Course title Philosophy of Educational Research
Course code TTR 608
Course credit 4

Credits Equivalent: 1 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objective

The course has been designed with an attempt to accomplish following objectives:

- To introduce the nature and characteristics of scientific knowledge and research.
- To understand the scope and nature of educational research.
- To understand the intricacies and complexity of selecting the researchproblem.
- To appreciate the role of theory in research.
- To acquaint the students with various forms of qualitative research genres.
-

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
   - Attendance/Participation: 5 marks
   - Seminar: 10 marks
   - Assignments: 15 marks

Course Outline

Unit 1 Nature of Scientific Knowledge and Research
Science as knowledge derived from facts of experience,
Observation and Experiment as practical intervention
 Logical Deduction and Intuitivism

Unit 2: Educational Research: Nature, Characteristics and Scope
Social and Behavioral fields of inquiry
Procedures in Social Sciences
Interdisciplinary research in social sciences
Trustworthiness and ethics

Unit 3: Research Problem and reviewing the literature
Identification of problem Factors in selection of problem
Initial statement of the problem
Reviewing the literature with the aid of published sources, news papers, unpublished thesis,
dissertations, videos, movies etc.

Unit 4: Role of theory in Research
Foundation of Research: Conceptual framework
Research Paradigm
Theoretical Framework: why and how in research

Unit 5: Qualitative Research Genres
Ethnographic Approaches
Phenomenological Approaches
Sociolinguistic Approaches
Critical Genres: Narrative analysis, Action research, Cultural studies, Critical race theory,
Feminist theories, Queer theory

Bibliography:

Chalmers, A.F. 1999. What is this thing called Science? Buckingham, Open University Press.

Egbert, Joy and Sanden, Sherry. 2014. Foundation of Educational ResearchUnderstanding Theoritical
Components. London, Routledge.

Good, V. Carter. 2010. Introduction to Educational Research Methodology of Design in the Behavioural
and Social Science, Second Edition. Delhi, Surjeet Publication.

Marshall, Catherine and Rossman, B. Gretchen. 2011. Designing Qualitative Research, Fifth Edition. Sage.

School of Education
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Course Code: TTR 472 (Level 4)
Course Name: Quantitative Research Methods and Techniques in Education
Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation; seminars, etc.)

Course Objectives:
To enable the learners to -
- Understand the nature and scope of quantitative research in education
- Understand the concept of experimental research and its different aspects
- Understand various types of experimental research designs
- Understand the process of meta-analysis in education
- Acquire the fundamental knowledge about inferential statistical techniques.
- Apply correlation and regression analysis techniques.
- Apply various inferential statistical techniques.

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:
1.   Mid Term Examination: 25%
2.   End Term Examination: 50%
3.   Continuous Internal Assessment: 25% i.e. 25 marks out of 100
- Attendance/Participation: 5 marks
- Seminar: 10 marks
- Assignments: 10 marks

COURSE CONTENT

UNIT-I: Basics about Quantitative Research

Meaning, Characteristics and Types of Quantitative Research (Positivist Research Paradigm), Difference between Quantitative and Qualitative Research, Meaning and Types of Variables, Usefulness and Limitations of Quantitative Research.

UNIT-II: Experimental Research Method

Characteristics and Importance of Experimental Research, Experimental Research Designs: Meaning, Importance and One example each of true experimental design and factorial design, Threats to Validity of Experimental Findings and Ways of Improving them, Steps in Experimental Research

UNIT-III: Correlation and Regression Analysis

Meaning of Correlation, Types of Correlation, Correlation Methods: Product Moment, Rank Difference Method, Simple Linear Regression Analysis and Making Predictions.

UNIT-IV: Basics about Inferential Statistical Methods

Difference between Descriptive and Inferential Statistics, Meaning and Assumptions of Inferential Statistical Methods, Population Parameter and Sample Statistic, Difference between Parametric and Non-Parametric Statistical Techniques, Concept of Level of Significance and Degrees of Freedom, Meaning of Statistical Significance, How to choose Appropriate Statistical Technique?

