

**M.Ed., Special Education (Hearing Impaired)  
&  
M.Ed., Special Education  
(Mental Retardation/Intellectual Disability)**

**Curriculum (For Regular Mode) CBCS  
With effect from the Academic year 2015-16**



**Reaccredited by NAAC with 'A' grade  
A University with Potential for Excellence**

**Faculty of Education  
Osmania University, Hyderabad**

**Osmania University**  
**M.Ed., Special Education (Mental Retardation/Intellectual Disability)**  
**&**  
**M.Ed., Special Education (Hearing Impaired) CBCS**

**RULES & REGULATIONS**

These Regulations shall come into force from the Academic Year 2015 -2016 for  
M.Ed. Special Education (Choice Based Credit System)

1. **Definitions:**

In these Regulations, unless the context otherwise requires:

- a. **“University”** means Osmania University
  - b. **“Post Graduate programmes”** means master’s degree courses in the Faculty of Education.
  - c. **“Student”** means student admitted to Post Graduate programmes under these Regulations
  - d. **“Degree”** means Post Graduate Degree
  - e. **“Board of Studies”** means PG Board of Studies of the University in the discipline/subjects concerned
  - f. **“Academic Senate”** means Academic Senate of Osmania University
  - g. **“Fee”** means the fee prescribed by the University for the Post Graduate programmes from time to time
  - h. **“Credit”** is a unit of academic input measured in terms of the weekly contact hours assigned to a course in a semester.
  - i. **Grade letter** is an index to indicate the performance of a student in a particular course (Paper). It is the transformation of actual marks secured by a student in a course/paper . Grade letters are O,A+, A, B+’ B, C, P, F.
  - j. **Grade Point** is the weightage allotted to each grade letter depending on the range of marks awarded in a course/paper.
  - k. **Credit Points** refer to the product of No. of credits multiplied by the Grade Point for a given course/paper
  - l. **Semester Grade Point Average (SGPA)** refers to the performance of the student in a given semester. SGPA is based on the total credit points earned by the student in all the courses and the total number of credits assigned to the courses/papers in a Semester.
1. **Cumulative Grade Point Average (CGPA)** refers to the Cumulative Grade Point Average weighted across all the semesters (4 semesters).  
All the rules and regulations, hereinafter, specified shall be read as a whole for the purpose of interpretation.

2. **Admission:** A candidate for admission to M.Ed. (Special Education) course in the Faculty of Education has to qualify at the Entrance Examination conducted by the Osmania University for that academic year. The candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules in force in respect of the statutory reservation of seats under various categories of candidates.

3. **Duration**

The duration of M.Ed. (Special Education) course shall be Two years (four semesters). The duration of each semester shall be 100 days (16 weeks)

4. **Attendance:**

- i. 75% of attendance is compulsory to all the students. A student shall be considered to have satisfied the requirement of attendance for appearing the semester end examination, if he/she has attended not less than 75% of the number of classes (both regular and interdisciplinary courses) held upto the end of the semester including tests, seminars and practicum, etc.
- ii. In special cases the Vice- Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the Principal, based on medical certificate by an authorized medical officer approved by the Principal. There is a provision for condonation of attendance for the students those who have put up the attendance between 65% and 74% on Medical Grounds on payment of a fee to the Registrar, OU and production of medical certificate.
- iii. If a student represents his/her institution, University, State or Nation in Sports, NCC, NSS or Cultural or any other officially sponsored activities, he/she shall be eligible to claim the attendance for the actual number of days participated subject to a maximum of 20 days in a Semester based on the specific recommendations of the Head of the Department and Principal of the College concerned.
- iv. A student who does not satisfy the requirements of attendance shall not be permitted to take internal assessment as well as the Semester end examinations.

5. **Medium of Instruction**

The medium of instruction shall be English only.

6. **Award of Grades, SGPA, CGPA**

Credits, Grade Letter Grade Points, Credit Points

**Credit** is a unit of academic input measured in terms of the weekly contact hours assigned to a course in a semester.

**Grade Letter** is an index to indicate the performance of a student in a particular course (Paper). It is the transformation of actual marks secured by a student in a course/paper. It is indicated by a Grade letter O,A+, A, B+, B, C, P, F. There is a **range of marks** for each Grade Letter.

**Grade Point** is weightage allotted to each grade letter depending on the marks awarded in a course/paper

**Award of Grades**

Range of % of Marks	Theory		Practicum	
	Grade Letter	Grade Point	Grade Letter	Grade Point
85 to 100	O	10	O	10
70 to 84	A+	9	A+	9
60 to 69	A	8	A	8
55 to 59	B+	7	B+	7
50 to 54	B	6	B	6
40 to 49	C	5	-	-
Less than 40	P	0	-	-
	F	0	-	-
	Absent	0	-	-

### Semester Grade Point Average (SGPA)

**Credit Points for the paper** = No. of Credits assigned for the paper x Grade Point secured for that course/Paper.

**SGPA** indicates the performance of a student in a given Semester. SGPA is based on the total **credit points** earned by the student in all the courses and the total number of credits assigned to the courses/papers in a Semester.

**Note: SGPA is computed only if the candidate passes in all the papers (gets a minimum 'C' grade in Theory and 'B' grade in Practicum Papers)**

$$\text{SGPA} = \frac{\text{Total Credit Points in the Semester-1}}{\text{Total Credits in the Semester-1}}$$

### Cumulative Grade Point Average (CGPA)

CGPA refers to the Cumulative Grade Point Average weighted across all the semesters (4 Semesters). CGPA is obtained by dividing the total number of credit points (CPTs) in all the semesters by the total number of credits in all the Semesters. The final result at the end of all the semesters is declared in the form of CGPA.

**Note: CGPA is calculated only when the candidate passes in all the papers of all the semesters.**

Ex: Faculty of Education

$$\text{CGPA} = \frac{[\text{SGPA of I Semester} \times \text{Total Credits of I Sem}] + [\text{SGPA of II Semester} \times \text{Total Credits of II Sem}] + [\text{SGPA of I Semester} \times \text{Total Credits of III Sem}] + [\text{SGPA of I Semester} \times \text{Total Credits of IV Sem}]}{\text{Total Credits of I Semester} + \text{Total credits of II Semester} + \text{Total credits of III Semester} + \text{Total credits of IV Semester}}$$

**Note:** The result of the successful candidates shall be classified as follows:

- |      |                                  |                         |
|------|----------------------------------|-------------------------|
| i.   | First Division with Distinction: | CGPA from 9.00 to 10.00 |
| ii.  | First Division:                  | CGPA from 8.00 to 8.99  |
| iii. | Second Division with 55%         | CGPA 7.00 to 7.99       |
| iii. | Second Division:                 | CGPA from 6.00 to 6.99  |
| iv.  | Pass Division:                   | CGPA from 5.00 to 5.99  |

Example: **Special Education - Semester – I**

Course/ paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Paper-I:A1	5	60	A	8	5 x 8 = 40
Paper-II:A3	5	50	B	6	5 x 6 = 30
Paper-III:B8	5	70	A+	9	5 x 9 = 45
Paper-IV:B9	5	60	A	8	5 x 8 = 40
Paper-V:E1	4	60	A	8	4 x 8 = 32
Total	<b>24</b>				<b>187</b>

Total Credit Points: 187  
 Total Credits: 24  

$$\text{SGPA} = \frac{\text{Total Credit Points in the Semester-1}}{\text{Total Credits in the Semester -1}} = 187 / 24 = 7.79$$

**SGPA for Semester-1 = 7.79**

Example; Special Education

**Semester –II**

Course/ paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Paper-I:A2	5	60	A	8	5 x 8 = 40
Paper-II:A4	5	50	B	6	5 x 6 = 30
Paper-III:A5	5	70	A+	9	5 x 9 = 45
Paper-IV:B11	5	60	A	8	5 x 8 = 40
Paper-V:E2			A+	9	2 x 9 = 18
a)	2	70			
b)	2	70	A+	9	2x 9 = 18
<b>Total</b>	<b>24</b>				<b>191</b>

Total Credit Points: 191  
 Total Credits: 24  

$$\text{SGPA} = \frac{\text{Total Credit Points in the II – Semester}}{\text{Total Credits in the II - Semester}} = 191 / 24 = 7.96$$

**SGPA for II - Semester = 7.96**

Example

Special Education

**Semester –III**

Course/ paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Paper-I:A6	5	80	A+	9	5 x 9 = 45
Paper-II:A7	5	60	A	8	5 x 8 = 40
Paper-III:B10	5	70	A+	9	5 x 9 = 45
Paper-IV:C12/ C13/C14	5	70	A+	9	5 x 9 = 45
Paper-V:D	2	90	O	10	2 x 10 = 20
Paper-VI:F1	4	90	O	10	4 x 10 = 40
<b>Total</b>	<b>26</b>				<b>235</b>

Total Credit Points: 235  
 Total Credits: 26  

$$\text{SGPA} = \frac{\text{Total Credit Points in the III - Semester}}{\text{Total Credits in the III - Semester}} = 235 / 26 = 9.04$$

**SGPA for III - Semester = 9.04**

Example Special Education Semester –IV

Course/ paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Paper-I:D	14	80	A+	9	14 x 9 = 126
Paper-II:F2	4	70	A+	9	4 x 9 = 36
<b>Total</b>	<b>18</b>				<b>162</b>

Total Credit Points: 162  
 Total Credits: 18  

$$\text{SGPA} = \frac{\text{Total Credit Points in the IV - Semester}}{\text{Total Credits in the IV - Semester}} = 162 / 18 = 9$$

**SGPA for IV - Semester = 9**

**CGPA : Example: Faculty of Education**

I Semester: Total CPts = 187; Total Credits = 24  
 II Semester: Total CPts = 191; Total Credits = 24  
 I Semester: Total CPts = 235; Total Credits = 26  
 II Semester: Total CPts = 162; Total Credits = 18

$$\text{CGPA} = \frac{187 + 191 + 235 + 162}{24 + 24 + 26 + 18} = 775 / 92 = 8.4$$

**7. Evaluation Methods**

**a. Theory Examinations**

- i. Out of the total marks for each course/paper 20% marks shall be earmarked for continuous assessment (internal assessment/assignments) and remaining 80% for the semester-end examinations.
- ii. There shall be one semester-end examination of three hours duration. Each answer script of semester end examination (theory) shall be valued by two internal examiners in odd semester and one internal and one external in the even semester. The marks awarded to that answer scripts shall be the average of these two evaluations. If the difference in marks between the two evaluations is 20% or more, such scripts shall be assessed by a third examiner (internal). Average of the higher of the two valuations will be taken.

- iii. The pass marks in each paper shall be 40%. There is no separate pass mark for internal assessment. A candidate has to secure a minimum of 40% of marks in the semester-end examination plus internal examination put together to pass a paper.

**Pattern of Theory Question Paper**

Duration of every theory paper i.e., External Examination will be three (3) hours & maximum marks will be 80.

Part-A consists of 5 questions, having internal choice. Each question carries 6 marks (5\*6=30 marks). Part-B consists of 5 questions, having internal choice. Each question carries 10 marks (5\*6=50 marks).

**b. Dissertation**

- i. Every M.Ed. student shall do the Dissertation work individually under the supervision of a Teacher.
- ii. The Dissertation work and supervisor shall be assigned to the student by the Department during the I semester to enable the student to plan and carry out the work through the remaining 3 semesters (II, III & IV semesters).
- iii. The Dissertation work is assigned 16 credits and evaluated for 400 marks.
- iv. The pass marks in Dissertation shall be 50%.
- v. Dissertation has to be carried out as per the guidelines given in the curriculum.

**c. Practical related to specific disability and Field Engagement/ Internship**

1. Students have to complete Practical related to specific disability and internship. It will be assessed for 200 marks and 8 credits each.

**d. Internal Assessment Tests:**

For each paper/course in a semester there shall be two internal assessment (IA) tests, one assignment and one seminar.

1. 1<sup>st</sup> Internal assessment Test shall be conducted at the end of the 9<sup>th</sup> Week of Instruction (Covering 2/3 Units of the Syllabus)
2. 2<sup>nd</sup> Internal assessment Test be conducted in the fifteenth week of instruction (Covering the rest of the syllabus/Units)

The average of two internal assessment tests is taken.

There shall be no improvement in the internal assessment.

There shall be no separate Grade points for internal tests.

**e. Practicum:**

**Note: The differently abled students also shall fulfill the Practicum (Papers – ) in order to complete the course work (equip them with professional skills).**

**The marks secured by the student in the Internal tests, assignments, Seminars, Internship, Dissertation and semester-end examinations are converted into SGPA and CGPA.**

**8. Improvement of Grades and Completion of the Course:**

Candidates who have passed in a theory paper/papers are allowed to appear again for theory paper/papers only once in order to improve his/her grade, by paying the fee prescribed by the University. Such candidates are allowed to appear for improvement examination only once in the next immediate semester examination only. If candidate improves his/her grade, then his/her improved grade will be taken into consideration for the award of GPA only. The improved grade shall not be higher than A+. Such improved grade will not be counted for the award of

prizes/medals, Rank and Distinction. If the candidate does not show improvement in the grade, his/her previous grade will be taken into consideration. Candidates will not be allowed to improve marks/grade in the internal assessment, Internship, seminars and Dissertation.

### 9.Promotion, Re-admission Rules & Maximum Time for Completion of Course:

Rules of promotion are as under:

Semester	Conditions to be fulfilled for Promotion								
From Semester-I to Semester-II	Undergone a Regular Course of Study of Semester-I and registered* for the Semester-I examination.								
From Semester-II to Semester-III	a) Undergone a Regular Course of Study of Semester-I and II. b) The number of Backlogs if any, of Semester – I and II taken together, shall not exceed of 50% the total number of papers / Subjects prescribed for Semesters- I and II c) d) e) f) Registered* for the Semester-II examination.								
	<table border="1"> <thead> <tr> <th>No. of Papers/ Subjects prescribed for Semesters I and II:</th> <th>No.of backlogs permitted:</th> </tr> </thead> <tbody> <tr> <td>7/8</td> <td>4</td> </tr> <tr> <td>9/10</td> <td>5</td> </tr> <tr> <td>11/12</td> <td>6</td> </tr> </tbody> </table>	No. of Papers/ Subjects prescribed for Semesters I and II:	No.of backlogs permitted:	7/8	4	9/10	5	11/12	6
No. of Papers/ Subjects prescribed for Semesters I and II:	No.of backlogs permitted:								
7/8	4								
9/10	5								
11/12	6								
From Semester-III to Semester-IV	Undergone a Regular Course of Study of Semester-III and registered* for the Semester-III examination.								

\* Registration means obtaining a Hall Ticket for the said examination.

The procedure to be followed for granting readmission to the students in the following cases:

- (1) A student who did not put in the required attendance in a semester of a course and thus detained;
- (2) A student after completing a semester did not continue their studies in the next immediate semester on personal /health grounds but desired to continue his/her studies after a short break;
- (3) A student who has put in not less than 40% of attendance in a Semester and not registered for the examination can take re-admission in the same semester without appearing for the entrance examination.
- (4) Candidates who, after completing a semester of the course but taken T.C to join some other course and come back to continue the earlier course.

In all the above cases, readmission is permissible provided they are within the period of double the duration of the course (i.e., 4 years). Further, the approval of the university has to be obtained in respect of those students who take TC to join some other course and come back for readmission in the same college



All the readmissions including such of those students, who take TC and come back, shall be granted by the Principals of the concerned colleges directly subject to the fulfillment of the following conditions stipulated by the University.

- 1) They should have been promoted to next semester in which they are seeking readmission.
- 2) They should join the course within 4 weeks in case of semester system from the date of commencement of classes
- 3) They should be able to complete the course within the double the duration of the course (4 years) from the year of their original admission.
- 4) They should pay the readmission fee as prescribed by the University

**NOTE: No readmission shall be made after the cut off date (4<sup>th</sup> week in a 16 week semester) under any circumstances. The cutoff date for granting readmission shall be reckoned from the date of commencement of classes for different courses as per the almanac communicated by the University every year.**

- 5) In the normal course of time a candidate is expected to complete M.Ed. Special Education Degree Course within two years from the date of admission.
- 6) Whenever the syllabus is revised, the candidate reappearing shall be allowed for M.Ed. Special Education Degree examinations according to the old syllabus upto 2 years from the time of his/her admission.
- 7) The 4-semester 2 -year course should be completed by a student within double duration of the normal course period (i.e. 4 years).

## **I. Preamble**

The success of SSA and RTE Act (2009, 2012) in enrolling the most disadvantaged children into schools has resulted in the demand of a professional group of teacher educators, who would in turn prepare effective teachers. The last decade has seen a large number of children with disabilities accessing education and the rights approach promulgated by UNCRPD as well as documents such as NCFTE (2009) have further challenged current M.Ed.Spl.Ed. programme to undergo reform in order to meet the new emerging challenges of teacher educator preparation. NCTE vide its Notification of December 2014 increased the duration M.Ed. level courses to 2 years.

Professional preparation and continuing professional development of teachers needs teacher educators who are themselves professional teachers and who have, through a process of critical scrutiny of theory, critical reflection on practice as well as doing research, deepened their understanding of the environmental factors. These factors circumscribe the context and scope of the core education processes, the nature and structure of knowledge that the learners construct and develop and the dynamics within classroom processes that support or jeopardize learning. The two year M.Ed.Spl.Ed. programme has been conceptualized to answer this need and facilitate deep understanding and critical reflection of the teaching learning processes that support inclusion of children with disabilities via both critical comprehension of theory as well as hands-on reflective practice.

The M.Ed.Spl.Ed. programme aims to prepare professionals with the ability for curriculum and instructional planning, educational management, technology, research and human resource development. They will also be trained to foster collaborative work with key professionals including parents and other professionals as part of a trans-disciplinary team.

The implementation of the Right to Education Act would create a demand for a large number of special education teachers (at D.Ed. and B.Ed. levels) by government run schools. The need for teacher educators to prepare this cadre of teachers is implicit here. It is accepted that teacher educators need to be qualified in their professional area, since in today's society the general requirements placed on teachers are continuously growing. But it is also essential for teacher educators to have thorough knowledge of the practice field and close contact to the everyday reality of schools, so that the knowledge of theory and practice are not separate items but interact in the education provided to future teachers. The M.Ed. (Special Education) program must serve this purpose.

