computer Networks; Network Topologies; Network Hardware and Software.

Suggested Readings & references:

- 1) BPB PUBLICATION,COMPUTER FUNDAMENTALS,SIXTH EDITION COMPLETE BY PRADEEP K SINHA & PRITI SINHA.
- 2) PHI PUBLICATIONS,FUNDAMENTALS OF COMPUTERS, SIXTH EDITION BY V.RAJARAMAN & NEEHARIKA ADABALA.
- 3) BPB PUBLICATIONS, 2010, MS-OFFICE 2007 TRAINING GUIDE BY AUTHOR (S.JAIN).
- 4) MICROSOFT OFFICE 365 FOR BEGINNERS BY AUTHOR (JEFT OWEN)
- 5) MASTERING MS-OFFICE, PUBLISHER:V&S PUBLISHERS,AUTHOR- KUMAR BITTU.

Paper - III

MODULE 4: GRAM PRAVAS

Course Outcome

(2 Credits) (M. Marks 50)

This module aims to expose Ph.D. Scholars how to collect, collate, analyze primary field data acquired through practical experiences in regard to the realities of Indian villages by door to door contact with village households, get current status of their economic, educational and social levels in view of the govt. claims and schemes, set-up awareness indicator and its efficacy vis a vis their aspirations as citizens of Modern India. It's theme (Anx 1) is to be responded with the primary data as per Anx 2 to submit their project report answering in detail all the points of checklist [Anx 2] forming a database and be motivated to involve wherever so possible need-based research for execution of New Education Policy2020 of GOI.

Annexure-1

THEME OF THE GRAM PRAVAS MODULE

1. Title of the Practice : Gram Pravas

2. Objectives of the Practice : Accountability of the Universities towards the society and the Nation has been a long cherished desire of the University Grants Commission. This aspect has remained nearly untouched as regards the concern of the Universities towards rural masses. Our Gram Pravas program has yielded wonderful results in this area.

3. The Context : We are fully aware that our villages have still to get benefits of the Govt. schemes designed and meant for them. It is responsibility of the Universities to make an audit on this account and do everything necessary to bring the results of the Govt. schemes close to villages and the villagers. Ours is a rural University, therefore, we are deeply concerned about this aspect.

4. The Practice : Gram Pravas is a new and novel experiment made by the University and has been quite successful. This program includes : i. going to villages periodically and interacting with village folks, -men, women and children. ii. learning from them their traditional skills iii. transferring to them the latest knowledge and technology iv. collecting first hand information of the status of execution of the Government's Welfare schemes; v. enquiring about their well being and extending to them all possible help for solving their problems. Each Participating student has to submit a report to his course coordinator after every Gram Pravas, which has to be reviewed by the course-coordinator and a subject expert for advising the students to improve their functioning in the next Gram Pravas. At the end of the semester, the student may have to undergo a Viva-voce test for evaluation. Course content of a particular Gram Pravas has to be designed on the basis of the level of the student and also the main course he is pursuing. To start with, we have made it compulsory for Ph.D. Course Work students. Slowly this practice is to be made compulsory for all streams of the students.

5. Evidence of Success: Initially, the Gram Pravas program was introduced with a pinch of hesitation regarding interest of the students in this program. To our surprise, the students both girls and boys successfully completed all the twelve Gram Pravas programs designed for them for their one semester course and came out with excellent reports fully illustrated with photographs and audio recorded dialogues. Their reactions to what they saw in the villages show the depth of their concern and their sensitiveness

6. Problems Encountered and Resources Required: Cooperation from the Govt. machinery is one point that may immensely enhance the quality of the Gram Pravas programmes. This may come in the form of transport facility and participation of the Govt. officials and workers of the village level. Lack of toilets

and bathroom facilities in the villages and the village schools was one of the major problems faced by the students, particularly girls.

7. Notes :

- i. It is recommended that Gram Pravas programmes be made compulsory for all teaching institutions at all levels in one form or the other.
- ii. Nehru Gram Bharati Vishwavidyalaya may be promoted as a nodal agency for promotion of the Gram Pravas Programme.
- iii. All Adarsh Grams adopted by Sansads and Vidhayaks must be covered by Gram Pravas programme of the Universities.

Annexure-2

Checklist for preparation of Gram Pravas FINAL PROJECT REPORT FOR COMPLETION OF Ph.D. COURSE WORK TO BE SUBMITTED BY EACH AND EVERY Ph.D. SCHOLAR

Gram Pravas (Research in Action & Action Research) of minimum 3 villages visited by Ph.D. Scholar vis a vis his/her own village or a nearby village if resident of an urban area.

- I. The essential purpose is to examine in the field in participatory mode the need-base of the households living in villages as currently and as aspired for completion in future 5-10 years.
- II. In view of the above, the derivative purpose is to examine the outcome of schemes & programs implemented by the government at the centre & state levels in rural areas over time Their efficiency and shortcomings in achieving the aims.
- III. The related purpose is to examine the benefits that the households received & improved their livelihood vis a vis the future expectations.
- IV. The other questions include whether workers migrate from village & if yes, under what conditions? How to examine and report it in terms of numerical indicators Keeping in mind the above, the university proposes the following study contents:
 - (i) What is the village? What is the rural zone?
 - (ii) Rural-urban links: The one in question vis a vis the ideal one.
 - (iii) Physical infrastructure in villages (like roads, electricity, water supply, public ponds, grazing areas, animal husbandry facilities etc.).
 - (iv) Public institutions in village like Panchayat, Primary school, Primary health centre, Post-office, Banks, Internet café's and internet connectivity etc.
 - (v) Public utilities & law and order: Its efficiency, loopholes etc.
 - (vi) Resource mapping of the village (like Agri/Horticulture, crop areas, water bodies, plantations), specialized facilities, expert's availability.....