UNIT-V: Inferential Statistical Techniques

Confidence Intervals / Limits, Test of Significance of Difference between Means (t-test) for Large and Small samples (One Sample, Independent Samples, Correlated Samples), One-tailed and Two-tailed Tests of Significance, Analysis of Variance (F-Test upto Two Way), Non-Parametric Test: Chi-Square Test, Type I and Type II Errors.

Essential Readings

1. Best, John W. and Kahn, James V. (1993). Research in Education, 7th Edition, New Delhi: Prentice Hall of India.
2. Cohen, Louis, Manion, Lawrence and Morrison, Keith (2013). Research Methods in Education, 7th Special Indian Edition, Oxon: Routledge.
3. Creswell, John W. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition, New Jersey: Pearson Prentice Hall Inc.
4. Garrett, Henry E. (1992). Statistics in Psychology and Education, Bombay/Mumbai: Vakils, Feffer and Simons Ltd.

5.   George, Darren and Mallery, Paul (2013). SPSS for Windows-Step by Step: A Simple Guide and Reference 17.0 Update, 10th Edition, Pearson

6.   Kerlinger, Fred N. (2014). Foundations of Behavioural Research, 2nd Edition, New Delhi: Surjeet Publications.

7.   Koul, Lokesh (2013). Methodology of Educational Research, 4th Edition, New Delhi: Vikas Publishing House.

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Course Code: TTR408
Credit: 4 (Level 4)
Course Name: Educational Technology
Credits Equivalent:4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: On completion of the course, the students will be able to:
- Describe meaning and need of Educational Technology.
- Understand various approaches of Educational Technology.
- Explain principles of Classroom Communication.
- Define various levels of teaching.
- Develop competency in using Flanders' Interaction Analysis.
- Discuss Programmed Instruction Material
- Use of Social Media in Education.
- Discuss E-Learning and its types.
- Understand recent trends in Educational Technology.

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:
 Mid Term Examination: 25%
End Term Examination: 50%
Continuous Internal Assessment: 25% i.e. 25 marks out of 100
- Seminar: 10 marks
- Assignments: 15 marks

Course Contents:

UNIT I:
- Educational Technology- Its Meaning, Nature and Scope
- Evolution of Educational Technology: Continuum from audio-visuals to educational technology to information and communication technologies.
- Approaches of Educational Technology- Hardware approach, Software approach and System approach.

UNIT II:
  - ➢ Communication: Concept, Nature, Process, Components and its Types
  - ➢ Factors affecting classroom communication, How to improve classroom communication
  - ➢ Communication Continuum from teaching to learning in the light of face to face and virtual communication.

UNIT III:
  - ➢ Levels and Phases of teaching,
  - ➢ Micro teaching, Simulated teaching and Team Teaching
  - ➢ Flanders' Interaction Analysis

UNIT IV:
  - ➢ Origin and Basic Principles of Programmed Instruction
  - ➢ Types: Linear, Branching and Mathetics Model
  - ➢ Steps in the Development of Programmed Instructional Materials, Content Analysis, Writing frames, Tryout, Editing and Validation

UNIT V:
  - ➢ Recent Trends in Educational Technology: Open Educational Resources, MOOCs, Flipped classroom, cybercrime, cyber ethics.
  - ➢ E-Learning and its various types, Online education
  - ➢ Use of Social Media in Education

Suggested Readings:
Adam, D.M. (1985). *Computers and Teacher Training: A Practical guide,* The Haworth Pren, Inc., N.Y.
Behera, S.C. (1991. *Educational Television Programmes,* Deep and Deep Publications, New Delhi.
Coburn, P. et al. (1985). *Practical Guide to Computers in Education*, Addison – Wesley Publishing Company, Inc.
Das, R.C. (1993). *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.
Evaut, M. *The International Encyclopedia of Educational Technology*.
Graeme, K. (1969). *Blackboard to Computers: A Guide to Educational Aids,* London, Ward Lock.
Haas, K.B. & Packer, H.Q. (1990). *Preparation and Use of Audio Visual Aids,*
3rd Edition, Prentice Hall, Inc.
Kumar, N. & Chandiram, J. (1967). *Educational Television in India*, New Delhi: Arya Book Depot.
Kumar, K.L. (2008). *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
Mukhopadhyay, M. (1990). *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.

Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.

Sampathet. al. (1981). *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.

Sharma, B.M. (1994). Media *and Education*, New Delhi: Commonwealth Publishers.

Venkataiah, N. (1996). *Educational technology*, New Delhi: APH Publishing Corporation.

AnandRao, B. & Ravishankar: Readings in Educational Technology, Himalaya Publishing House, Ramdoot Dr. Bhalerao Marg, Bombay – 04.

Chauhan S. S. A Text Book of Programmed Instruction. (2nd Ed).Sterling Publishers Pvt Ltd., New Delhi / Bangalore.

Dharma, O.P & Bhatnagar O.O. Educational and Communication for Development, Oxford and IBG, New Delhi.

Goldberg, Alvin & Carl, E. Group Communication, Prentice Hall, Inc. New Jersey.

H.Keith. Introducing CAL – Practical guide to writing CAL Programmes, Chapman and Hall, London.

Patel I.J et al., A Hand Book of Programmed Learning, CASE, Baroda.

Ronald H Anderson: Selecting and Developing Media for Instruction, Van Nostrand Reinhold, New York.

Ruhela S. P. (2001): Some Aspects of Educational Technology.

Sharma R.A. Programmed Instruction – An Instructional Technology, Loyal Bank Depot, Meerut (UP).

Course Code: **TTR 473 (Level 4)**

Course Name: **Fundamentals of Psychometry**

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: on completion of the course, the students will be able to:
- Understand the basic concepts related to Psychometry.
- Explain advantages and limitations of psychometry.
- Explore the different types of Instruments and techniques used in measuring cognitive behaviour and related characteristics.
- Explore the different types of Instruments and techniques used in measuring affective behaviour and related characteristics.
- Explore the different types of Instruments and techniques used in measuring psychomotor behaviour and related characteristics.
- Explore the different types of Instruments and techniques used in measuring social skills.
- Explore the different types of Instruments and techniques used in assessment of human personality.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
   - Seminar: 10 marks
   - Assignments: 15 marks

Unit 1: Basics about Psychometrics (10 Hours)

Dimensions of Human Behaviour: Cognitive, Affective and Psychomotor; Different means of Measuring/assessing Human Behaviour including psychometry; Psychometry: Origin, Meaning, Nature and Application; Advantages and Limitations of Psychometric assessment

Unit 2: Measurement of Cognitive Characteristics   (8 Hours)

Measurement of Cognitive behaviour: Measurement of Achievement, Intelligence, Abilities and Aptitude; Achievement Test: Types, Construction and Validation; Intelligence Testing: Concept of IQ, Measurement of Intelligence, Types of IQ tests; Abilities: Concept, Nature and Ability testing; Aptitude Measurement: Concept, Importance, Aptitude Tests

Unit 3: Measurement of Affective Characteristics   (8 Hours)

Measurement of Attitude, Emotions and Interest; Attitude measurement: Meaning, Nature and types of attitude scales, Measurements of interests through inventories, Measurement of Emotional intelligence: Meaning and importance of EI, Emotional intelligences tests; Assessment of personality: Concept, dimensions and types of personality; Personality assessment tests and techniques: TAT, Verbal Tests, Situational tests

Unit 4: Measurement of Social abilities and Skills (7 Hours)

Concept and Importance of Social abilities and Skills; Measurement of social skills: Socio-metric techniques, Construction of Sociogram, Social distance scale, Q-sort technique, Guess who technique; Social skills rating scales and questionnaires

Unit 5: Measurement of Psychomotor Skills (7 Hours)

Measurement of skills through Observation, Interview (Viva-Voce), Measurement of Skills: Performance Tests: Purpose & Types, How to construct and validate performance and skill-based tests; Portfolio Assessment: Concept, Types and Application of portfolio

Suggested Readings:
- Anastasi, A (1982), Psychological Testing, Mac Millan, New York.
- Cronbach, L.J. (1964), Essentials of Psychological Testing, Harper andRow, New York.
- Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, Prentice Hall, New Delhi.