The information technology revolution has taken a central role in the classroom and has potential to transform aspects of the curriculum. As the curriculum and instructional designer a teacher with M.Ed.Spl.Ed degree should have subject knowledge, advanced pedagogical skills, reflective practice and ability to adapt instruction to the needs of each individual as well as to the needs of the group of learners as a whole. The need of the hour is to integrate these with a working knowledge of information and communication technology.

Though disability rehabilitation has grown into a well developed field in India, disability studies and research need impetus. Research enables conversion of knowledge into information that can be used by many. Objectivity and scientific thinking are essential for effective classroom practices as well as for undertaking research projects as part of their teaching career.

The knowledge of research methods and statistics is integral to any Master's level program. A teacher with M.Ed. Spl.Ed. degree may become educational manager or curriculum planner or teacher educator, research remains a common thread in all or any of these roles. The research component in the M.Ed. Spl.Ed. program produces reflective practitioners, efficient managers and professionals engaged in academic pursuits.

## **II. Aim**

The aim of the M.Ed.Spl.Ed. programme is of preparing teachers as education leaders. The major thrust of the M.Ed.Spl.Ed. programme would be professional preparation of teacher educators who would through this process be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development of teachers. They would need to be necessarily equipped with the core competencies and knowledge related to teacher education, its philosophical underpinnings, research methodology, curriculum planning and be aware of best practices in the field of pedagogical interventions and adaptations for children with disabilities.

## **III. Course Objectives**

At the completion of the course the student will be able

- i to function as teacher educator and faculty member at teacher training courses
- ii. to function as researchers in the field of disability rehabilitation and special education
- iii. to function as educational program planners in general, inclusive and special schools
- iv. to function as school administrators and program heads
- v. to function as curriculum developer

## **IV. Nomenclature**

Nomenclature of M.Ed. Spl.Ed. programme is as per UGC Notification of 2009 and 2014 and the new nomenclature is M.Ed.Spl.Ed.(HI) and M.Ed.Spl.Ed.(MR/ID). Mental Retardation/ Intellectual Disability. Is being suggested as per Draft RPWD Bill, 2014.

## **V. General Framework of the course**

Applicable to the students admitted from the academic year 2015-17 onwards for M.Ed. special education (Mental Retardation/ Intellectual disability) and M.Ed. special education (Hearing Impairment) courses in the Faculty of Education Osmania University)

### **Credit System in M.Ed. Special Education Courses**

#### **1. Course Structure**

- a. PG Courses are offered within the existing Semester pattern.
- b. There shall be Four Semesters in M.Ed. Special Education (MR/ID) and M.Ed. special education (HI). The duration of the course with two semesters consists of 15 weeks per semester.
- c. The Academic session in each semester will provide 95 teaching days
- d. The odd semester's period shall be from July to November and even semesters shall be from December to April.
- e. There shall be three categories of courses/papers in the MEd programmes:
  - i. Compulsory/core courses papers.
  - ii. Specialization courses papers

- iii. Elective courses papers
- f. Each course/paper shall have a character code which indicates
  - i. The course No. / Paper No.
- g. In the II semester, a student shall compulsorily undertake Dissertation with 6 credits. The Dissertation is a part of course regular work of M.Ed. programme in the II semester.

The course is planned on the Choice Based Credit System (CBCS). According to UGC guidelines one credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical works/field per week. RCI also recommends practical work for each theory course besides these contact hours including self study, assignments etc. That may involve same number of hours as are the contact hours specified for each course.

The Course structure has three sets of courses

1. Core courses in every semester
2. Elective course which can be chosen from pool of papers in order to;
  - a. Support the discipline of study
  - b. Provide an expanded scope
    - a. Exposure to some other discipline/domain (this will depend on the options available with the implementing institution)
    - b. Nurturing student proficiency/skills

1. Elective Foundation courses are value-based

**RCI will follow the 10-point grading system following letter grades recommended by the UGC<sup>1</sup> as given below:**

**Table 1: Grades and Grade Points**

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

- a. A student obtaining Grade F shall be considered fail and will be required to reappear in the examination.
- b. For non-credit courses ‘Satisfactory’ or ‘Unsatisfactory’ shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/ CGPA.

RCI as Statutory Body recommends that the cut-off marks for Grade B shall not be less than 50% and for Grade B+, it should not be less than 55% under the absolute grading system. Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.

### **Duration**

The Course/programme will be of two years with 2 semesters in each year. Each semester will be of 16-18 weeks; 2 weeks in summer and 2 weeks in inter semester break will also be utilized for covering the courses. In this way, the following operational weeks will be available for transacting the course:

Semester-I 16-18 weeks  
 Semester-II 16-18 weeks  
 Semester-III 16-18 weeks  
 Semester-IV 16-18 weeks

This comes to 64-72 weeks + 6 weeks for field activities/skill development with 92 credits.

## **M.Ed. Spl. Ed. Hearing Impairment (HI) and**

## **M.Ed. Spl. Ed. Mental Retardation / Intellectual Disability (MR/ID)**

### **V. Programme Structure**

#### **STRUCTURE FOR 4 SEMESTERS (2 YEARS)**

Code	Area	courses	Credits
A	Core courses	7	35
B	Specialization courses	4	20
C	Elective courses	1	05
D	Dissertation	1	16
E	Practical I	2	08
F	Practical II	2	08
	Total	17	92

Programme Structure is common for M.Ed. Spl. Ed. Hearing Impairment (HI) and M.Ed. Spl. Ed. Mental Retardation / Intellectual Disability (MR/ID).

Core Courses are common for M.Ed. Spl. Ed. Hearing Impairment (HI) and M.Ed. Spl. Ed. Mental Retardation / Intellectual Disability (MR/ID).

#### **Specialisation offered (with specific reference to Area B)**

The M. Ed. Spl. Ed. programme is being offered in following specializations:

I. Hearing Impairment (HI)

II. Mental Retardation / Intellectual Disability (MR/ID)

**AREA A - CORE COURSES**

Course Code	Title	Credits	Marks
A1	Developments in Education and Special Education	4+1	100
A2	Psychology of Development and Learning	4+1	100
A3	Research Methodology and Statistics	4+1	100
A4	Curriculum Design & Development	4+1	100
A5	Inclusive Education	4+1	100
A6	Perspectives in Teacher Education - In-service & Pre-service	4+1	100
A7	Educational Evaluation	4+1	100
	<b>Total</b>	<b>35</b>	<b>700</b>

**AREA B - SPECIALIZATION COURSES**

Course Code	Title	Credit	Marks
B8	Identification, Assessment and Needs of Children with.....*	4+1	100
B9	Curriculum And Teaching Strategies for Children with.....*	4+1	100
B10	Adulthood and Family Issues	4+1	100
B11	Therapeutics and Assistive Devices**	4+1	100
	<b>Total</b>	<b>20</b>	<b>400</b>

*\*Specific Disability in which M.Ed.Spl.Ed. Programme is being offered. \*\**

*As per the need of disability different title has been used.*

**AREA C - ELECTIVE COURSES**

**Note: Any one to be offered**

Course Code	Title	Credit	Marks
C12	Educational Management	4+1	100
C13	Educational Technology	4+1	100
C14	Guidance and Counselling	4+1	100
	<b>Total</b>	<b>5</b>	<b>100</b>

**AREA D - DISSERTATION**

Course Code	Title	Credit	Marks
D	Dissertation	16	400

**AREA E - PRACTICAL RELATED TO SPECIFIC DISABILITY**

Course Code	Title	Credit	Marks
E1	Related to Specific Disability	4	100
E2		4	100

**AREA F - PRACTICAL II**

Course Code	Title	Credit	Marks
F1	Field Engagement / Internship as a Teacher Trainer	4	100
F2		4	100

## SEMESTER-WISE STRUCTURE

### SEMESTER I

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>	<b>INTERNAL MARKS</b>	<b>EXTERNAL MARKS</b>	<b>TOTAL MARKS</b>
A1	Developments in Education and Special Education	4+1	20	80	100
A3	Research Methodology and Statistics	4+1	20	80	100
B8	Identification, Assessment and Needs of Persons With Intellectual Disability	4+1	20	80	100
B9	Curriculum And Teaching Strategies for Persons With Intellectual Disability	4+1	20	80	100
E1	Teaching Practice	4	60	40	100
<b>TOTAL</b>		<b>24</b>			<b>500</b>

**Engagement with field as part of courses indicated below:**

<b>Sl. No.</b>	<b>Task for the Teacher Educators</b>	<b>Course</b>	<b>Place</b>
1	Assignment / Project	A1	Institute
2	Assignment / Project	A3	Institute
3	Assessment & Identification of Needs	B8& B9 (Specific disabilities)	Clinic / School, etc

### SEMESTER II

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>	<b>INTERNAL MARKS</b>	<b>EXTERNAL MARKS</b>	<b>TOTAL MARKS</b>
A2	Psychology of development and learning	4+1	20	80	100
A4	Curriculum Design & Development	4+1	20	80	100
A5	Inclusive Education	4+1	20	80	100
B11	Therapeutics and Assistive Devices	4+1	20	80	100
E2	a) Preparation & Administration of Teacher Made Test (TMT)	2	30	20	50
	b) Case Work	2	30	20	50
<b>TOTAL</b>		<b>24</b>			<b>500</b>

**Engagement with field as part of courses as indicated below:**

Sl. No.	Task for the Teacher Educators	Course	Place
1	Assignment / Project / Presentation	A2	Institute
2	Assignment / Project / Presentation	A4	Institute/ Special/ Inclusive
3	Assignment / Project / Presentation	A5	school
4	Assignment / Project / Presentation	B11	

### SEMESTER III

COURSE CODE	COURSE TITLE	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
A6	Perspectives in Teacher Education – In-service & Pre-service	4+1	20	80	100
A7	Educational Evaluation	4+1	20	80	100
B10	Adulthood and Family Issues	4+1	20	80	100
	<b>ELECTIVE COURSES</b> (Any one):	4+1	20	80	100
C12	Educational Management				
C13	Educational Technology				
C14	Guidance and Counselling				
D	Dissertation*	2			--
F1	Internship as a Teacher Educators	4	100	00	100
	<b>TOTAL</b>	<b>26</b>			<b>500</b>

**Engagement with field as part of course as indicated below:**

Sl. No.	Task for the Teacher Educators	Course	Place
1	Assignment/ Project/ Presentation	A6	Institute/School
2	Assignment/ Project/ Presentation	A7	Institute/School
3	Assignment/ Project/ Presentation	B10	Institute/School
4	Assignment/ Project/ Presentation	C12/C13/ C14	Institute/ School
5	Assignment/ Project/ Presentation	D	Institute/ School

### SEMESTER IV

COURSE CODE	COURSE TITLE	CREDITS	INT MARKS	EXT MARKS	TOTAL MARKS
D	Dissertation*	14	300	100	400
F2	Field Engagement / Internship as a Teacher Trainer	4	50	50	100
	<b>TOTAL</b>	<b>18</b>			<b>500</b>



## **VII. ADEQUACY OF THE SPECIAL EDUCATION SYLLABUS**

The syllabus prescribed at the M.Ed.Spl.Ed. level is on the basis of minimum requirements and therefore, Universities and Colleges of Education/ Institutes implementing the M.Ed.Spl.Ed. programme can exercise flexibility in opting the number of papers without compromising on the adequacy and validity of the contents prescribed by the RCI.

## **VIII. ELIGIBILITY FOR INSTITUTIONS TO IMPLEMENT M.ED. SPECIAL EDUCATION PROGRAMME**

Colleges and Universities offering B.Ed. Spl.Ed. programme alone are eligible for offering M.Ed. Spl.Ed. programme.

## **IX. DURATION OF THE COURSE**

The duration of the Course is of four Semesters, that is, two academic years, which can be completed in a maximum of three years from the date of admission to the programme.

## **X. WORKING DAYS AND ATTENDANCE**

The programme will be conducted for **at least 200 working** days each year exclusive of the period of examination and admission. The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

The minimum attendance of Student-Teachers shall have to be 80% for all course work, 90% for all practicum, and 100% for school internship (5% attendance may be condoned by the head of institution on genuine grounds).

## **XI. ELIGIBILITY FOR ADMISSION**

The admission for the degree of M.Ed. Spl.Ed. degree shall be open to:

- a) A candidate who has successfully passed B.Ed Spl.Ed. with minimum 50% marks in respective disability area from a recognized university or any other degree considered equivalent to B.Ed Spl. Ed. from an affiliating university and/ or teaching department under any University recognized by U.G.C. with RCI registration.
- b) A candidate who has successfully passed the B.Ed. General course and has successfully completed Diploma in Education Special Education in respective disability area recognized by the Rehabilitation Council of India with minimum 50 percent marks in each course.
- c) A candidate having passed PG Diploma<sup>4</sup> (Till Academic session 2014-15)
- d) A candidate with B.Ed. in particular specialization may be allowed for M.Ed. cross disability/ multicategory (as and when offered) but the reverse is not allowed. B.Ed. with multi-category should not be admitted for specialization in a single disability at the M.Ed. level, however; as part of CBCS, these can be admitted to B.Ed. Spl. Edu. Area C Courses and complete the

Specialization Courses to qualify for a particular disability. On completion of Area C, these can be admitted to the M.Ed. Spl.Ed in a specific disability.

a) A student with B.A./B.Sc./B.Com. B.Ed.Spl.Ed. (4 years Integrated)

b) **Candidate should have valid RCI registration.**

## **XII. ADMISSION**

Admission Procedure: as per University norms.

## **XIII. PROGRAMME PATTERN**

The programme has been developed on Semester basis. RCI has earmarked 2000 marks for M.Ed.Spl.Ed. programme in view of disability specific specialization.

## **XIV. PASSING MINIMUM**

Minimum 40% in Theory and 50 % marks in Practicum and Dissertation.

## **XV. NATURE OF EVALUATION**

Internal & External As per University norms; RCI as Statutory body recommends that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.

## **XVI. TRANSITORY REGULATIONS**

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus/ regulations. Candidates not appearing at the examinations or failing in them shall take the examinations subsequently according to the changed syllabus/ regulations/As per University norms.

## **XVII. FACULTY-STUDENT RATIO**

The faculty-student ratio in the area of M.Ed.Spl.Ed. may be 1:10, as per the RCI norms. Considering the infrastructural facilities needed for Special Education and based on the tasks such as supervising practicum, a maximum number of 15 students may be admitted for the M.Ed.Spl.Ed. programme subject to prior permission of the RCI.

## **XVIII. FACULTY NORMS**

The existing faculty norms will be applicable only for the first year of the academic session 2015-16. Revised norms will be applicable from the academic session 2016-17 onwards (second year of the course starting in 2015-16 onwards).

## **XIX. INFRASTRUCTURAL FACILITIES**

It is desirable that institutions have their own building. The building & the plot should ideally be in the name of Institution/ Society/ Trust. In case of rented building, the institution must have a rent

agreement for a period extending up to the date of completion of the proposed training program (whenever the training program is proposed to be started). However, in either case, the institution should have minimum 1000 sq. metres area and shall consist of 500 sq. metres built up area for the first proposed training program. For each additional course, 300 sq. metres additional built up area is required. For example, for one course 500 sq. metres built up area, for two courses (500+300) sq. metres and so on.

- Lecture Hall / Classrooms – Minimum 3 rooms accommodating 10 students is the basic requirement (minimum one Additional classroom for each additional programme)
- Multipurpose Hall – 1
- Staff Room – 1
- Resource Room\* – 1( Existing facility of B.Ed. May be used)
- HOD / Principal Room – 1
- Administrative Room – 1
- Library ( with minimum five journal in respective discipline) – 1
- ICT – 1
- Disabled Friendly gender– wise washrooms

*\*Space for Resource Room – it should be large enough to include disability as well as health, physical education, yoga, drama, etc., w.r.t. to children with disabilities.*

## **XX. CERTIFICATION AS A REGISTERED PROFESSIONAL**

It is mandatory as per Section 13 of RCI Act for every teacher of special education to obtain a “Registered Professional Certificate” from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India. Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India.

*The successful students will be registered as Special Educator (Professional). The training institution/organization should ensure that all passed out students are registered with the Council.*

## **XXI. AWARD OF DEGREE**

The University will award degree in **Master of Education Special Education (Area of Specialisation)**. The areas of specialisation provided are Hearing Impairment (HI), Mental Retardation/ Intellectual Disability (MR/ID) For example in the area of hearing impairment the degree awarded will be *M.Ed.Spl.Ed. (HI)*.

## **XXII. PRACTICING SCHOOLS**

Special & Inclusive School – Own Special School/ MoU with Special & Inclusive Schools, preferably up to senior secondary school level recognised by State Government for the main disability area and permission to carry out practical in other disability *with a precaution that school student with disability should not be overstressed.*

# Course Details

## AREA A

### CORE COURSES

Course Code	Title	Credit	Marks
<b>A1</b>	Developments in Education and Special Education	4	100
<b>A2</b>	Psychology of Development and Learning	4	100
<b>A3</b>	Research Methodology and Statistics	4	100
<b>A4</b>	Curriculum Design & Development	4	100
<b>A5</b>	Inclusive Education	4	100
<b>A6</b>	Perspectives in Teacher Education – In-service & Pre-service	4	100
<b>A7</b>	Educational Evaluation	4	100
	<b>Total</b>	<b>28</b>	<b>700</b>

## Paper Code : MSE-EDN-01

### DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION

Course Code: A 1

Credit: 4+1

Contact Hours: 60

Marks: 100

#### Introduction

This course will enable learners to explore education both general and special from historical perspective leading to contemporary India. The course also includes various commissions and policies and issues and trends in the field of education, special education and inclusive education in the national and international contexts covering all aspects of quantity and quality.