- (vii) Social mapping (including social relations, culture, rituals, on social homogeneity etc.....).
- (viii) Social system (by caste, community, gender), complementary professions.
- (ix) Demographic mapping (by birth, death, literacy, marriage, profession....).
- (x) Actual living & expectations of people in village vis a vis their sustainability
- (xi) Status of elderly people and their care regular check up by doctor's, public and private sector dispensaries etc.
- (xii) Overall village outcome (transformation, sense of happy rural life etc...).

Paper - IV (Elective)
ADVANCES IN EDUCATION

Course Objective—

- Logical analysis, Interpretation and synthesis of Various concepts, position and philosophical assumption about educational Phenomena.
- Understanding and use of philosophical method in studying educational data.
- Understanding the nature of developmental history of education .
- To Understand and appreciate the nature and the purpose of education, their partial ramifications in the school context.
- To enable the student to understand the educational provision in Indian constitution and human rights.
- Understanding the nature and functions of sociology of education.
- Understanding and use of sociological methods in studying educational data.
- To enable the students to understand concept and process of social origination, social stratification and Institution.
- To enable the students to understand concept and principals of educational psychology as an applied discipline.
- To enable the learner to understand implications of psychological theories of education.
- Understanding the nature and function of political approach in education.

Unit- I Historical Perspective-

- Committees and commissions, Contribution to Teacher education and Special Education.
- Secondary Education commission (1953)
- Kothari Education commission (1964-66)
- National Education policy (1986,1992)
- National commission on teacher (1999).
- National curriculum frame work (2005).
- National Knowledge commission (2007).
- Yaspal committee Report (2009).
- National curriculum frame work for Teacher Education (2009),
- Justice Verma committee report (2012).
- National education policy (2020).

Unit- II Philosophical Perspective-

- Contribution of Indian Schools of Philosophy (Sankhya Yoga, Vedanta, Buddhism, Jainism).
- Contribution of Western schools of thoughts (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism).

Unit-3: Sociological Perspectives-

- Concept and types of social Institution and their functions (family, school, and society.)
- Concept of Social Movement, Theories of social movement (Relative Deprivation, Resource, Mobilization, Political process, theory and new social movements.)
- Socialization and education, education and culture.
- National value as enshrined in the Indian Constitution, Socialism, Secularism, Justice, Liberty, Democracy, Equality, Freedom, with special reference to education.

Unit-4: Psychological Perspectives

- Growth and Development, Concept and Principal.
- Cognitive Process and stages of Cognitive Development.
- Personality: Definitions and theories (Freud, Allport).
- Mental Health And Mental Hygiene.
- Intelligence: Concept of Intelligence, Theories of Intelligence, Assessment of Intelligence.
- Theories of Learning.

Unit-5: Educational Administration and Technology

- Educational Administration: Development, Trend and Leadership in Educational Administration.
- Administrative structure of Education at different levels.
- Transparency in Educational Administration.
- Educational Technology, Models of Teaching Strategies,
- Leadership: Meaning, Nature, Theory and Measurement of Leadership.

Paper - IV (Elective) ADVANCES IN SPECIAL EDUCATION

Unit-I

Historical Perspective of Special Education

- Historical development in India and Abroad.
- Evolutionary approaches in attitude change towards persons with disabilities.
- Philosophical approaches to Special Education.
- Psychological perspectives of Special Education.
- Sociological perspectives of Special Education.

Unit-II

Policy and Legislation for Special Education

- International legislations UNCRPD, SALAMANCA DECLARATION.
- National legislations (RCI Act 1992, Programme of Action 1992, PwD Act 1995, National Trust Act 1999, and RPwD Act 2016).
- Curriculum Framework 2005, Right to Education Act 2009 & National Education Policy 2020.
- Government schemes and provisions for assistance to disabled.
- Role of National Institutes for the empowerment of Disabled and National Handicapped Finance & Development Corporation (NHFDC).

Unit-III

Current Trends and Future Perspective in Disability & Rehabilitation

- Rehabilitation: Community Based Rehabilitation & future scenario.
- Cross disability approach.
- Open School Learning System; Non-formal education.
- Parent and community involvement.
- Intervention: Approaches and Methods.

Unit-IV

Hearing disability and technological advancements

- Concept & definition of Hearing Disability, Characteristics and classification of HI.
- Assessment and Diagnosis of Hearing Disability.
- Causes of Hearing Disability & its prevention along with prevalence & demography.
- Technological advances in assistive Listening Devices & Cochlear Implant.
- Use of computer in teaching and remediation of special children.

Unit-V

Management in Special Education and Inclusive Education

- Approaches in management of Special Education System.
- Inclusive Education: Organizational climate in School, Group dynamics and Team building,
- Models of Teaching and Individualized learning v/s Group learning
- Curriculum adaptations & other related reforms
- Pre-school: Early intervention & Family involvement

Suggested Readings:

- National Policy on Education (1986). Ministry of Human Resource Development. Govt. of India, New Delhi.
- National University of Educational Planning and Administration (2014). Education for All towards Quality with Equity: INDIA. NUEPA, New Delhi.
- UNDP (1996). Human Development Reports. Oxford University Press. New York.
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- Compendium of Schemes (2014). Department of Empowerment of

Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.

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- Judy, W. (1998). Adapting instructions to accommodate students in inclusive settings. Pearson Publication, London.
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- Krumenacker, S. (2014). Hearing Aid Dispensing Training Manual. Plural Publishing. San Diego.
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