➤ Mohan, Radha (2016). Measurement, Evaluation and assessment in Education, PHI Learning Pvt Ltd, New Delhi.
➤ Singh, Pritam (2005).Handbook of Measurement and Evaluation, Doaba House, New Delhi.
➤ Sivarajan, K. (2005). Trends and developments in modern educational practices, Calicut University Central co-operative stores, Calicut.

Course Code: TTR 422 (Level 4)

Credits: 04

Course Name: Teacher Education

Credits Equivalent: Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: On completion of this course, the students will be able to:

- Gain insight into the need and objectives of secondary and senior secondary teacher education,
- Understand the development of secondary and senior secondary teacher education in post-independent India,
- Gain insight into the existing pre-service teacher education programmers and their organizational aspects,
- Develop understanding of the needs, importance and existing practices of in- service education of teachers and functionaries associated with secondary and senior secondary education,
- Develop understanding of status of secondary and senior secondary teachers and the problems and issues related to professional growth.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
   - Attendance/Participation: 5 marks
   - Seminar: 10 marks
   - Assignments: 10 marks

Course Content
Unit I
Teaching as a Profession

- Teaching skills and competencies required of secondary and senior secondary school teacher, the need for education and training of teachers; code of ethics.
- Expectations of NCF 2005 from teacher as a professional practitioner; Academic and professional qualification of a secondary and senior secondary school teacher–analysis of status; Teaching as profession, analysis of present status and types of personnel recruited as teachers.
- Expectations of NEP 2020 from teacher as a professional practitioner; Academic and professional qualification of a primary, secondary and senior secondary school teacher–analysis of status; Teaching as profession, analysis of present status and types of personnel recruited as teachers.

Unit II
Pre-service Teacher Education and Teacher Education Curriculum at Elementary level

- Rationale for pre-service teacher education, review of existing practices in different stages–structure and components, weightage, duration, eligibility requirements
- Orientation, objectives, curriculum components, weightages and organizations
- Theoretical inputs in teacher education, foundation courses and teaching methods of different school subjects – content, rationale, objectives and organization
- Rationale and objectives for different inputs in practical and field experiences – developing skills – instructional skills, communication skills, managerial skills, organizational skills and contextual skills (multi grade, large class etc.)
- Organizing learning skills – awareness, observation, practice in simulated and practice in real conditions, internship, laboratory, school attachment
- Supervising student teaching – objectives, tools and techniques
- Evaluation in teacher education – theory, skills and competencies, attitudes and values – tools and techniques
- Recommendations of NEP 2020 for pre-service teacher education programmes

Unit III
In-service Teacher Training

- Complementary nature of pre and in-service teacher education – need for in- service training, objectives of in-service training, planning in in-service training, identifying training needs, determining objectives, content and methodology; monitoring, evaluation, reporting and follow-up of in-service training programme
- Different formats – workshops, seminars, institutes, courses and their features; Cascade model of in-service teacher education
- Enhancing effectiveness of in-service training – school based, INSET, recurrent INSET, setting up thematic priorities (subjects and skills),
- Recommendations of NEP 2020 for in-service CPD programmes for teachers

Unit IV
Teacher Training Methods and Techniques
- Making training participatory – methods and techniques, delivery of training – modes, methods and techniques; democratisation, lecture-cum discussion, work sessions, skills practice sessions, micro teaching, simulations, role-play, peer teaching, projects, modular and mini course
- Using ET resources in training – Computer, projector, films, studios and videos

Unit V
Resource Institutions for Teachers and Trainers
- Cluster resource centers (school complexes), block resource centers, DIETs, CTE, IASE, SCERTs, RIEs, NCERT – objectives, structure, functions and programmes
- NCTE – objectives, functions and roles in quality control of teacher education
- Professional associations of teachers/trainers – roles and functions
- Recommendations of NEP 2020 regarding structural changes in teacher education sector

Transactional Mode
Group discussion, Lecture-cum–discussion, Panel discussion, Symposium, Reports, Research Journals, Schools/pre-service TEIs/DIETs visits and sharing of experiences

Sessional work
- Preparing a training plan (design) for the in-service training of specified target group on a specified theme
- Demonstrating a training technique with peers
- Constructing a tool for evaluation of specified skills/understanding/attitudes
- Evaluation of any one of the in-service teacher training programme organized by any one of the resource institutions

Essential Readings
- ME (2020): National Education Policy – 2020, New Delhi.
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.