#### Objectives

After completing the course teacher educators will be able to

- *Trace development of general and special education system (PwDs) in India.*
- *Appreciate implications of recommendations made by the various Committees and Commissions for educational (General and Special) developments in India.*
- *Develop insight into the issues and challenges of present day education system.*
- *Understand important quality related issues which need to be taken into account for revision/ development of new education policy.*

#### Unit 1: An Overview of Development of Education System

- 1.1 Shaping of Education in Pre-Independence India
- 1.2 Shaping of Education in Post-Independence India
- 1.3 Emerging Education in India and in the Global Context
- 1.4 Perspectives of Education for the Persons with Disabilities
- 1.5 Constitutional Provisions and Directive Principles Related to Education and Special Education

#### Unit 2: Issues in Indian Education with Special Reference to Persons with Disabilities

- 2.1 Accessibility to School, Curriculum & Learning Resources and Attitudinal Barriers.
- 2.2 Analysis of the Status of Elementary & Secondary Education for All. (SSA, RMSA,) and Issues for Bridging Gaps
- 2.3 Ensuring Equity Principles across Disabilities, Gender, Caste, Socially Disadvantaged Groups, Marginalized and their Specific Educational Problems
- 2.4 Challenges of Special Education, Inclusion, Systemic Reforms, Provisions and Support System, Public Private Partnership & NGO Initiatives .
- 2.5 .Universal Model for Accessibility in context to UNCRPD - Case Study .
- 2.6 Support Systems to Meet Diverse Learning Needs- Family, Community, School, Peer, Administrative and Resource Support

### **Unit 3: Policies and Legislations for Education & Special Education Development of Special Education in India**

- 3.1 National Legislations (RCI Act 1992, PWD Act 1995, National Trust Act 1999, RTE Act 2009, RPD draft bill 2012)
- 3.2 International Legislations for Special Education and International Organisations (Biwako Millennium Framework, Incheon Strategy, UNESCAP, UNCRPD, WHO, UNICEF, UNESCO, UNDP, Action Aid, CBM)
- 3.3 National Policies and its implications (NPE, POA 1992, SSA, RMSA and IEDSS)
- 3.4 Role of Governmental and non-governmental agencies in general and special education
- 3.5 Government Schemes and Provisions for Persons with Disabilities
- 3.6 Current issues–, cultural and linguistic diversity & advocacy

### **Unit 4: Quality Issues in Education and Special Education**

- 4.1 Indicators of quality related to teaching - learning strategies, classroom environment, and Student Assessment
- 4.2 Linking pedagogy with curriculum, contextual constructivism
- 4.3 Ensuring standards in Open & Distance Learning system – Non-formal education, face-to-face vs. Distance mode
- 4.4 Special and Inclusive education - Adopting flexible strategies for the acquisition and use of inputs, monitoring performance in inclusive set up and scope for cultural and linguistic diversity
- 4.5 Quality enhancement in service delivery and community rehabilitation, disability related issues - Identifications, Labeling and advocacy

### **Unit 5: Current Trends and Future Perspective**

- 5.1 Education as a development indicator and enhancer of development indicators
- 5.2 Education for sustainable development & Right based approach (Right to consent, and decision making)
- 5.3 International curriculum framework in the light of changing priorities and international perspectives
- 5.4 Education for conservation of environment and social change (Swachh Bharat and National Skill Development Program etc )
- 5.5 Education for individual and national development

### **Course Work/ Assignments (Any one)**

- Trace development of education in India during pre-Independence
- Identify Constitutional provisions ensuring equity and protection of human rights as well as non-discrimination
- Study factors influencing special education as a discipline in India
- Identify quality related issues of your State and suggest strategies to address them

### **Suggested Readings**

- Anand, C.L. et.al. (1993). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
- Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.

- Education Commission. (1964-1966). Ministry of Education, Government of India, New Delhi.
- Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, New Delhi.
- Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). Including Children with Special Needs: Primary Stage. NCERT, New Delhi.
- Kumar, A. (2003). Environmental challenges of the 21<sup>st</sup> century, APH Publishing Corporation, New Delhi.
- Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers. MacMillan, New Delhi.
- 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.
- Ozial, A.O. (1977). Hand Book of School Administration and Management. Macmillan, London.
- Programme of Action (1992). Ministry of Human Resource Development. Govt. of India, New Delhi.
- Report of Core group on value orientation to education (1992). Planning commission, Govt of India.
- Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
- School Education in India – Present Status and Future Needs (1986). NCERT, New Delhi.
- Seventh All India School Education Survey (2002). NCERT, New Delhi.
- UNDP (1996). Human Development Reports. Oxford University Press. New York.
- UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
- UNESCO (2009). Report on Education for sustainable development.
- Varghese, N.V. (1995). School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.
  - Sharma, R.A (2002): Teacher Education, International Pub. House, Meerut
  - Susan L. Gabel & Scot Danforth (2008) Disability and the politics of education: Peter Lang Publishing In, NewYork
  - Jordern, Thomas E. The Exceptional Child, Ohio: Merril, 2007
  - Dubbey, S.N. (2001). Education Scenario in India – 2001. Authors Press.
  - Hegarty, S. & Alur, M. (Eds) (2002). Education and Children with Special Needs: From Segregation to Inclusion. New Delhi: Sage Publications
  - Singh, J. P. & Das, M. K. (2005). Disability development in India. New Delhi: Kanishka Publishers
  - Sonu Trivedi (2005), a Handbook of International organization: Atlantic publishers and distributors New Delhi



**PSYCHOLOGY OF DEVELOPMENT AND LEARNING**

**Course Code: A 2**  
**Contact Hours: 60**

**Credits:4+1**  
**Marks: 100**

**Introduction**

This course exposes learners to the critical understanding of theoretical perspectives of development and implications for in teaching learning process. Through close observation of children in their natural environments would situate the theoretical knowledge within realistic frames. This course would also be able to equip them to reflect and critique the cognitive and information processing.

**Objectives**

After completing the course teacher educators will be able to

- *Explain the psychological principles and their application in specific context of education and special education.*
- *Explain the principles and their implication for growth and development.*
- *Critically analyse the process from the point of view of cognitive psychology.*
- *Explain role of motivation in learning, learning processes and theories of personality.*
- *Apply psychological aspects to teaching - learning situations.*

**Unit 1: Overview Educational Psychology**

- 1.1 Nature and scope of educational psychology
- 1.2 Principles of educational psychology
- 1.3 Methods of Educational Psychology
  - 1.3.1 Observation
  - 1.3.2 Experimental method
  - 1.3.3 Correlational
  - 1.3.4 Clinical
  - 1.3.5 Case Study
- 1.4 Applications of educational psychology to person with disabilities
- 1.5 Contemporary trends (Schools Of Psychology – Historical to current trends)

**Unit 2: Understanding the Development of the Learner**

- 2.1 Concept of Growth and Development
- 2.2 Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence
- 2.3 Physical, social, emotional, moral development, play and language development

2.4 Cognitive Development: Piaget, Vygotsky and Kohlberg

2.5 Factors affecting Growth and Development

### **Unit 3: Cognition and Information Processing**

3.1 Sensation, Perception and Attention

3.2 Memory - Nature and types, factors affecting memory

3.3 Thinking: Concept Formation, Reasoning, Problem solving

3.4 Intelligence: Nature, types, theories and assessment

3.4.1 Creativity

3.5 Individual differences and its educational implications for children with disabilities

### **Unit 4: Motivation, Learning and Personality**

4.1 Concept, definition and theories of Motivation

4.2 Classical and Contemporary Learning Theories with their applications: Behavioural, Cognitive and Social

4.3 Concept, definition and principles of personality development

4.4 Personality Theories-

4.4.1 Psychoanalytic-Freud & Neo-Freudians, Trait, Humanistic

4.4.2 Assessment of Personality

4.5 Implications in teaching-learning with reference to styles of learning among learners with disabilities

### **Unit 5: Psychological Aspects of Teaching**

5.1 Individual differences in cognitive and affective areas and its educational Implications

5.2 Classroom climate, group dynamics

5.3 Peer tutoring, co-operative learning, self-regulated learning

5.4 Teacher effectiveness and competence

5.5 Implications of guidance and counselling for learners with disabilities

### **Course Work/ Assignments/ Practicum**

- Plan and conduct achievement tests appropriate to grade level/ a survey about attitudes/ practices regarding one or more of the following: children with disabilities, prenatal development, prenatal hazards, school drop-out, motivation of children
- Conduct an experiment using conservation tests and submit a report

- Analyze any autobiography/ Biography to explain human development
- Design a behaviour modification plan for a specific child
- Present information on cognitive styles and their effects on learning

### **Transaction**

Lecture Method, Seminar, Group Discussion, Practical and Field work

### **Essential readings**

- Agarwal, I.J.C (1994). Essentials of Educational Psychology. Vikas Publishing House, Pvt.Ltd., New Delhi.
- Chatterjee, S.K. (2000). Advanced Educational Psychology. Arunabhasen Books and ALLIED(P) Ltd.,
- Freud, S (1935). A general Introduction to psychoanalysis. Live right, New York.
- Mangal, S.K. (1997). Advanced Educational Psychology. Prentice Hall of India Pvt., Ltd., New Delhi.
- Maslow, A.M. (1954). Motivation and Personality. Harper Press, New York.
- Morgan, C.T. (1961). Introduction to Psychology. McGraw Hill, New York.
- Mussen, P.H., Conger, J.J., & Kagan, J.(1969). Child development and personality. Harper & Row, New York.

### **Suggested Readings**

- Bernard, H.W. (1972). Psychology of Learning and Teaching. Mc Grow Hill, New York.
- Chauhan, S.S. (1996). Advanced Educational Psychology. Vikas Publishing House, New Delhi.
- DeCecco, J.P., & Crawford, W. (1977). Psychology of Learning and Instruction. Prentice Hall, New Delhi.
- Driscoll, P.M. (1994). Psychology of Learning for Instruction. Allyn & Becon, Boston.
- Hurlick, E.B. (1992). Child Development. Mc Grow Hill, New York.
- Joyce, M., & Others (1992). Models of Teaching. Holt Rinehart and Winston, New York. Bruce R. Joyce (Author), Marsha Weil (Author), Emily Calhoun
- Lindgren, H.C. (1976) Educational Psychology in the Classroom. John Wiley, New York.
- Mildred, C.R.F. (1978). Infants, Children: Their Development and Learning. Gran Hill, New York. (Indian Reprint).
- Panda, K.C. (1997). Elements of Child Development. Kalyani Publishers, New Delhi.
- Sharma, P. (1995). Basics on Development and Growth of a Child. Reliance Publication, New Delhi.
- Slavin, E.R. (2003). Educational Psychology: Theory and Practice (7<sup>th</sup> ed.). Allyn & Becon, Boston.
- Wilson, A.R., Rockbeck, M.C., & Michael, N.B. (1979). Psychological Foundations of Learning and Teaching. Mc Grand Hill, New York.

**Paper Code : MSE-EDN-03**  
**RESEARCH METHODOLOGY AND STATISTICS**

**Course Code: A 3**  
**Contact Hours: 60**

**Credits:4+1**  
**Marks: 100**

### **Introduction**

This course aims to develop within the student a temperament for scientific thinking and research. It orients the student to the methods of conducting research, analysis of data, and enables him/her to prepare research proposal and report subscribing to the standard norms and criteria.

### **Objectives**

After completing the course teacher educators will be able to

- *Develop a conceptual understanding of research, its need and ethical research practices.*
- *Describe the types, methods and process of research.*
- *Apply statistical techniques for analysis of data.*
- *Explain the methods and techniques of qualitative research.*
- *Prepare research proposal and report.*

### **Unit 1: Scientific Knowledge and Research**

- 1.1 Sources and philosophy of knowledge
- 1.2 Scientific thinking and research
- 1.3 Role of theory in research
- 1.4 Need for research in Education and Special Education
- 1.5 Ethics in research

### **Unit 2: Steps Involved in Research**

- 2.1 Selection, Statement of problem, Variables – Types and Threats
- 2.2 Operational Definitions & limitation, Delimitation
- 2.3 Review of literature - Sources
- 2.4 Hypothesis Formulation , Types ,Testing of Hypothesis and Type-I and Type-II Error
- 2.5 Tests, tools and techniques for Data Collection:
  - 2.5.1 Tests: CRT, NRT and Teacher Made Tests
  - 2.5.2 Tools: Questionnaire, Rating Scale, Check-list, Score-card
  - 2.5.3 Techniques: Interview, Observation
  - 2.5.4 Construction, try out , standardization & Types of Reliability and Validity

### **Unit 3: Sampling and Methods of Research**

- 3.1 Population, Sample & Factors determining sample size
- 3.2 Probability and non-probability types of sampling
- 3.3 Types of research- Quantitative, Qualitative, Fundamental, Applied, Action

### 3.4 Methods of Research:

- Descriptive
- Correlational
- Ex-post facto
- Experimental; Designs (i) Pre-experimental, (ii) Pre-Post designs, (iii) Quasi Experimental design, (iv) single subject design etc

### 3.5 Qualitative Methods – Grounded, Case Study, Ethnography, Narrative/discourse & visual methodologies and Mixed method

## **Unit 4: Methods of Quantitative and Qualitative Analysis**

4.1 Types and characteristics of measurement Scales: Nominal, ordinal, interval and ratio

4.2 Parametric and non-parametric tests: Concept and difference

4.3 Descriptive Statistics:

- Measures of Central Tendency

- Correlations; Rank order, Product-moment, Biserial-r, Point-biserial, Phi-coefficient, Regression analysis

4.4 Inferential statistics

- Underlying concepts: Sampling error, standard error of mean, confidence level, degrees of freedom, one tail-two tail test,

- Student t- test, ANOVA, Ancova, Chi-square, Sign Test, Mann Whitney U test, Kruskal-Wallis test

4.5 Qualitative Analysis - Themes, coding, presentation Tabulation, Visual and graphic representation

## **Unit 5: Preparing Research Proposal & Report**

5.1 Components of research proposal

5.2 Writing of thesis/dissertation

5.3 Writing technical paper for publication

5.4 APA Guidelines for dissertation/thesis writing

5.5 Computer Application in Research

### **Assignments/ Course Work/ Practicum**

- Review a research paper published in refereed journal
- Prepare and present a research proposal
- Review a text book and submit a report
- Analyze a set of data using computer application

## **Transaction**

The research concepts and processes included in this course should be taught using examples from special education and disability studies. The topics from statistics should be explained through variables, hypothesis and type of data collected in selected research studies. Evaluation may be done by asking students to select and apply suitable statistical measure to a given set of data.

## **Essential Readings**

- Agarwal, A.N. (2002). Quantitative Methods. Vrinda Publishing, New Delhi.
- Best, J.W., & Kahn, J.V. (1996). Research in Education. Prentice-Hall, New Delhi.
- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
- Desu, M.M., & Raghavarao, D. (1990) Sample Size Methodology. Academic Press, Boston.
- Dooley, D. (1997). Social Research Methods. Prentice-Hall, New Delhi.
- Gaur, A.S., & Gaur, S. S. (2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. Sage Publishers, New Delhi.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication, London.
- Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
- Gupta, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.
- Hegde, M. N. (2003). Clinical research in communicative disorders. PRO-ED: Austin, Texas
- Khan, M.S. (2005). Educational research. Ashish Publishing House: New Delhi
- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananthapuram.
- Siegel, A., & Castellen, N.J. (1988). Non Parametric statistics for Behavioural Sciences. McGraw-Hill, New York.
- Silverman, D. (2012). Qualitative Research. Sage Publication, London.

## **Suggested Readings**

- Berg, B.L., & Lune, H. (2011). Qualitative Research Methods for the Social Sciences. Pearson Publication, Boston.
- Bogdan, R. C., & Biklen, S. K. (2007). Qualitative research for education: An introduction to

theory and methods (5th ed). Pearson, Boston.

- Lipsey, M.W. (1990). Design Sensitivity: Statistical Power for Experimental Research. Sage Publications, Newbury Park, CA.
- Singh, A. K. (2004). Tests Measurement and Research Methods in Behavioural Science. Tata McGraw-Hill Publishing, New Delhi.
- Shafali R Pandya (2010) Educational Research, pp. 500 (English) Publisher: APH PUBLISHING CORPORATION
- Mishra R.C. (2010) Research in Education 2010, pp. 312 (English) Publisher: APH PUBLISHING CORPORATION
- MES-054 Methodology of Educational Research (English) 1 Edition, (2014) Length: 348 pages, Publisher: Gullybaba Publishing House (P) Ltd.
- Chandra, S.S. (2010). Research in Education, (PB) Paperback – 2010
- Suter Dr W (William) Newton Suter (2011). Introduction to Educational Research: A Critical Thinking Approach (English) 2 Rev ed Edition, 528 pages, Publisher: Sage Publications (CA)
- [Allyson Sesay](#) (2012). Educational Research: A Beginner's Guide. **Publisher:** Xlibris US
- Sooryakumar, K.R. (2014) Textbook of Educational Research, 2014 (English) **Publisher:** Pacific Books
- Louis Cohen (2011). Research Methods in Education (English) 7th Edition. 762 pages **Publisher:** Cambridge University Press
- Pathak, R.P (2008) Methodology of Educational Research (English) 01 Edition. 200 pages, Publisher: Atlantic
- Radha Mohan (2008). RESEARCH METHODS IN EDUCATION. Neel Kamal Publications

**Paper Code : MSE-EDN-04**  
**CURRICULUM DESIGN & DEVELOPMENT**

**Course Code: A 4**  
**Contact Hours: 60**

**Credits: 04+1**  
**Marks: 100**

**Introduction**

Changes in society constantly demand new knowledge and skills and require the continuous development of our educational system. This course will provide the trainee the foundational know-how and theoretical underpinning of curriculum development from design and implementation to evaluation and an informed and critical understanding about curriculum differentiation

**Objectives**

After completing the course teacher educators will be able to

- *Define and identify different components of curriculum.*
- *Understand and analyse various approaches to curriculum development.*
- *Explain and demonstrate curriculum differentiation.*

**Unit 1: Nature of Curriculum**

- 1.1 Definition and scope of curriculum
- 1.2 Bases of Curriculum-philosophical, sociological and psychological
- 1.3 Principles of curriculum transaction
- 1.4 Fundamentals of curriculum development: knowledge based, activity based, skill based and experience based
- 1.5 Historical and contemporary evolution of curriculum

**Unit 2: Approaches & Types of Curriculum Development**

- 2.1 Concept , Meaning and Definition of Curriculum Development
- 2.2 Principles of Curriculum Development
- 2.3 Approaches - Developmental ,Functional, Ecological & Eclectic Approach
- 2.4 Types – Core, Collateral, Collaborative and Hidden
- 2.5 Implications and Emerging trends

**Unit 3: Principles of Curriculum Construction**

- 3.1 Curriculum & Ideology
- 3.2 Curriculum as a Social Construct
- 3.3 Differentiating between Curriculum Design and Curriculum development



3.4 Theories of Curriculum Development

3.5 Universal Design of Learning for Curriculum Development

#### **Unit4: Curriculum Development & Instructional Design**

4.1 Concept, Meaning, Definition and types of Instructional Design

4.2 Differentiation of Curriculum

4.3 Pedagogical Theories and curriculum transaction

4.4 Material and Instructional Adaptations

4.5 Curriculum Evaluation in terms of learning outcome

#### **Unit 5: Critical Issues in Curriculum**

5.1 Organisation of learning opportunities for diverse needs

5.2 Designing integrated and inter-disciplinary learning experiences

5.3 Issues in Curricular adaptations

5.4 Alignment of curriculum and modes of assessment

5.5 Trends in Curricular Designs: School Design, Vocational Design, Humanistic Design and Social Reconstruction design

#### **Transaction**

Group discussion, lecture-cum-discussion, panel discussion, school visits and teaching observations, individual assignment of lesson planning based on learning needs in the classroom.

#### **Course Work/ Practical/ Field Engagement**

- Write a 2000 word essay describing a curriculum in action in an inclusive school
- Adapt any one lesson in collaboration with a regular teacher within a secondary school text book (using one of the approaches to curriculum development) to meet the needs of children with disabilities

#### **Essential Readings**

- Aggarwal, D. (2007).Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.
- Alexander, R. J. (2001). Culture and pedagogy: International comparisons in primary education. Oxford and Boston, Blackwell.
- Daniels, H., & Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. McGraw Hill, New York.

- Daniels, H., & Porter, J. (2011). Educational theories, cultures and learning: A critical perspective. Routledge, London.
- Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues in curriculum. Allyn & Bacon, Boston.
- Wiles, J. (2009). Leading Curriculum Development. Corwin Press, New Jersey.
- Wiles, J.W., & Joseph, B. (2006). Curriculum Development: A Guide to Practice. Pearson Publication, London.

### **Suggested Readings**

- CIET(2006). The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET,NCERT, New Delhi.
- Jacobs, H. H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (Professional Development). Association for Supervision & Curriculum Development, Alexandria.
- Westbrook, J., Durrani, N., Brown, R., Orr D., Pryor J, Boddy, J., & Salvi, F. (2013). Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries. Final Report. Education Rigorous Literature Review. Department for International Development.
- Wiggins, G., & Mc Tighe, J. (2005). Understanding by Design. Association for Supervision and Curriculum Development, Alexandria.
- Wiles, J. W., & Bondi, J. C. (2010). Curriculum Development: A Guide to Practice. Prentice Hall, New Jersey.
- Arend. E, Carl (2009) Teacher empowerment through curriculum development-theory into practice(3<sup>rd</sup> edition)-south Arica- Jute and company Ltd.
- Mick Watters (2012) Primary curriculum design handbook-Newjean Imagini system Pvt Ltd India.
- Reddy, B. (2007): Principles of curriculum planning and development.
- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.

**Paper Code : MSE-EDN-05**  
**INCLUSIVE EDUCATION**

**Course Code: A 5**  
**Marks: 100**

**Credits:4+1**  
**Hours: 60**

**Introduction**

This course will prepare teacher trainees to develop insights into models, evolution, current issues and strategies for developing inclusive learning environments. This course will promote collaborative skills in the trainees in order to address special learning needs in the classroom.

**Objectives**

After completing the course teacher educators will be able to

- *Explain the philosophical, sociological and rights perspective of inclusive education.*
- *Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.*
- *Develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, leadership and working in teams to promote inclusion.*

**Unit 1: Perspectives in Inclusive Education**

- 1.1 Historical perspective of Inclusive education globally and in India
- 1.2 Approaches to disability and service delivery models
- 1.3 Principles of inclusive education
- 1.4 Key debates in special and inclusive education
- 1.5 Research evidence on efficacy and best practices associated with inclusive education

**Unit 2: Covenants ,Policies and its Implications in Promoting Inclusive Education-  
A Critique**

- 2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- 2.2 International Conventions: Convention Against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)
- 2.3 International Frameworks: Salamanca Framework (1994)
- 2.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy for Persons with Disabilities (2006)
- 2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA (2009), IEDSS (2013)

### **Unit 3: Building Inclusive Schools**

- 3.1 Identifying barriers to Inclusion- Attitudinal, Systemic and Structural
- 3.2 Ensuring Physical, Academic and Social Access
- 3.3 Leadership and Teachers as Change Agents
- 3.4 Assistive Technology
- 3.5 Whole School Development

### **Unit 4: Building Inclusive Learning Environments**

- 4.1 Classroom Management
- 4.2 Effective Communication and Resolving Conflicts
- 4.3 Promoting Positive Behaviour
- 4.4 Methods of Teaching in Inclusive Class: Reflective Teaching , Co-teaching , Mentoring and Coaching, Peer tutoring, Co-operative learning
- 4.5 Collaboration – Parents, Teachers, Peer group and Community

### **Unit 5: Planning for Including Diverse Learning Needs**

- 5.1 Adaptations and accommodations for sensory impairments
- 5.2 Adaptations and accommodations for children with multiple disabilities
- 5.3 Adaptations and accommodations for children with neuro-developmental disabilities
- 5.4 Adaptations and accommodations for children with intellectual impairment
- 5.5 Adaptations and accommodations for gifted children

### **Transaction**

Interactive course with discussion as well as field work to get first-hand experience of co-teaching mainstream classrooms with children with disability

### **Course Work/ Practical/ Field Engagement**

- Study the impact of UNCRPD on RTE's provisions for children with disabilities
- Review of research in any one area in inclusive education and highlight its implications for the practitioner
- Develop a differentiated lesson with content, process, and products adapted to suit a specific learner
- Implement the lesson plan above in a regular school using one of the models of collaborative teaching. Write your reflections in a journal

## Essential Readings

- Clough, P., & Corbett, J. (2000). *Theories of Inclusive Education*. Paul Chapman Publishing, London.
- Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.
- Jha, M. M. (2002). *School Without Walls: Inclusive Education for All*. Oxford, Heinemann.
- Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). *Essential best practices in inclusive school*. Institute on Disability/UCED, University of New Hampshire
- Mukhopadhyay, S., & Mani, M. N. G. (2002). *Education of Children with Special Needs*, in Govinda, R. (2002) (Ed) *India Education Report*. Oxford University Press, New Delhi.
- Peterson, M., & Hittie, M. (2009). *Inclusive teaching: The journey towards creating effective schools for all learners*. Merrill, New Jersey.
- Skidmore, D. (2004) *Inclusion: The Dynamic of School Development*, Open University Press, Buckingham.
- Villa, R. A., & Thousand, J. S. (2005) *Creating An Inclusive School*, Association for Supervision and Curriculum Development. ASCD, Alexandria.
- Wade, S. E. (2000). *Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers*. Lawrence Erlbaum Associates, New Jersey.

## Suggested Readings

- Berry, B., Daughtrey, A., & Weider, A. (2010). *Teacher leadership: Leading the way to effective teaching and learning*. Centre for Teaching Quality, Washington, DC.
- Carr, J. F., Herman, N., & Harris, D. E. (2005) *Creating Dynamic Schools through Mentoring, Coaching, and Collaboration*. ASCD, Alexandria.
- Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer support strategies: Improving all students' social lives and learning*. Paul H. Brookes, Baltimore.
- Kunc, N. (2000). *Rediscovering the right to belong*. In R. A. Villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* Brookes. Baltimore.
- Mastropieri, M. A., & Scruggs, T. E. (2006). *The inclusive classroom: Strategies for effective instruction*. Prentice-Hall, New Jersey.
- Odom, S. L., McConnell, S. R., Ostrosky, M., Peterson, C., Skellenger, A., Spicuzza, R., Chandler, L. K., McEvoy, C. A., & Favazza, P. C. (1993). *Play time/social time: Organizing*

your classroom to build interaction skills. Communication Skill Builders, Tucson, AZ.

- UNESCO (1994). The Salamanca statement and framework for action on special needs education. Paris.
- Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore
- Jha. M.( 2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.

**Paper Code : MSE-EDN-06**  
**PERSPECTIVES IN TEACHER EDUCATION - IN-SERVICE**  
**AND PRE-SERVICE**

**Course Code: A 6**  
**Contact Hours: 60**

**Credits:4+1**  
**Marks: 100**

### **Introduction**

This course intends to orient the student about the aims and purpose of teacher education and critically reflect on its' status in India with specific reference to the developments in the field of special and inclusive education as well as identify the issues and challenges. A critical understanding of pre-service and in-service education of teachers in special and inclusive education would promote skills of designing and evaluating curriculum as well as capacities in transacting teacher training programs with essential inputs.

### **Objectives**

After completing the course teacher educators will be able to

- *Gain insight and understand development of Teacher Education with reference to education of children with disabilities.*
- *Reflect on issues and problems related with teacher preparation for education of children with disabilities.*
- *Familiar with responsibilities of different organisations in preparation of competent teachers and critically examine it.*
- *Appreciate importance of in-service programmes and develop capacity to plan and execute it as per specific need and purpose.*
- *Appraise the existing teacher education curriculum and its relevance, issues and challenges.*

### **Unit 1: Understanding Teacher Education (TE)**

1.1 Concept, Aims and Objectives of TE

1.2 Significance of TE in India

1.3 Types of TE: Pre-service and In-service; Continued development of Teacher as a Professional

1.4 Structure of TE in India and Organizations/Agencies involved

1.5 Factors influencing the practices in TE and quality

### **Unit 2: TE and Education of Children with Disabilities**

2.1 Early Initiatives in preparing teachers for children with disabilities in India

2.2 Establishment of various national institutes and development of TE in special education

2.3 Establishment of RCI as a statutory body in standardizing and promoting TE in special education

2.1 in School Education for Children with Disabilities and its Impact on TE

2.2 Paradigm shift from Segregation to Inclusion Impacting TE

### **Unit 3: Pre-service TE in Education of Children with Disabilities**

- 3.1 Changing scenario of teacher education curriculum and evolving priorities
- 3.2 Characteristics of TE framework developed by RCI, structure and organisation of different components of TE Curriculum
- 3.3 Components of Pre-service TE: overview of courses at different levels, weight age of course work and evaluation
- 3.4 Various components of TE curriculum and their transactional modalities
- 3.5 Organisation, transaction and evaluation of different components of TE curriculum including school based practicum, and internship

### **Unit 4: Continued Teacher Development Program**

- 4.1 Need and modalities for continuing professional development of a teacher (Continuing Rehabilitation Education (CRE), Workshop, Seminar, Conferences, Projects, Exchange programmes) and their advantages and limitations
- 4.1 Structures and models of in-service teacher education- sub-district, district, State, regional and national level organisations and their role, voluntary efforts
- 4.2 Modes (face to face, distance modes, on line and mixed modes) and models (induction, one shot, recurrent, cascade, multi-site, school based, and course work) of in-service TE
- 4.3 Planning an in-service TE programme- preliminary considerations (purpose, duration, size of group, activities and budget)
- 4.4 Designing and organizing an in-service TE programme- assessment of training needs, identifying essential components, guidelines

### **Unit 5: Issues and Challenges in TE for Education of Children with Disabilities**

- 5.1 Teacher motivation and working conditions; opportunities for professional development
- 5.2 Organizing TE: Conventional versus ODL
- 5.3 Collaboration/linkage between MHRD/ NCTE and MSJE/ RCI
- 5.4 Single disability versus cross disability approach in TE and addressing disability issues in general education curriculum
- 5.5 ICT and TE

### **Course Work/ Practical/ Field Engagement – Any One**

- Prepare a checklist/schedule to collect information about curriculum transaction either in Diploma or B.Ed. in Special Education Courses in any Training Institute. Take interview of at least 10 student teachers and analyse the data to suggest improvement in quality of training
- Prepare a checklist/schedule to collect information from employer about competency of passed out student teachers. Take interview of at least 5 principals of schools having children with disabilities and analyse the data to suggest improvement in quality of training and the need for in-service training
- Prepare a Proposal for CRE program for in-service teachers as per RCI guidelines.



## Suggested Readings

- NCTE (1998). Policy Perspectives in Teacher Education: Critique and Documentation, New Delhi.
- Saxena, N.R., Mishra, B.K., & Mohanty, R.K. (1998). Teacher Education, R-Lall Book Depot, Meerut.
- Sharma, R.A. (2002). Teacher Education. International Publication House, Meerut.
- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Rout ledge Falmer. London and New York.
- Korthagen, Fred A.J.et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
- Linda Darling, Harmond & John Bransford (2005): Preparing Teachers for a changing World. John Wiley & Son Francisco.
- Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching. Routledge: New York.
- Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.

**Paper Code : MSE-EDN-07**  
**EDUCATIONAL EVALUATION**

**Course Code: A 7**  
**Contact Hours: 60**

**Credits: 4+1**  
**Marks: 100**

**Introduction**

Education is a continuous process which begins with evaluation and ends with evaluation. This course intends to orient the learners with the foundation, scope and practices followed in educational evaluation and undertaking adaptations to suit the needs of children with disabilities. The course also takes the learners one step ahead by building an understanding of the contemporary evaluation practices as well as programme evaluation.

**Objectives**

After completing the course teacher educators will be able to

- *Explain the key concepts of evaluation and describe the developments in evaluation.*
- *Describe the scope of evaluation in education.*
- *Describe the use of evaluation as an effective tool in teaching-learning process.*
- *Describe the ways & means of evaluation of programmes.*
- *Explain the current trends in evaluation.*

**Unit 1: Foundations in Evaluation**

- 1.1 Concept, definition and Scope of testing, measurement, assessment and evaluation
- 1.2 Difference between investigation, auditing, monitoring, inspection, supervision & evaluation
- 1.3 Principles of Evaluation
- 1.4 Areas and types of Evaluation
- 1.5 The evolution of the evaluation function; i) Measurement/ comparison, Transparency/ accountability, ii) Understanding/ learning/ decision making/ positive accountability

**Unit 2: Tools of Measurement & Evaluation**

- 2.1 General principles of test construction
- 2.2 Construction of Essay tests, objectives type tests, Questionnaire and Interview Schedule, Inventories, Achievement and Performance tests
- 2.3 Measurement of Achievement, Aptitude, Attitudes, Skills, Personality
- 2.4 Item analysis procedures for norm-referenced and criterion referenced mastery tests.
- 2.5 Basic characteristics of good measuring instruments : Validity, objectivity, Reliability, Usability and Norms.

### **Unit 3: Teaching-learning and Evaluation**

3.1 Evaluation of learning, for learning and in learning- Contexts, Need & Nature

3.1 Use of Taxonomic categories of educational objectives for Evaluation.

3.2 Equity & fairness in evaluation including adaptations & Accommodations

3.3 Report writing: Format, Content & Mechanics

3.4 Minimum level of Learning and Mastery Level Learning

### **Unit 4: Programme Evaluation & Review**

4.1 Concept, need, goals and tools

4.2 Evaluation of instructional programmes

4.3 Techniques of programme evaluation

4.4 Reliability, validity and sensitivity in programme evaluation

4.5 Reviewing outcomes

### **Unit 5: Current Trends in Evaluation**

5.1 Knowledge based evaluation

5.2 Performance Based Evaluation: Role play, Concept maps

5.3 Authentic Evaluation: Interviews, Writing samples, Projects, Exhibitions, Reflective Journals

5.4 Self evaluation: Rubrics & Rating scales

5.5 Exams: Online, On-demand, Take-home Power Tests & Open book

Interpretation of Evaluation Results. Evaluation of pupil progress - area of internal assessment - patterns and techniques of evaluation.

### **Transaction & Evaluation**

- Lecture-cum-demonstration, Workshops on developing tools for content and programme evaluation
- Assignments, Presentations and Class Tests

### **Practicum**

- Observe and prepare a report on evaluation practices at any two levels in (i) a Mainstream and (ii) a Special school. Critically analyze the evaluation practices.
- Develop a format for self evaluation for teachers in special or mainstream.
- Develop tools one each for Knowledge based, Performance based & Authentic evaluation for children with disabilities studying in a class or a subject of your choice.

## Essential Readings

- Airasian, P.W. (1991). Classroom Assessment. Mc Graw-Hill, New York.
- American Educational Research Association, American Psychological Association, and National Council on Measurement and Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.
- American Federation of Teachers, National Council on Measurement in Education, and the National Education Association. (1990). Standards for teacher competence in educational assessment of students. Washington, DC: Author.
- Gipps, (1996). Assessment for learning. In Little, A. and Wolf, A. (eds) Assessment in transition: Learning, monitoring and selection an international perspective. Oxford Pergamon Press, London.
- Gronlund, N.E., & Linn, R. ( 1990). Measurement and evaluation in teaching (6<sup>th</sup> Edition). Macmillan, New York.
- Hamayan, (1995). Approaches to alternative assessment. "Annual Review of Applied Linguistics," 15, 212-226.
- Headington (2003). Monitoring, Assessment, Recordin<sup>g</sup>, Reporting & Accountability. II-Ed, David Fulton Pub. , London.
- Hibbard, K. M. and others. (1996). A teacher's guide to performance-based learning and assessment. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mathew, S. (2005). Evaluation: curricular strategies and adaptations for children with hearing impairment. Kanishka: New Delhi.
- Mathew, S. & Mishra, A. (2010). Knowledge based evaluation of students with hearing impairment. Journal of NCED, 2(1), 26-33.
- Mathew, S. (2010). Educational Evaluation .Curriculum and teaching strategies for CWHI. MED SEDE (HI) Manual, IGNOU, New Delhi.
- Mehrens, W. A., & Lehmann, I. J. (1991). Measurement and evaluation in psychology (IVED). Harcourt Brace College Publishers, New York.
- NSW syllabuses: Assessment for, as and of Learning. Retrieved from [syllabus.bos.nsw.edu.au/support.../assessment-for-as-and-of-learning](http://syllabus.bos.nsw.edu.au/support.../assessment-for-as-and-of-learning) on 10.4.2015
- Programme evaluation and review technique. Retrieved from <http://www.inc.com/encyclopedia/program-evaluation-and-review-technique-pert.html> on 10.4.2015
- School self-evaluation. <http://www.education.ie/en/Schools-Colleges/Services/Quality-Assurance/SSE-Primary-and-Post-Primary/School-Self-Evaluation.html> on 10.4.2015

- School self-evaluation. Retrieved from [http://schoolself-evaluation.ie/post-primary/index.php/what-school-self-evaluation/?doing\\_wp\\_cron=1429505616.9318289756774902343750](http://schoolself-evaluation.ie/post-primary/index.php/what-school-self-evaluation/?doing_wp_cron=1429505616.9318289756774902343750) on 10.4.2015
- UNICEF (2006). New trends in development evaluation. Retrieved from [http://www.unicef.org/ceecis/New\\_trends\\_Dev\\_Evaluation.pdf](http://www.unicef.org/ceecis/New_trends_Dev_Evaluation.pdf) on 16.4.2015
- Wiggins, G. (1993) *Assessing students performance*. San Francisco: Jossey-Bass.