References
- Dunkin, M.J. (Ed.) (1987): The International Encyclopedia of Teacher and Training Education, Pergamon Press, N.Y.
- Jangira, N.K. &AjitSingh (1992): Core Teaching Skills – A Microteaching Approach, NCERT – New Delhi.
- Kauchak, D.P. & Paul, D. Eggen (1998):Learning and Teaching. Allen & Bacon. Sydney.
- Kundu, C.L (1988): Indian Yearbook on Teacher Education,Sterling Publishers Pvt. Ltd., New Delhi.
- ME (2020) - New Education Policy- 2020, New Delhi.
- MHRD (1986)-Towards a Human and Enlightened Society – Review of NPE, New Delhi.
- MHRD (1966): Report of the Education Commission, New Delhi.
- NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.
- NCERT (1991): Elementary Teacher Education Curriculum,Guidelines and Syllabi, New Delhi.
- NCERT (2005): National Curriculum Framework, New Delhi.
- NCTE, (2004): Teacher Education Curriculum, New Delhi.
- Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, NCERT, New Delhi.
- Wragg, E.C. (1984): ClassroomTeaching Skills, CroomHelm, London.

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Course Code: TTR 411

Course Name: Education of Children with Special Needs

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: On completion of the course, the students will be able to:

- Understand concept, meaning and significance of educating children with special needs.
- Develop critical understanding of the recommendations of various commissions and committees.
- Understand the nature of difficulties encountered by children with special needs.
- Identify and explore existing resources.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
   - Attendance/Participation: 5 marks
   - Seminar: 10 marks
   - Assignments: 10 marks

Unit I Historical Progression (5hrs)

- Concept: Children with special needs.
- Models of disability.
- Human rights and special education

- Post-modern conception and disability, Derrida's conception of deconstruction and disability, Foucault's work on knowledge and power and disability
- Concept of special education, integrated education and inclusive education.

Brief account of existing special, integrated and inclusive education services in India.

Unit II National and International Initiatives (10hrs)
- Convention on the Rights of Person with Disabilities.
- The World Conference on Special needs Education, Salamanca Statement and its framework for action on Special Needs Education.
- Current laws and policy perspectives in India supporting Inclusive education for children with diverse needs.

Unit III - Children with special needs (10 hrs)
- Definition and characteristics of children with sensory, intellectual, developmental disabilities, social and emotional problems, and children belonging to other marginal groups (gender, SC/ST &other minority groups).

Unit IV Preparation for Inclusive Education (10hrs)
- Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual and learning disability.
- Overcoming barriers for inclusion.

Unit V Utilizing resources (5hrs)
- Types of services, approaches, strategies, personnel involved and their specific roles and responsibilities.
- Role of technology for meeting diverse needs of learners.

Essential Readings

1. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools.* Bristol: Center for Studies in Inclusive Education.
2. Farrell, Michael. 2010. Debating Special Education ,Routledge New York
3. Farrell, Michael. 2004. Special Educational Needs: A Resource for Practitioners, Paul Chapman Publishing.
4. Examples of inclusive education in India, UNICEF 2003
5. NCERT (2006): Position Paper National Focus Group on Education of Children with special Needs.
6. NCERT (2006): Position Paper National Focus Group on Problems of Scheduled Caste and Scheduled Tribe Children.
7. NCERT (2006): Position Paper National Focus Group on Gender Issues in Education.
8. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore.

Suggested Readings

- National curriculum framework, 2005.
- Rehabilitation Council of India Act, 1992
- The Persons with Disabilities Act (PWD Act, 1995) and PWD Act 2016
- The Convention on the Rights of the Person with disabilities.

- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls,* Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma P.L. (1990) *Teachers handbook on IED- Helping children with special needs.* N.C.E.R.T Publication