### **Suggested Readings**

- Braden, J. (2001). The clinical assessment of deaf people's cognitive abilities. In Clark, M. D.; Marschark, M., & Kretchmer, M. (Eds.). *Context, cognition and deafness*, Galludet University press, Washington. Pg.14-37.
- Elliot, S.N., Kratochwill, T. R., & Gilbertson, A. G. (1998). The Assessment Accommodation Checklist: Who, What, Where, When, Why and Who? *Teaching Exceptional Children*, 31(2), 10 –14.
- Eriksen, S.C. (1969). The teacher made test. Memo to the Faculty, no.35. Ann Arbor: Centre for Research on learning and teaching, University of Michigan.
- Fernandez, H. (2008). Knowledge based achievement of students with hearing impairment on different types of assessment. Unpublished Master Dissertation, University of Mumbai.
- Frechtling, J.A. (1991). Performance assessment: Moonstruck or the real thing? *Educational Measurement: Issues and Practices*, 10(4), 23-25.
- Jacob, L. C., Chase, C. N. (1992). *Developing and using tests effectively: A guide for faculty*. Jossey-Bass Publishers, San Francisco.
- Junaid, I.M., & Muhammad, D. N. (2002). Assessing nomadic children's learning achievement: what tools and which strategies? Retrieved from [curriculum.pgwc.gov.za/resource\\_files/22153409\\_16.doc](http://curriculum.pgwc.gov.za/resource_files/22153409_16.doc)
- Linn. R.L, Baker, E. L., & Dunbar, S. B. (1991). Complex Performance based assessment. *Educational Researcher*, 20(8), 15-21.
- Mathew, S. (2010). *Impact of Knowledge Based Evaluation on Achievement of Students with Hearing Impairment: An Experimental Study*. A PhD Thesis (Unpublished), MJP Rohilkhand University.
- Meyer, C.A. (1992) .What is the difference between Authentic and Performance assessment? *Educational Leadership*, 49(8), 39-40
- Mountain, A. (2005). Science assessment of deaf students: Considerations and implications of state accountability. Measurements. MSSE Masters Project. Submitted to the National Technical Institute for the Deaf, Rochester Institute of Technology, New York.

- Musselman, C.R., Lindsey. P. H., & Wilson A. K. (1988). An evaluation of recent trends in preschool programming for hearing impaired children. *Journal of Speech and Hearing Disorders*, 53, 71-88.
- Nair, P. (2005). A study of the effectiveness of individualized instructional material on mastery of mathematical concepts related to time in children with hearing impairment. Unpublished Master Dissertation, University of Mumbai.
- Stiggins, R.J. (1994). *Student-Centered classroom assessment*. MacMillan, New York
- Tannenbaum, J.E. (1996). *Practical Ideas on Alternative Assessment for ESL Students*. ERIC Clearinghouse on Languages and Linguistics Washington DC, ERIC Identifier ED395500, 1-6.

Disability Specialization

# Hearing Impairment

## **AREA B**

### **SPECIALIZATION COURSES**

<b>Course Code</b>	<b>Title</b>	<b>Credit</b>	<b>Marks</b>
B8	Identification, Assessment and Needs of Children with Hearing Impairment	4+1	100
B9	Curriculum and Teaching Strategies of Children with Hearing Impairment	4+1	100
B10	Adulthood and Family Issues	4+1	100
B11	Assistive Devices and services for Individuals with Hearing Impairment	4+1	100



**Paper Code: MSE-EDN-HI-08**  
**IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH**  
**HEARING IMPAIRMENT**

**Course Code: B 8**

**Credits:4+1**

**Contact Hours: 90**

**Marks: 100**

**Introduction**

The course aims to develop an understanding of applications of various Audiological, speech, language and communication assessments for recommendations of various educational practices. The said course would also help learners to appreciate the role of professionals to address the needs of the child with hearing impairment in a holistic manner using team approach.

**Objectives**

After completing the course teacher educators will be able to

- *Explain audiological evaluation and reflect its application in education of CWHI.*
- *Describe speech of children and reflect its use in evaluation of CWHI.*
- *Explain various issues related to assessment of language and communication of CWHI.*
- *Explain the practices in educational assessment including the setting up of an educational assessment centre.*
- *Describe the importance of team approach and reflect on their role in assessment and identification of needs.*

**Unit 1: Audiological Assessment, Identification and Addressing Needs**

- 1.1 Overview and need of various audiological assessments
- 1.2 Choice and selection of audiological tests according to age and functional abilities of the child
- 1.3 Overview of audiological assessment of children with additional/ associated disabilities
- 1.4 Selection of modality / method of management (auditory, speech reading vs manual communication) based on aided performance (aided audiogram & speech identification)
- 1.5 Recommendation of educational set-up (special, partial integration vs inclusive education) based on aided performance (aided audiogram & speech identification) as one of the factors

**Unit 2: Speech Assessment, Identification and Addressing Needs**

- 2.1 Overview of acoustics of speech; Classification of speech sounds based on major acoustic cues
- 2.2 Compare and contrast speech development in typical developing children and CWHI
- 2.3 Phonological errors as a function of audiogram configuration (flat, gradually sloping and steeply sloping) and degree of hearing loss
- 2.4 Selection of appropriate strategies, material, and equipment for teaching speech
- 2.5 Need for use of regional language based speech assessment tests

**Unit 3: Language & Communication Assessment, Identification and Addressing Needs**

- 3.1 Parameters of selecting medium of instruction for CWHI: Language/s used at home, school & society
- 3.2 Language assessment of the deaf: Challenges and concerns (standardized versus teacher made tools; Setting norms of children 'with' versus 'without' disability;

modality dependent nature of language; measuring receptive language; identifying measurable indicators)

- 3.3 Biological foundations and research in early language experiences in the past two decades: From input to uptake
- 3.4 Processing sign languages in early years: Neural reorganization; Access to age appropriate language; Ease of intake; Universal grammar; Modality dependent versus modality independent components
- 3.5 Studying language assessment component in ICF; Recommendations related to language assessment reflecting in National Curriculum Framework (NCF)

#### **Unit 4: Educational Assessment, Identification and Addressing Needs**

- 4.1 Concept & principles of Educational Assessment
- 4.2 Scope & priorities in educational assessment
- 4.3 Methods, Techniques & tools for educational assessment & Reporting: Formal & Informal
- 4.4 Outcomes of educational assessment: Identification, addressing educational needs; linking with pedagogical decisions
- 4.5 Setting up of an educational assessment clinic/centre: Need & Requirements (essentials & Desirables)

#### **Unit 5: Team Approach in Assessment, Identification & Assessing Needs**

- 5.1 Team Approach: concept & types (Multidisciplinary, Interdisciplinary and Trans-disciplinary);
- 5.2 Role of various stakeholders: professionals, personnel, parent and the child;
- 5.3 Constitution of team with respect to CWHI: Considerations on child's age, severity and associated conditions;
- 5.4 Team's role before, during and after assessment; Identifying and addressing the need and planning IEP / IFSP
- 5.5 Team's role in outcome measures: Periodic assessment and evaluation; review of performance against previously set goals

#### **Course Work/ Practical/ Field Engagement ( any three) 1 credit 30 hours**

- Compiling a set of 10 aided audiograms and aided speech identification scores for selection of modality, method of communication and educational set-up.
- Review two IEP records and reflect upon the role responsibilities and team approach
- Reflections on changing trends in language assessment beyond syntax (semantics & pragmatics)
- Compiling of recently developed speech tests in India and critically analysing them
- Visit an educational assessment clinic / centre and review the different tools available for educational evaluation of children with hearing impairment.

#### **Transaction & Evaluation**

Lecture-cum-demonstration, Assignments and Class tests

#### **Essential Readings**

- Beattie, R. G. (2001). Ethics in Deaf Education: The First Six Years. Academic Press Inc., New York.
- English, K.M. (2002). Counseling Children with Hearing Impairment and Their Families. Allyn and Bacon, Boston.

- Gipps, C. (1996). Assessment for learning. In Little, A. and Wolf, A. (eds) Assessment in transition: Learning, monitoring and selection an international perspective. Oxford Pergamon Press, London.
- Gronlund, N.E., & Linn, R. (1990). Measurement and evaluation in teaching (6<sup>th</sup> Edition). Macmillan, New York.
- Headington, R (2003). Monitoring, Assessment, Recording, Reporting & Accountability (2nd ed.). David Fulton. London.
- Jalvi, R., Nandurkar, A., & Bantwal A., (2006). Introduction to Hearing Impairment. Kanishka Publication, New Delhi.
- Johnson, C. D., & Seaton, J. (2010). Educational audiology handbook (2nd ed.). Clifton Park: Delmar Cengage Learning Delmar Cengage Learning
- Lane, V.W., & Molyneaux, D. (1992). The dynamics of communicative development. Prentice Hall Inc., Englewood Cliffs.
- Martin, F. N., & Clark, J.G. (2012). Introduction to Audiology (11<sup>th</sup> ed.). Pearson Education. Boston.
- Martin, F.N., & Clark, J.G. (2009). Introduction to Audiology (10<sup>th</sup> ed.). Pearson Education, Boston.
- Mathew, S. (2005). Evaluation: curricular strategies and adaptations for children with hearing impairment. Kanishka Publication, New Delhi.
- Mathew, S. (2005). Evaluation: Curricular Strategies and Adaptations for Children with Hearing Impairment, Kanishka Publication, New Delhi,
- Mathew, S. (2010). Educational Evaluation .Curriculum and teaching strategies for CWHI. MED SEDE (HI ) Manual, IGNOU, New Delhi.
- Mathew, S., & Mishra, A. (2010). Knowledge based evaluation of students with hearing impairment. Journal of NCED, Vol 2, Issue 1, page 26-33.
- Mc. Laughlin, J. A. & Lewis, R .B. (2001). Assessing students with special needs (Ed.V). Merrill & Prentice Hall, New Jersey.
- Mehrens, W.A., & Lehmann, I. J. (1991). Measurement and evaluation in psychology (IVED). Harcourt Brace College. New York.
- Newby, H. A., & Popelka, G. R. (1992). Audiology (6th ed.). Appleton-Century-crofts, New York.
- Northern, J.L., & Downs, M.P. (2002). Hearing in Children. 5th Edition. Williams and Wilkins, Philadelphia: Lippincott.
- Owens, R.E. (2012). Language development: An introduction (8th ed.). Pearson, Boston.
- Status of Disability in India (2007). Hearing Impairment and Deaf-blindness. Rehabilitation Council of India, New Delhi.
- Yoshinaga-Itano, C. (2003). From screening to early identification and intervention: Discovering predictors to successful outcomes for children with significant hearing loss. Journal of deaf studies and deaf education, 8(1), 11-30.

## Suggested Readings

- Bess, F. H., & Humes, L. E. (1990). *Audiology: The fundamentals*. Williams & Wilkins, London.
- Billeaud, F.P. (2003). *Communication Disorders In Infants and Toddlers: Assessment And Intervention*. 3rd ed. Butterworth Heinemann.
- Hamayan, E. V. (1995). Approaches to alternative assessment. *Annual Review of Applied Linguistics*, 15, 212-226.
- Harrison, M., Roush, J., & Wallace, J. (2003). Trends in age of identification and intervention in infants with hearing loss. *Ear and Hearing*, 24(1), 89-95.
- Hibbard, K. M., & others. (1996). *A teacher's guide to performance-based learning and assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology*. (2nd, 3rd & 4th eds.). Williams and Wilkins. Baltimore.
- Madell, J.R., & Flexer, C. (2008) *Pediatric Audiology: Diagnosis, Technology and Management*. Thieme Medical Publishers, New York.
- Paul, P.V., & Whitelaw, G.M. (2011). *Hearing and Deafness: An Introduction for Health and Education Professionals*. Jones and Bartlett Learning, Boston.
- Waldman, D., & Roush, J. (2010). *Your child's Hearing Loss; A Guide for Parents*. Plural Publishing, San Diego.
- Yoshinaga-Itano, C. (2003). Universal newborn hearing screening programs and developmental outcomes. *Audiological Medicine*, 1(3), 199-206.
- Yoshinaga-Itano, C., Sedey, A.L., Coulter, D.K., & Mehl, A.L. (1998). Language of early and late identified children with hearing loss. *Pediatrics*, 102(5), 1161-1171.

**Paper Code: MSE-EDN-HI-09**  
**CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN**  
**WITH HEARING IMPAIRMENT**

**Course Code: B 9**

**Credits: 4+1**

**Contact Hours: 60**

**Marks: 100**

**Introduction**

Having the foundations of curriculum design and approaches, the learners will find its applications while studying and designing the curriculum for children with hearing impairment. The course is especially design to add on the specialised curricular requirements of children with hearing impairment and strategies in both special and inclusive classrooms.

**Objectives**

After completing the course teacher educators will be able to

- *Describe the curricular needs, framework and practices emerged out of the paradigm shift in education.*
- *Explain the bases, types and strategies of curricular adaptations.*
- *Understand the concept and strategies in differentiated instructions.*
- *Explain the processes and theories of literacy development.*
- *Explain the multiple literacy and their applications in curriculum.*

**Unit 1: Curricular Needs at Different Levels**

- 1.1 Paradigm shift in education: school, teacher, learner & curriculum for 21<sup>st</sup> century
- 1.2 Causes of learning difficulties in children with hearing impairment
- 1.3 Differential curricular needs of early and late intervened children with hearing impairment
- 1.4 Curricular framework for Early intervention & Early Childhood Education
- 1.5 Domains of development facilitating the school readiness for inclusive education

**Unit 2: Curricular Adaptations**

- 2.1 Bases of curricular adaptations & decision making
- 2.2 Step wise curricular approach and its adaptation
- 2.3 Types of accommodations, modifications and its applications
- 2.4 Strategies of adaptation of text of different school subjects
- 2.5 Adaptation in evaluation

**Unit 3: Differentiated Instructions**

- 3.1 Relevance & Concept
- 3.2 Elements of differentiated instructions (Knowing the learner, assessing the learner, school climate, instructional strategies, adjustable assignments)
- 3.3 Need assessment & Decision making
- 3.4 Learning pyramid
- 3.5 Mastery level learning

**Unit 4: Literacy Development & Teaching Strategies**

- 4.1 Deafness & literacy issues;

- 4.2 Theories of literacy development and their applications
- 4.3 Processes involved in reading & writing
- 4.4 Processes involved in speaking, listening & signing in literacy development
- 4.5 Meta cognitive strategies & instructional practices

### **Unit 5: Research & Development in Literacy**

- 5.1 Research in literacy: An overview
- 5.2 Priority areas of research
- 5.3 Identifying the gaps in literacy research
- 5.4 Readings in Researches on literacy development at different levels in the past two decades
- 5.5 Evidence based practices in literacy development

### **Course Work/ Practical/ Field Engagement (any three ) 1 credit 30 hrs**

- Select a text of your choice and adapt the content in terms of knowledge, language, presentations illustrations
- Write an essay on the Montessori curriculum and its relevance to children with hearing impairment
- Profile the current level of functioning of literacy (one child )
- Present an article published after 2011 in an indexed journal on literacy

### **Transaction & Evaluation**

Lecture cum demonstration, Self-learning & Workshop

### **Essential Readings**

- Armstrong, D. G. (1989). Developing & documenting the curriculum . Allyn&Bacon, London.
- Beane J. A., Toepfen, C. F., Allen, S. J. (1986). Curriculum planning & Development. Allyn& Bacon, London.
- Gregory, S., Powers, P., & Watson, S. (1998). Issues in Deaf Education. David & Fulton. London.
- Judy, W. (1998). Adapting instructions to accommodate students in inclusive settings. Pearson Publication, London.
- Mishra, A. (2012). Research of deaf and hard of hearing in India. Status of Disability in India, Rehabilitation Council of India, New Delhi.
- Owens, R.E. (2012). Language development: An introduction (8th ed.). Pearson, Boston.
- Sampson, M., Allen, R. V., & Sampson, M. B. (1991). Pathways to literacy. Holt Rinehart & Winston Inc., London.
- Spodek, B., & Saracho, O.N. (2006). Handbook of Research on the Education of Young Children. (II Ed). Lawrence Erlbaum, London.
- Status of Disability in India (2007). Hearing Impairment and Deaf-blindness. Rehabilitation Council of India, New Delhi.

- Stokes, J. (2000). Communication options. In J. Stokes (Ed.), Hearing impaired infants – Support in the first eighteen months. Whurr Publishers Ltd., London.
- Tannen, D., & Tanner, L. (1995). Curriculum development : Theory to Practice (III Ed.). Merrill & Prentice, New Jersey.
- Tompkins, G. E., & Hoskisson, K. (1995). Language arts: Content & Teaching Strategies (III Ed. ). Merrill & Prentice, New Jersey.
- Wallang, M. G. (2007). Sign Linguistics and Language Education for the Deaf: An Overview of North-East Region. Academic Excellence, New Delhi.

### **Suggested Readings**

- Ornstein, A. C., & Behar –Horenstein, L. S. (1999). Contemporary Issues in Curriculum (II Ed.). Allyn & Bacon, London.
- Searfoss, L. W., & Readence, J. E. (1989). Helping children Learn to Read. Allyn & Bacon, London.

**Paper Code: MSE-EDN-HI-10**  
**ADULTHOOD AND FAMILY ISSUES**

**Course Code: B 10**

**Credits:4+1**

**Contact Hours: 90**

**Marks: 100**

**Introduction**

The course is designed to develop learners' insight into transitional process from adolescence to adulthood and issues related to adulthood of individuals with hearing impairment. The learners are expected to appreciate the need for planning adulthood towards promoting their independent leaving, higher and vocational education as well as employment. The course would build suitable capacities so that the learners can address the family, community and cultural issues through suitable interventional plan.

**Objectives**

After completing the course teacher educators will be able to

- *Appreciate the importance of planning and implementing transition services for preparing adolescents towards adulthood.*
- *Explain strategies of developing independent living skills and preparing them for gainful employment.*
- *Describe communication, cultural and family issues to reflect in planning of services.*

**Unit 1: Transition from Adolescence to Adulthood**

- 1.1 Transition: Concept and challenges as perceived by D/deaf adolescents and their families
- 1.2 Domains of transition: Educational, independent living, social-cultural and employment
- 1.3 Factors influencing transition: Academic and personal achievement, aspiration & motivation, interaction & complexities, environmental barriers, late deafened adults; concept of self and self efficacy
- 1.4 Role of support and facilitators: Family, peers, community; agencies and environmental support
- 1.5 Planning and implementing transition services

**Unit 2: Independent Living**

- 2.1 Concept and its importance
- 2.2 Money management and related financial skills
- 2.3 Health and physical fitness skills
- 2.4 Life skills: Social-etiquette and mannerism
- 2.5 Leisure time, hobbies and recreational activities

**Unit 3: Higher Education, Vocational Education & Employment**

- 3.1 Higher Education: Need, scope, status of higher education
- 3.2 Vocational education: Need, scope, status of vocational education
- 3.3 Selecting suitable higher education & vocational streams
- 3.4 Career choices: job seeking skills and facing interviews
- 3.5 Work adjustment skills; Job related social skills

**Unit 4: Community & Cultural Issues**

- 4.1 Diversity in DEAF WORLD
- 4.2 Comparison of Hearing world-Deaf world on culture and group identity and communication options
- 4.3 Legal issues regarding communication accessibility



4.4 Views of Cochlear Implantees and hearing aid users towards Deaf culture

4.5 Facilitating societal inclusion of individual with hearing impairment

### **Unit 5: Family Issues**

5.1 Role & challenges of families in fostering adjustment, personality development, independent living employment and marriage

5.2 Raising of hearing children by Deaf parents: Deaf Child Deaf Parent (DCDP); Deaf Child Hearing Parent (DCHP) issues

5.3 Communication patterns and parenting issues in families with Deaf parents and hearing children

5.4 Identifying family needs and Supporting towards resource mobilization, family networking and facilitating availability of welfare schemes

5.5 Advocacy at family and individual levels; Strategies

### **Course Work/ Practical/ Field Engagement (any three ) 1 credit 30 hrs**

- Prepare a poster on family advocacy
- Hold a mock interview session and write your reflections upon it
- Interview a family to identify 'need and support'
- Have a focused group discussion Deaf culture in India, and submit a reflective essay on the same
- Make a pamphlet regarding financial management for the D/deaf adult

### **Transaction & Evaluation**

- Lecture-cum-demonstration
- Inviting Deaf adults to share their experiences & success stories.

### **Essential Readings**

- Annable G., Walters, C., Strensta, D., Symanzik, S, Tuuuyb. L., &Sterwer, N. (2003). Students with disabilities, Transition from postsecondary education to work, Winnipeg. Canadian centre for disability studies,Manitoba.
- Christensen, K.M., & Gilbert, L.D.(1993). Multicultural Issues in deafness, White Plains, Longman,New York.
- Narayansamy, S.,Kamraj, J., &Rangasayee,R. (2006). Family, Community and the hearing impaired child.: Kanishka Publishers,New Delhi.
- Parasins, L.A.(1996). Cultural and Language Diversity and Deaf Experience. Cambridge University Press,New York.

### **Suggested Readings**

- Bowe F.G. (2003). Transition for deaf and hard of hearing students: A blueprint for change, Journal of deaf studies and deaf education 8(40);485-93

**Paper Code: MSE-EDN-HI-11**  
**ASSISTIVE DEVICES & SERVICES FOR INDIVIDUALS WITH**  
**HEARING IMPAIRMENT**

**Course Code: B 11**

**Credits:4+1**

**Contact Hours: 90**

**Marks: 100**

**Introduction**

The course will assist learners to know about technological devices required and used in various interventional settings and also the schemes available to procure the individual aids and appliances. The course also envisages to arouse curiosity amongst learners about various technological advancements and research and development in the said area.

**Objectives**

After completing the course teacher educators will be able to

- *Describe the available schemes and reflect on status of services for individuals with hearing impairment and suggest ways to improve.*
- *Understanding about individual and group listening devices used by CWHI in schools.*
- *Discuss role of technology in facilitating communicative educational and social functioning of language.*
- *Understanding about use of assistive devices & methods in the management of CWHI in schools/ clinics.*
- *Explain the present and future technologies, research developments and evidence based practices facilitating the education of CWHI.*

**Unit 1: Schemes & Services for Individuals with Hearing Impairment**

- 1.1 Schemes for persons with disabilities of various ministries/departments of central and state government in early intervention, rehabilitation, education and employment;
- 1.2 Schemes for availing aids and appliances: ADIP and other schemes
- 1.3 Services for individuals with hearing impairment: Types, availability, coverage and quality
- 1.4 Delivery of services; Role of various stakeholders, planning, implementing, collaboration, challenges and issues
- 1.5 Appraisal of services: Methods of measuring outcomes and suggesting plan of action

**Unit 2: Listening and Assistive Devices in Audiological Management**

- 2.1 Hearing aids: Overview to hearing aids; Overview to electro-acoustic characteristics and need to study same; Importance of ear moulds and its modifications
- 2.2 Cochlear Implant: Overview to cochlear implants; Need and importance for regular mapping
- 2.3 FM system: Components, Functioning, Types, Advantages and disadvantages
- 2.4 Induction loop systems & Hardwire systems: Components, Functioning, Types, Advantages and disadvantages
- 2.5 Criteria for recommendation of one device over the other; Role of special educators in measuring outcome of listening devices

**Unit 3: Assistive Devices in Management of Language & Communication**

- 3.1 Meta level understanding of use of technology for language development
- 3.2 Access to whole language: Challenges of communication options and use of technology for ways to overcome

- 3.3 Use and availability of social media for sign language users: Communicative, educational and social purposes
- 3.4 Orientation to web based Curriculum Based Measurement (CBM) tools
- 3.5 Tele captioning of popular media and its role in literacy development

#### **Unit 4: Technology & Methods in Management of Speech**

- 4.1 Parameters measured in phonation and suprasegmental aspects of speech using advanced technology and their application
- 4.2 Need and methods to analyse and to correct articulation of speech
- 4.3 Selecting management techniques for phonation and suprasegmental aspects of speech
- 4.4 Selecting management methods for facilitating articulation in CWHI
- 4.5 Methods to improve speech intelligibility; Measurement of outcome

#### **Unit 5: Assistive Devices in Educational Management**

- 5.1 Impact of Technology on education: Present & Future
- 5.2 Assistive technologies for personal and educational purposes: Devices & Processes and their application
- 5.3 Mainstream Technologies: Universal Designs; its Concept, Principles & product design
- 5.4 Research & Developments in Educational technology: national & international
- 5.5 Evidence Based Practices

#### **Course Work/ Practical/ Field Engagement (any three ) 1 credit 30 hrs**

- Compare the application of the technology in classroom teaching between a developing and a developed country
- Undertake a survey of available services in your locality and reflect on their status for individuals with hearing impairment. Prepare a report.
- Analysis of electro-acoustic characteristics of 5 hearing aids and write a report
- Use social media to link with individuals with deafness and submit report on your experience
- Interaction with a D/deaf adult to find out role of technology in his/her social life. Write your reflections
- Measure the speech intelligibility of 2 children with hearing impairment
- Compare schemes available in your state / country with any state / country

#### **Transaction & Evaluation**

Self learning, Lecture-cum-demonstration & Workshops

#### **Essential Readings**

- Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deafblind. Springer, London.
- Beattie, Rod G. (2001). Ethics in Deaf Education: The First Six Years. Academic Press Inc. New York.
- Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. San Diego: Plural Publishing.
- Dillon, H. (2001). Hearing aids. Thieme Medical Publications, New York.

- English, K. M. (2002). *Counselling Children with Hearing Impairment and Their Families*. Allyn and Bacon, Boston.
- Huang, D. (1998). *Speech skill build-up for children*. Tiger DRS Inc. <http://www.drspeech.com>
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology*. (2nd, 3rd & 4th eds.). Williams and Wilkins, Baltimore.
- Krumenacker, S. (2014). *Hearing Aid Dispensing Training Manual*. Plural Publishing, San Diego.
- Kumar, K. L. (2009). *Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers*. New Age International, New Delhi.
- Mathew, S. M. (2012). *Technology for persons with hearing impairment. Status of Disability in India-2012*. Rehabilitation Council of India, New Delhi.
- Owens, R.E. (2012). *Language development: An introduction (8th ed.)*. Pearson, Boston.
- Owens, R.E. (2012). *Language development: An introduction (8th ed.)*. Pearson, Boston.
- Rapp, W. H. (2014). *Universal design for learning in action*. Baltimore MD: Brooks
- Sandlin, E. R. (1995). *Handbook of hearing aid amplification: Theoretical and technical considerations*. (vol. I). Singular Publishing Group, Inc. San Diego.
- Stewart, D. A., & Kluwin, T.N. (2001). *Teaching Deaf & Hard of Hearing Students : Content , Strategies & Curriculum*. Allyn& Bacon, London.
- Taylor, B., Mueller, H. G.(2011). *Fitting and Dispensing Hearing Aids*. Plural Publishing, San Diego.
- Waldman, D., & Roush, J. (2010). *Your child's Hearing Loss; A Guide for Parents*. Plural Publishing, San Diego.

### **Suggested Readings**

- Allum, D.J. (1996). *Cochlear Implant Rehabilitation in Children and Adults*. Whurr Publishers, London.
- Maltby, M.T. (1994). *Principles of Hearing Aid Audiology*. Whurr Publishers, London.
- Pollack, M. C. (1980). *Amplification for the hearing impaired*. Grune& Stratton, New York.
- Tweedie, J. (1987). *Children's Hearing Problems, Their Significance, Detection and Management*. The Bath Press, Bristol.
- Valente, M. (1996). *Hearing aids standards, options and limitations*. Thieme Medical Publishers, Inc., New York.
- Valente, M., Dunn, H. H., & Roeser, R. J. (2000). *Audiology- treatment*. Thieme Medical Publishers, New York.
- Wong, L. H., & Louise, M. (2012). *Evidence-Based Practice in Audiology: Evaluating Interventions for Children and Adults with Hearing Impairment*. Plural Publishing, San Diego.

Paper Code: MSE-EDN-HI-16

## Practicum - HI

SEMESTER I

Course Code: E1

Credits: 04

Hours: 120

Marks: 200

### A. Audiological, Speech Evaluation and Management at Different Levels

Sl. No.	Tasks for Teacher Educators	Settings	Specific activities	Hrs	Marks	Submissions
1	Observing behavioural audiological tests in children below the age of 2 year	Audiological clinic	<ul style="list-style-type: none"><li>• Behavioural Observation Audiometry (2 children)</li><li>• Visual Reinforcement Audiometry (2 children)</li></ul>	6	10	Journal with reflections
2	Observing behavioural audiological tests in children between 2 to 5 years	Audiological clinic	<ul style="list-style-type: none"><li>• Conditioned play audiometry (2 children)</li><li>• Speech audiometry (Closed-set testing) (2 children)</li></ul>	6		
3	Observing behavioural audiological tests in children	Audiological clinic	<ul style="list-style-type: none"><li>• Conditioned play audiometry (2 children of 3 years and above)</li><li>• Speech audiometry: Open-set testing (2 children of 5 years and above)</li></ul>			
4	Observing physiological and electro-physiological testing	Audiological clinic	<ul style="list-style-type: none"><li>• Immittance audiometry (2 children)</li><li>• Otoacoustic emission (2 children)</li><li>• Auditory Evoked potentials (2 children)</li></ul>	6	10	
5	Observing hearing aid trial and measurement of outcome	Audiological clinic	<ul style="list-style-type: none"><li>• Hearing aid selection (digital and analogue) (2 children each)</li><li>• Measurement of aided audiogram (2 children)</li><li>• Measurement of aided speech detection / identification (2 children)</li></ul>	12	10	
6	Use aided audiogram and	Audiological clinic	<ul style="list-style-type: none"><li>• Making recommendations</li></ul>	6	10	

	speech identification scores to make recommendations		regarding mode of training and educational placement using aided audiogram and Speech audiometry (10 children in different age groups)		
7	Listening training	Audiological	<ul style="list-style-type: none"> <li>• Prepare lesson plans for listening training for children aged 2 years. (2 plans)</li> <li>• Prepare lesson plans for listening training for children aged 5 years. (2 plans)</li> <li>• Prepare lesson plans for speech reading training for children aged 6 years.</li> </ul>	6	10
8	Screening for hearing loss using checklists	Inclusive school/ clinic	<ul style="list-style-type: none"> <li>• Administer a checklist having signs and symptoms of hearing loss and behavioural observation on primary school children (20 children)</li> </ul>	12	20
9	Troubleshooting hearing aids	Special school	<ul style="list-style-type: none"> <li>• Carrying out Ling's 6 sound test (2 children)</li> <li>• Troubleshooting hearing aids (2 children)</li> </ul>	6	10
10	Room acoustics	Special school / Inclusive school	<ul style="list-style-type: none"> <li>• Suggesting modifications for classroom acoustics to optimize auditory and visual reception of speech (1 inclusive school and 1 special school).</li> </ul>	6	10
11	Observing phonation evaluation	Speech clinic	<ul style="list-style-type: none"> <li>• Evaluation of phonation in normal hearing children and CWHI (2 each)</li> </ul>	6	10
12	Observing articulation evaluation	Speech clinic	<ul style="list-style-type: none"> <li>• Evaluation of articulation in normal hearing children and CWHI (2 each)</li> </ul>	6	10
13	Screening for articulation problems	Special school	<ul style="list-style-type: none"> <li>• Screening of articulation of CWHI (4 children)</li> </ul>	6	20

14	Measuring intelligibility of speech	Special School	<ul style="list-style-type: none"> <li>• Measuring intelligibility of speech of typically developing children and CWHI (6 each)</li> </ul>	12	20	
15	Home training and counseling	Speech & Hearing clinic/ Special school / inclusive school	<ul style="list-style-type: none"> <li>• Based on the auditory, speech and language abilities of children, prepare home training activities (2 children)</li> <li>• Counsel family regarding home training activities to improve listening skills, articulation and language.</li> </ul>	6	20	
16	Use of Apps for Speech outcomes	Clinic	<ul style="list-style-type: none"> <li>• Use of free downloadable apps for measuring outcomes of phonation and articulation of CWHI</li> </ul>	6	10	
17	Psychological Assessment	Clinic / School	<ul style="list-style-type: none"> <li>• Observe, Undertake and Interpret results of psychological test on assessment of intellectual functioning by using Bhatia Battery/ WISC-Indian Adaptation.</li> </ul>	12	20	Practical record

**B. Language and Educational Evaluation**

<b>Sl. No.</b>	<b>Tasks for Teacher Educators</b>	<b>Educational settings</b>	<b>Specific activities</b>	<b>Hrs</b>	<b>Marks</b>	<b>Submission</b>
1	Compilation of tools available for educational evaluation	Educational assessment centre/ clinic	Collect different tools available for evaluation of typically hearing children and those with hearing impairment	10	5	Journal with reports & reflections
2	Case History		Studying the case history of 5 CWHI with a special focus on educational history of parents , language and biographic & educational background of CWHI	5	5	
3	Administration of language assessment Tools		Observe the administration of language tests (2 standardized and 4 non standardized ) on 5 children and report the findings	10	5	
4	Tools for evaluation of CWHI in other areas like communication, socio-emotional maturity		Observe the administration of two tests/checklist/rating scale on CWHI at different levels and report the findings Preschool-1 child Primary-1 child	5	5	
5	Tools for scholastic achievement and literacy achievement		Observe the administration of tests for assessing scholastic achievement and literacy achievement at different levels Preschool level -2 children Primary-2 children	10	5	
6	Observation of Educational evaluation		Observe the educational evaluation of CWHI at different levels and study the findings in different areas - CWHI below 5 years: (5 no.) CWHI above 5 years: (5 no.)	10	5	
7	Conducting educational evaluation		Carryout the educational evaluation of 5 CWHI Preschool/Primary-3 Secondary-2	20	20	
8	Tool		Develop one tool for	15	10	



	development		assessment of language /school subject			
9	Development of materials for literacy development		Develop materials for developing pre reading and pre writing skills	15	10	
10	Lesson planning		Develop 3 lesson plans and demonstrate any one model lesson plan	8	20	
11	Psychological Assessment	Clinic / School	Observe, undertake and interpret results of following psychological test: A. Any test of assessing personality B. Any test of assessing occupational interest and aptitude	12	10	Practical record
			<b>Total</b>	<b>120</b>	<b>100</b>	

**Paper Code: MSE-EDN-HI-18**  
**SEMESTER III**

**Course Code: F1**

**Credits: 04**

**Hours: 120**

**Marks: 100**

**Field Engagement/ Internship as a Teacher Educators**

Sl. No .	Tasks for Teacher Educators	Educational settings	Specific activities	Hrs	Marks	Submission
1	Understanding the Organization	Teacher training institute offering diploma /degree teacher training programme	Understanding the organization's vision, mission & its programs and activities	6	5	Journal with reports & reflections
2	Understanding the operational plans		Study the calendar of activities, schedules, distribution of work assigned to the teaching, clinical and administrative staff.	14		
3	Coordination support		Support the coordinator in implementing the activities based on the approved calendar of activities & other schedule; Observing the regularity & punctuality of students, Supporting the students in filling up examination forms and other procedures of the Institute / University	30	20	
4	Teaching support		Assisting the faculty members in planning & preparing the lectures through PPTs & reference materials, Demonstration of practical based activities, preparing TLM, assisting faculty in supervising practical based activities/lesson planning, undertaking at practice teaching schools/clinical set up	40	40	
5	Library support		Supporting the students & faculty members in identifying offline and online resources including reference books and journals	6	15	
6	Mainstream / General school placement		Inclusive school	Visit a school and create awareness about inclusive education of children with disabilities through PPT and prepare a report Study the readiness ( facilitators & barriers )of the school in promoting inclusive education through a tool	24	

**Paper Code: MSE-EDN-HI-19**  
**SEMESTER IV**

**Course Code: F2**

**Credits: 04**

**Hours: 120**

**Marks: 100**

**Field Engagement/ Internship as a Teacher Educators**

Sl. No .	Tasks for Teacher Educators	Educational settings	Specific activities	Hrs	Marks	Submission
1	Coordination support		Support the coordinator in implementing the activities based on the approved calendar of activities & other schedule; Observing the regularity & punctuality of students , Supporting the students in filling up examination forms and other procedures of the Institute / University	10	10	Journal with reports & reflections
2	Teaching support		Assisting the faculty members in planning & preparing the lectures through PPTs & reference materials, Demonstration of practical based activities, preparing TLM, assisting faculty in supervising practical based activities/lesson planning, undertaking at practice teaching schools/clinical set up	30	30	
3	Learning support		Coaching support to weak performers for achieving the content mastery	30	30	
4	Library support		Supporting the students & faculty members in identifying offline and online resources including reference books and journals	10	10	
5	Evaluation support		Assist faculty in developing tests, observing internal test/ examination activities, evaluating class test papers & reporting under faculty supervision. Supporting the coordinator & faculty members in compiling marks for calculation of IA	10	10	
6	Research Support		Preparing a research proposal for the organization under guidance of faculty based on their needs and available resources.	30	30	

Disability Specialization

**Mental Retardation / Intellectual  
Disability**

# AREA B

## SPECIALIZATION COURSES

Course Code	Title	Credit	Marks
B8	Identification, Assessment and Needs of Persons with Intellectual Disability	4+1	100
B9	Curriculum and Teaching Strategies for Persons with Intellectual Disability	4+1	100
B10	Adulthood and Family Issues	4+1	100
B11	Therapeutics and Assistive Devices	4+1	100

*\*Specific Disability in which M.Ed.Spl.Ed. Programme is being offered. \*\* As per the need of disability different title has been used.*

## Paper Code: MSE-EDN-ID-08

### IDENTIFICATION, ASSESSMENT AND NEEDS OF PERSONS WITH MENTAL RETARDATION/ INTELLECTUAL DISABILITY

**Course Code: B 8**  
**Contact Hours: 60**

**Credits:4+1**  
**Marks: 100**

#### Introduction

The course aims to develop an understanding of concept, etiology and characteristics of Persons with Mental Retardation/ Intellectual Disability (*PwID*). The said course would also help learners to appreciate the role of professionals to address the needs of these children in a holistic manner using team approach.

#### Objectives

After completing the course teacher educators will be able to

- *Understand the concept, etiology and characteristics of Persons with Intellectual Disability (PwID).*
- *Use appropriate instruments for assessment of PwID.*
- *Describe the programming needs across different age levels of PwID.*
- *Utilize assessment information for educational programming, referral services and placement.*
- *Comprehend the emerging future needs of PwID.*

#### Unit 1: Overview of Intellectual Disability

- 1.1 Definition, historical review, Prevalence of Intellectual Disability
- 1.2 Etiological factors of Intellectual Disability
  - 1.2.1 Biological, environmental factors
  - 1.2.2 Pre-natal, natal, post-natal causes
- 1.3 Classification of Intellectual Disability - Medical, Educational, Psychological criteria for classification and issues and current practices in certification of Intellectual Disability
- 1.4 Characteristics of Intellectual Disability
- 1.5 Intellectual Disability and Associated Conditions – Cerebral palsy, Autism, Sensory

impairments, ADD, ADHD, Epilepsy

## **Unit 2: Screening, Identification, Assessment and Diagnosis**

2.1 Approaches of assessment

2.2 Areas and Tools for assessment

2.2.2 Screening tools and Schedules

2.2.3 Developmental assessment tools - Bayley Infant Neurodevelopmental Screener, Denver Developmental Screening Test II (DDST-II), DST

2.2.4 Intellectual - various standardized assessment tools: Binet scales – Wechsler scales, BKT, MISIC and other Indian tools

2.3 Social and Behavioral tools – Behaviour Assessment System for Children, VSMS, BASIC-MR, BASAL-MR, Vineland Social Emotional Early Childhood Scales (Vineland SEEC)

2.4 Language and Speech Assessment Tools and other Indian tools

2.5 Introduction to existing educational assessment tools – Upanayan (0 - 6 years), NIMH – Aarambh (Early Childhood Special Education Inclusive Package), Indian adaptation of portage guide, Madras Developmental Programming Systems NIMH-Functional Assessment Checklists for Programming (FACP) and other relevant tools

## **Unit 3: Identification of Needs**

3.1 Infancy and Early Childhood; EI & Family involvement (NIMH – Family Based Program Plan)

3.2 School age; placement alternative (special school, Resource Room, inclusive classroom), Multidisciplinary team collaboration and role of special education teacher

3.3 Transition and career development – ITP (Individualized Transition Plan)

3.4 Vocational Development; Employment, Types; emerging Job opportunity, Placement & follow-up

3.5 Adulthood sexuality and marriage, recreation leisure and community support services

## **Unit 4: Use of Assessment Information**

4.1 Use of assessment information - Medical, Special Educational, Psychological, Therapeutic and Vocational

4.2 Interpretation of assessment information to develop training goals

4.3 Use of Support Needs Assessment for Person Centered Planning

4.4 Writing of assessment report: for administrative purpose, for educational Programming, for referral and for alternative placement

4.5 Ethical issues & Implications of the above for Inclusion

### **Unit 5: Emerging and Future Issues**

5.1 Critical analysis of Human Rights and Legal Provision – International, Indian Legislations and Policies

5.2 Advocacy

5.3 Current Gender Issues - Socio Cultural and Economic

5.4 Advances in Technology

5.5 Implications of the above for Inclusion

### **Practicum / Assignment / Engagement (Any One)**

#### **School/ Clinic/ Community**

- To conduct assessment of PwID using appropriate assessment tools
- To organize discussion program on role of a Special Educator in intervention from Infancy to Adulthood
- To presentation a seminar on Community Based services for ID
- To conduct orientation and sensitization program on disability issues for teachers, parents, and community members and present a report

### **Essential Readings**

- Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor. University of Alberta, Alberta.
- Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System. Vijay Human Services, Chennai.
- King-Sears, H.E. (1994). Curriculum Based Assessment in Special Education. Singular publishing Group, San Diego.
- Mittler, P. (1976). Psychological Assessment of Mental and Physical Handicaps. Tavistock, London.



- Myreddi, V., & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.
- Narayan, J. (2003). Grade Level Assessment Device for Children with Learning Problems in Regular Schools. NIMH, Secunderabad.
- Panda, K.C. (1997) Education of Exceptional Children. Vikas, New Delhi.

### **Suggested Readings**

- Overton, J. (1992) Assessment in Special Education. An Applied Approach. Macmillan, New York.
- Overton, T. (2000). Assessment in Special Education: An Applied Approach, 3rd Ed, Prentice Hall Inc. Merrill.
- Pun, M., & Sen, A.K. (1989) Mentally Retarded Children in India. Mittal Publication. New Delhi
- Smith, D.D. (2004). Introduction to Special Education. Training in an Age of Opportunity, 3rd Ed. Allyn & Becon. Boston.
- Wehman.P., & Kuegel. J. (2004). Functional Curriculum, Pro-Ed. Austin.

## **Paper Code: MSE-EDN-ID-09**

### **CURRICULUM AND TEACHING STRATEGIES FOR PERSONS WITH MENTAL RETARDATION/ INTELLECTUAL DISABILITY**

**Course Code: B 9**  
**Contact Hours: 60**

**Credits:4+1**  
**Marks: 100**

#### **Objectives**

After completing the course teacher educators will be able to

- *Explain the principles and approaches to curriculum development and instructional program.*
- *Describe the various approaches for teaching students with Intellectual Disability.*
- *Develop Curriculum for Pre-Primary, Primary, Secondary, Pre- Vocational and Vocational Level.*
- *Use Instructional Program and methods in Inclusive Set ups.*
- *Use teaching strategies and TLMs for PwID.*

#### **Unit 1: Curriculum Development**

- 1.1 Principles and Models of Curriculum development
- 1.2 Approaches to curriculum development– Developmental, Functional, Ecological, SOME approach, Systems, Task Analytic Approach , Eclectic & Community Based Approach.
- 1.3 Instructional design– Definition, Types, Merits and Demerits
- 1.4 Curricular Adaptation, Accommodation and Modification
- 1.5 Challenges and Implications for Inclusion

#### **Unit 2: Teaching Approaches**

- 2.1 Developmental Approaches– Montessori, Floor time
- 2.2 Multi-sensory Approach– Fernald, Orton and Gillingham
- 2.3 Behavioral Approach– Applied Behavior Analysis (ABA), Discrete Trail Training
- 2.4 Cognitive Approach– Meta-cognitive Training, Cognitive Behavior Management
- 2.5 Integration of above in Inclusive Classroom Context

### **Unit 3: Curricular Domains & Levels**

- 3.1 Development of Curriculum at Pre-primary and Primary level– Personal, Social, Academic, Occupational and Recreational
- 3.2 Development of Curriculum at Secondary level– Personal, Social, Academic, Occupational and Recreational
- 3.3 Development of Curriculum at pre-vocational and transitional level– Personal, Social, Academic, Occupational and Recreational
- 3.4 Development of Curriculum at Vocational level– Generic Skills and Work Related Skills, Personal skills related to routine, travel, Social Competencies, Job related behaviour– punctuality, regularity, Occupational skills– related to the job chosen (inclusive of functional academics), Health/safety skills, First Aid
- 3.5 Implications of above in Inclusion

### **Unit 4: Instructional Programs and Methods**

- 4.1 Individualized Instruction – Concept and Types
- 4.2 Collaborative Methods - Peer Tutoring, Co-operative Learning & Team teaching
- 4.3 Methods for social Inclusion, Social Skill Development & Self Regulation, Community Living, Life Skill Education
- 4.4. Universal design of Learning – Definition, Principles, Approaches & Strategies
- 4.5 Integration of above for Inclusion

### **Unit 5: Teaching Strategies & TLM**

- 5.1 Stages of learning, Principles of teaching, and Steps in teaching concepts
- 5.2 Teaching Strategies – Task Analysis, Prompting & Fading, Shaping, Chaining, Reinforcement,
- 5.3 Concept and type of Teaching materials and Learning materials, Functional Aids and Criteria for selecting appropriate TLM's
- 5.4 Principles of adaptation, Adaptation of ADL material & functional academics
- 5.5 Integration of above for Inclusion

### **Practicum/ Assignment/ Engagement in the field (Any One)**

- To present a report on adaption of curriculum for a student with Intellectual Disability in Inclusive setting

- To develop curriculum for independent living and present a report
- To present a Seminar on any of the teaching approaches.
- To develop need based learning and functional aids for PwID

### **Essential Readings**

- Baine, D. (1988) *Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor*. University of Alberta, Alberta
- Das, J.P., & Baine, D. (1978) *Intellectual Disability for Special Educators*. Springfield: Charles C. Thomas.
- John, W., & Smith, R. (1971). *An Introduction to Intellectual Disability*. Mc Grawhill New York.
- Kauffman, J.M., & Paynes, J.S. (1960) *Intellectual Disability: Introduction and Personal Perspectives*. Charges & Merrill, Columbus.
- Longone, J. (1990) *Teaching Retarders Learners: Curriculum and Methods for Improving Instruction*. Allyn and Bacon, Boston.
- Narayan, J., & Kutty, A.T.T. (1989) *Handbook for Trainers of the Mentally Retarded Persons. Pre-Primary Level*. NIMH, Secunderabad.
- Panda, K.C. (1997). *Education of Exceptional Children*. Vikas Publishers, New Delhi.
- Pehwaria, R., & Venkatesan, S. (1992). *Behavioural retarded Children: A Manual for Teachers*. NIMH, Secunderabad.
- Remington, B. (1991). *The Challenge of Severe Mental Handicap. A Behaviour Analytic Approach*. Wiley, New Jersey.
- Repp. A.C. (1983). *Teaching the Mentally Retarded*. Prentice Hall, New Jersey.

### **Suggested Readings**

- Kauffman, J. M. (1988). *Teaching Students with Learning and Behaviour Problems*. Merrill Publishing Co.
- Kirk, S.A., & Gallagher, J.J. (1979). *Educating Exceptional Children*. Hoffton & Mifflin. Boston.

- Lewis, R.B., & Doorlag, D.H. (2010). *Teaching Students with Special Needs in General Education Classrooms*. Pearson, London.
- Longone, J. (1990). *Teaching Educable Mentally retarded Children*. Allyn & Bacon, Boston.
- Mary, A. F. (1999). *Curriculum and Teaching Strategies*. Paul H. Brooks Publishing Co. Baltimore.
- Petersun, M.J., & Hitfie, M.M. (2003). *Inclusive Teaching: Creating Effective Schools For all Learners*. Allyn & Becon. Boston.
- West, C. K., Farmer, J. A., & Wolff, P. M. (1991). *Instructional Design, Implications from Cognitive Science*. Prentice Hall, New Jersey.

## **Paper Code: MSE-EDN-ID-10**

### **ADULTHOOD AND FAMILY ISSUES**

**Course Code: B 10**

**Contact Hours: 60**

**Credits:4+1**

**Marks: 100**

#### **Objectives**

After completing the course teacher educators will be able to

- *Develop understanding of stages of development in adulthood.*
- *Appreciate importance of family attitude and involvement.*
- *Understand the Gender, marriage and sexuality related issues.*
- *Understand the disability issues related to community.*
- *Appreciate the importance of adulthood and family training.*

#### **Unit 1: Human Growth & Development in Adulthood**

- 1.1 Developmental stages and principles
- 1.2 Factors influencing natural development of adults
- 1.3 Adulthood and Areas of development: Physical, Social, Cognitive, Language, Emotional & Moral
- 1.4 Common adulthood problems in various areas of development
- 1.5 Implications of the above for Community Inclusion

#### **Unit 2: Family and Adult with Intellectual Disability**

- 2.1 Meaning, Definition and concept of family
- 2.2 Types of family and attitude towards PwID
- 2.3 Impact of Adult with ID on the Family
- 2.4 Family Adjustment and Coping skills
- 2.5 Family support, Government Schemes and benefits

### **Unit 3: Gender, Sexuality and Marriage Related Issues**

- 3.1 Meaning & Concept of Gender & Sexuality and Marriage
- 3.2 Religious and Cultural effect on Gender & Sexuality and Marriage
- 3.3 Marriage & persons with intellectual disability: Misconceptions & Remediation
- 3.4 Importance of Pre-marital Counseling, Gender Education
- 3.5 Sexuality related issues, HIV, STD

### **Unit 4: Disability Issues – Community**

- 4.1 Attitude of community towards Adults with ID
- 4.2 Community related Issues - Aggression, Antisocial behaviour, Abuse and Social discrimination of PwID
- 4.3 Creating Awareness related to community issues
- 4.4 Community involvement & Resource Mobilization
- 4.5 Impact of technological developments on disability issues

### **Unit 5: Adulthood and Family Training**

- 5.1 Family experiences of disability in the context of ageing
- 5.2 Training of Adults- Personal Care, Social, Domestic, Community and Leisure
- 5.3 Services for PwID in urban and rural areas
- 5.4 Independent living: Within family, Group home & Institution.
- 5.5 Parental Attitude and Counseling

### **Practicum/ Assignment/ Engagement (Any One)**

- To conduct awareness and orientation programme on various adulthood issues for parents
- To conduct and prepare a report on awareness programmes on various Govt. schemes and benefits at local level
  
- To conduct seminar on Sexuality, Marriage and Gender related issues of adults with ID
- To assess and present a report on family needs and Counseling
  
- To conduct sibling training programme and present a report

## Essential Readings

- Basu, S., Das, P., & Chakravarty, I. (2007). Family Life of the Disabled Aged, Ageing and Society. *Indian Journal of Gerontology*, 17 (3 & 4), 75 – 81.
- Blacher, J.(1984). Severely Handicapped Young Children and Other Families: Research in Review. Academic Press Inc., Ovlendio.
- Blook, F. (1974). *Our Deaf Children*, Martins Publishers Ltd. London.
- Cramer, H., & Carlin, J. (2008). Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey. *British Journal of Social Work*, 38 (6), 1060 – 1075.
- Dale, N. (2000). *Working with families of Children with Special Needs: Partnership and Practice*. Brunner- Routledge. East Sussex.
- Fewell, R., & Vadasy, P. (1986). *Families of Handicapped Children: Needs and Supports across the Life-span*. Ro-ed Inc. Texas.
- Findler, S. (2000). The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, *Families in Society*, 81(4) 70 – 381.
- Garginolo, R.M. (1985). *Working with Parents of Exceptional Children: A Guide for Professionals*, Houghton-Mifflin, Boston.
- Kashyap, L. (1991). Research on Families with Disabled Individuals: Review and Implications, in Unit for Family Studies (Ed.) *Research on Families with Problems in India*. Vol.II (pp.269-289). Tata Institute of Social Sciences, Bombay.
- Kashyap, L. (1996). Measurement Issues in Family Centered Social Work, in Bharat, .S. (Ed.) *Family Measurement in India*, Sage Publications. New Delhi.

## Suggested Readings

- Giffiths, M., & Russle, P. (Eds.) (1985). *Working Together with Handicapped Children: Guidelines for Parents and Professionals*. Souvenir Press, London.
- Glendinning, C. (1986). *A Single Door: Social Work with the Families of Disabled Children*. Allen and Unwin Ltd., London.
- Grinker, R. (1971). *They grow in silence: the deaf child and his family*. National Association of the Deaf, Maryland.



- Hartman, A. (1979). *Finding Families: An Ecological Assessment in Adoption*. Sage Publications, Beverly Hills.
- Hartman, A., & Laird, J. (1983) *Family Centred Social Work Practice*. The Free Press, New York.
- Hewett, S., Newson, J., & Newson, E. (1970). *The Family and the Handicapped Child: A Study of Cerebral Palsied Children in Their Homes*. Allen and Unwin Ltd., London.
- Hornby, G. (1994). *Counselling in Childhood Disability: Skills for working with Parents*. Chapman and Hall, London.
- Kashyap, L. (1986). The Family & Adjustment to their Hearing-Impaired Child. *The Indian Journal of Social Work* 47(1), 28-36.
- Powell, T. H. (1985). *Brothers and Sisters: A Special Part of Exceptional Families*. Paul Brooks, London.
- Ross, A. (1972). *The Exceptional Child in the Family*. Grune and Stratton, New York.

## **Paper Code: MSE-EDN-ID-11**

### **THERAPEUTICS AND ASSISTIVE DEVICES**

**Course Code: B 11**  
**Contact Hours: 60**

**Credits:4+1**  
**Marks: 100**

#### **Objectives**

After completing the course teacher educators will be able to

- *Gain knowledge about speech and language therapy.*
- *Understand the meaning and interventions of physiotherapy.*
- *Use occupational therapy for PwID.*
- *Comprehend and apply behavioural techniques for interventions.*
- *Select and use appropriate assistive devices for PwID.*

#### **Unit 1: Language Speech and Communication**

- 1.1 Nature, Definition, Scope, functions and development of language, Speech and Communication
- 1.2 Critical period and its importance in speech and language development
- 1.3 Modes of communication, (Aural, Oral, Finger Spelling, Sign and Sign Language, Cued, Speech and Total Communication)
- 1.4 Types of speech and language disorders in PwID
- 1.5 Enhancing and integrating speech and language into classroom context

#### **Unit 2: Physiotherapy**

- 2.1 Physiotherapy – Nature, Definition, objectives, Scope and functions
- 2.2 Modalities used in physiotherapy for persons with ID and its Associated Conditions
- 2.3 Movements and postures of human body
- 2.4 Specific conditions and physiotherapy management – Cerebral palsy, Spina bifida, Muscular dystrophy and Poliomyelitis
- 2.5 Integrating Physiotherapy into classroom context

### **Unit 3: Occupational Therapy**

- 3.1 Occupational therapy– Nature, Definition, objectives, Scope and functions
- 3.2 Modalities of Occupational Therapy for persons with ID with associated Conditions
- 3.3 Hand Functions– Types of grasps, grip, development, and eye-hand coordination
- 3.4 Sensory Integration – Nature, Development & Importance
- 3.5 Integrating Occupational therapy into classroom context

### **Unit 4: Behaviour Modification**

- 4.1 Aim, scope and importance of Behaviour Modification
- 4.2 Types of Behaviour– Adaptive and Maladaptive
- 4.3 Identification of Problem Behaviours, and Functional Analysis
- 4.1 Strategies for Behaviour Modification and Differential Reinforcement
- 4.2 Integrating Behaviour Modification in classroom context

### **Unit 5: Assistive Devices**

- 5.1 Definition, Importance and types of Assistive Devices for Independent Living
- 5.2 Different types of assistive devices for ID, HI, VI & Locomotor disability
- 5.3 Assessment of PWID needs to identify the appropriate assistive devices
- 5.4 Selection & use of appropriate Assistive Devices for PWID and Maintenance
- 5.5 Schemes of MoSJE– ADIP Scheme, DDRS and SC/ST scheme

### **Practicum/ Assignment/ Engagement (Any One)**

- To visit any two therapy centers and prepare and submit a report on available clinical facilities
- To present a case study on Behaviour Modification.
- To present a Seminar on Role & functions of RCI and Various Schemes of MoSJE for PwID
- To Prepare/Design appropriate adaptive and assistive device for PwID

## Essential Readings

- Antony, M.M., & Roemer, E. (2003). Behavior therapy. In A.S. Gurman & S.B. Messer (Eds.), *Essential psychotherapies* (2nd ed., pp. 182-223). Guilford, New York.
- Breines, E (1990). Genesis of occupation: A philosophical model for therapy and theory. *Australian Occupational Therapy Journal*, 37(1), 45-49.
- Colman, W. (1992). Maintaining autonomy: The struggle between occupational therapy and physical medicine. *American Journal of Occupational Therapy*, 46, 63-70.
- Hocking, C. (2004). Making a difference: The romance of occupational therapy. *South African Journal of Occupational Therapy*, 34(2), 3-5.
- McColl, M. A., Law, M., Stewart, D., Doubt, L., Pollack, N., & Krupa, T. (2003). *Theoretical basis of occupational therapy* (2nd Ed). New Jersey, SLACK Incorporated.
- O'Leary, K. D., & Wilson.G.T.(1975). *Behavior Therapy: Application and Outcome*. Prentice-Hall, New Jersey.
- Peshwaria, R., & Venkatesan. S. (1992) *Behavioural approach in teaching mentally retarded children - A manual for Teachers*. NIMH, Secunderabad.
- Robertson, D. (2010). *The Philosophy of Cognitive–Behavioural Therapy: Stoicism as Rational and Cognitive Psychotherapy*. Karnac. London.
- Yerxa, E. J. (1983). Audacious values: the energy source for occupational therapy practice in G. Kielhofner (1983) *Health through occupation: Theory and practice in occupational therapy*. Philadelphia, FA Davis.
- Yerxa, E., Clark, F., Jackson, J., Pierce, D., & Zemke, R. (1989). *An introduction to occupational science, A foundation for occupational therapy in the 21st century*. Haworth Press.

## Suggested Readings

- American Physical Therapy Association Section on Clinical Electrophysiology and Wound Management."Curriculum Content Guidelines for Electrophysiologic Evaluation" (PDF). Educational Guidelines. American Physical Therapy Association. Retrieved 29 May 2008.
- Clark, D. M., & Fairburn, C.G. (1997). *Science and Practice of Cognitive Behaviour Therapy*. Oxford University Press. New York.
- Lindsley, O., Skinner, B.F., & Solomon, H.C. (1953). "Studies in behavior therapy

(Status Report I)". Metropolitan State Hospital. Walthama.

- Martin, G.; & Pear, J. (2007). Behavior modification: What it is and how to do it (Eighth Edition). Pearson Prentice Hall, New Jersey.
- O'Leary, K.D., & Wilson, T.G.(1975). Behavior Therapy: Application and Outcome, 12-14.: Prentice-Hall, New Jersey.
- Thorndike, E.L. (1911), "Provisional Laws of Acquired Behavior or Learning", Animal Intelligence. The McMillian Company, New York.
- Wolpe, J. (1958). Psychotherapy by Reciprocal Inhibition. Stanford University Press, California.

## **Paper Code: MSE-EDN-ID-16**

### **SEMESTER-WISE PRACTICAL SEMESTER I**

**Area E 1: Teaching Practice**  
**Hours: 120**

**Total Credits:4+1**  
**Marks: 100**

Each Teacher Educators is expected to prepare 8 lesson plans for classroom teaching at Diploma (4) and Graduate (4) courses, out of them 2 will be ICT based one at Diploma and one at Graduate All the lessons will be supervised by the concerned practical coordinator. Each student trainee will be allotted 2 classes for peer observation. Out of 8 lessons at least one lesson with innovative methods and one lesson with integration of technology should be considered while selecting the lessons. Out of total 8 lessons, 6 will be guided and 2 will be submitted independently by the trainees. Trainees have to submit Teaching practice record along with the approved lesson plans with evaluation remarks signed by the practical supervisor and course coordinator of the class taught. Final lesson plan will jointly be evaluated by the external and internal examiners followed by viva-voce.

## **Paper Code: MSE-EDN-ID-17**

### **SEMESTER II**

**Area E 2 (a): Preparation & Administration of Teacher Made Test (TMT)**

**Total Credits: 02**

**Hours: 60**

**Marks: 50**

Each Teacher Educators is expected to prepare 1 TMT and administer on 3student with Special educational needs under the guidance of a Supervisor. Teacher Educators are expected to submit 2 copies of typed report on the same in detail consisting of conceptual background, rationale, methodology adopted in preparation of TMT, results, findings and conclusion. Teacher Educators must present the same in a seminar mode. The performance will jointly be evaluated by the external and internal examiners followed by viva-voce.

**Area E2 (b): Case Work (Clinical Set-Up)**

**Total Credits: 02**

**Hours: 60**

**Marks: 50**

Each Teacher Educators is expected to work with 10 new cases (Case history taking, Educational Screening & Assessment, management planning and referrals) and 5 follow up cases (review, detailed educational assessment, educational program planning, giving home based management plan with demonstration and referrals). Teacher Educators are expected to prepare two comprehensive report.

## **Paper Code: MSE-EDN-ID-18**

### **SEMESTER III**

#### **Area F1: Internship as a Teacher Trainer**

**Total Credits: 04**

**Hours: 120**

**Marks: 100**

Internship involves a compulsory placement in a teacher training institute/college running courses in the field of Special education. Internship will be organised for duration of four weeks. Each Intern is expected to teach 10 topics to student trainees undergoing training in Diploma/B.Ed.Spl.Edn. level as assigned by the master trainers of the respective institute. The Intern has to undertake any such duties as assigned by the Principal/ Incharge/ HOD of teacher training institute/college running courses in the field of Special education. The Interns are expected to submit a detail report on duties and responsibilities undertaken as intern dually certified by Principal/ Incharge/ HOD of teacher training institute/college running courses in the field of Special education

## **Paper Code: MSE-EDN-ID-19**

### **SEMESTER IV**

#### **Area F2: Field Engagement/Internship**

**Total Credits: 04**

**Marks: 100**

Teacher Educators will take up internships in organizations working in the field of Mental Retardation/Disability Rehabilitation for duration of four weeks. These may include Govt./Autonomous organizations/ NGOs,/ CBR projects/ Special Schools/ Inclusive schools, etc. The trainees are expected to prepare a relevant project proposal for the organisation where he/she is placed. The interns would be guided and evaluated by faculty supervisor of the teacher training college. The student has to undertake any such duties as assigned by the Principal/ Incharge/ Head of the internship organization. The project proposal should be presented in the respective colleges after completion of the internship.

# AREA C

## ELECTIVE COURSES

Note: Any one to be offered

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>	<b>Marks</b>
C12	Educational Management	4+1	100
C13	Educational Technology	4+1	100
C14	Guidance and Counseling	4+1	100



## Paper Code: MSE-EDN-12

### EDUCATIONAL MANAGEMENT

**Course Code: C 12**  
**Contact Hours: 60**

**Credits:4+1**  
**Marks: 100**

#### **Introduction**

Educational management is a field of study and practice concerned with the operation of educational organizations. The field draws links from diverse disciplines such as economics, general management & Information technology. The course content included in the present program hence includes inputs from varied disciplines and is envisaged to equip the learners to understand the know-how's of managing educational institutes on the basis of total quality management principles.

#### **Objectives**

After completing the course teacher educators will be able to

- *Explain the basic fundamental areas of management.*
- *Describe the skills required for enhancing institutional quality for sustained development.*
- *Enumerate the skills required for capacity building of human resources.*
- *Explain the skills needed to manage data for various information management processes.*
- *Prepare cost effective budgets, proposals and describe ways of managing financial resources.*

#### **Unit 1: Foundations in Educational Management**

- 1.1 Definition & Concept: Management as an art, science, organization, person & a discipline
- 1.2 Approaches to management; a) Classical approach, b) Human relation approach, c) Systems approach, d) Contingency approach
- 1.3 Principles & processes of management
- 1.4 Styles of management; autocratic, laissez-faire, transactional, contingency
- 1.5 Leader vs. Manager; role competencies

#### **Unit 2: Total Quality Management in Education**

- 2.1 Concept of Quality and issues in Quality management of educational institutes

- 2.2 Educational applications
- 2.3 Assessment of educational institutions
- 2.4 Strategic planning & Sustainable development
- 2.5 Implementing TQM

### **Unit 3: Human Resource Management**

- 3.1 Manpower planning, talent acquisition & management
- 3.2 Employee benefits, welfare & Performance appraisals systems- 360 degree approach
- 3.3 Training, development & capacity building
- 3.4 Organisational behaviour; climate & culture
- 3.5 Individual & group dynamics, conflict management & negotiations

### **Unit 4: Educational Management Information Systems (EMIS)**

- 4.1 Need, relevance and National agencies for EMIS
- 4.2 Internal & external stakeholders of EMIS
- 4.3 Tools & process for collecting and disseminating data & using information
- 4.4 Constituting indicators & data monitoring plans
- 4.5 Dissemination, distribution & publication of data

### **Unit 5: Financial Management**

- 5.1 Need & Importance of financial management in educational institutes
- 5.2 Basic concepts in accounting
- 5.3 Importance & types of budgeting
- 5.4 Resource mobilisation & allocation
- 5.5 Proposal writing for funding in educational institutes

### **Transaction**

Lectures, Field visits, Self-study

### **Course Work/ Field Work**

- Proposal writing for fund raising of an educational institution
- Review performance appraisals from 2 educational institutions one each from a teacher training college and other from special school

### **Suggested Readings**

- Bhardwaj, K. S., (2014). Human Resource Development in Education. Partridge Publication, Gurgaon.
- Bush, T., & Paul, L. S. (2006). Principles and Practice of Educational Management. Chapman A Sage Publications Company, London.
- Chatterjee, B. K. (2011). Finance for Non – Finance Managers. Jaico Publishing House, New Delhi.
- Deshmukh, A.V., & Naik. A. P. (2010). Educational Management. Himalaya Publishing House Pvt. Ltd., Mumbai.
- Dessler, G. (2012). Human Resource Management. Prentice Hall, London.
- Dimmock, C. (2012). Leadership in Education: Concept, Themes and Impact. Routledge, New York.
- Leithwood, K., & Jantzi, D. (1999). Changing Leadership for Changing Times. Open University Press, London.
- Lewls, T. (2012). Financial Management Essentials: A Handbook for NGOs.
- Mathis, R. L., & Jackson, J. H. (2010). Human resource management (13th ed.).
- Mukhopadhyaya, M. (2011). Total Quality Management in Education. Sage publications India Pvt. Ltd. New Delhi.
- Nkomo, S. M., Fottler, M. D., & McAfee, R. B. (2010). Human resource management applications: Cases, exercises, and skill builders (7th ed.).
- Pande, S., & Basak, S. (2012). Human Resource Management. Text and Cases. Amazon Digital South Asia Services, Inc.
- Rayner, S. (2007). Managing Special and Inclusive Education. Sage Publications Ltd. London.

- Senge, P. (2007). A Fifth discipline Resource. Schools that lead: Nicholas Brealey Publishing, London.
- Senge, P.M. (1994). The fifth Discipline; The Art & Practice of The Learning Organization. Currency Doubleday, New York.
- Shapi, J. (N.K). Writing a Funding Proposal.
- Ulrich, D., & Brockbank, W. (2005). The HR Value Proposition. Boston: Harvard Business School Press. (ISBN-13: 978-1591397076 or ISBN-10: 1591397073).

## **Paper Code: MSE-EDN-ID-13**

### **EDUCATIONAL TECHNOLOGY**

**Course Code: C 13**

**Contact Hours: 60**

**Credits:4+1**

**Marks: 100**

#### **Objectives**

After completing the course teacher educators will be able to

- *Discuss roles of Educational Technologists in various contexts.*
- *Understand various aspects of Management of Information System*
- *Develop various skills to use technology in education*
- *Integrate suitable ICT effectively in teaching-learning-evaluation.*
- *Learn online learning*

#### **Unit 1: Educational Technology**

- 1.1 Concept, Definition and Scope of Educational Technology .
- 1.2 Need and Role of Educational Technologists in India .
- 1.3 Role of technology in Special Education.
- 1.4 Approaches of Educational Technology .
- 1.5 Computer Assisted Instruction for CWSN

#### **Unit 2: Data Based Management information System**

- 1.1 Files and databases
- 1.2 Data storage and file management, file management system
- 1.3 Database management systems
- 1.4 Types of database organization, different features and types of DBMS
- 1.5 Management information system in the field of education

#### **Unit 3: Internet, Communication and Education**

- 3.1 Concepts and types of networks and communication networks.
- 3.2 The internet and the World Wide Web, new Internet technologies, Internet Applications in Education.
- 3.3 Communication channels and protocols – factors affecting communication
- 3.4 Browsers and search engines
- 3.5 Introduction to web designing

## **Unit 4: ICT**

- 4.1 ICT for 21<sup>st</sup> century learning
- 4.2 ICT for teaching-learning
- 4.3 Role of ICT in Special Education
- 4.4 Multimedia: Meaning, uses of multimedia
- 4.5 Multimedia development, building blocks and its application in Special Education

## **Unit 5: Recent Trends in Technology**

- 5.1 Online Learning
- 5.2 Blended Learning
- 5.3 M-Learning
- 5.4 MOOC
- 5.5 OER

## **Course Work/ Practical/ Field Engagement**

- Prepare integrated technological lessons for teaching
- Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics
- Prepare a story board in any one unit of a subject for a child with disability
  
- Prepare Database and its report
  
- Pre web page of your institute/ school

## **Suggested Readings**

- Bhatt, B. D., & Sharma, S. R. (2003). Educational Technology concept and Technique (Modern Education Series). Kanishka Publisher, New Delhi.
  
- Diana, L. O. (2001). Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass
  
- Horton, W. (2001). Designing web-based Training. John Wiley & Sons. New Jersey.
  
- Kumar, K., Kumar, S. (2004). ICT Skill Development. GBD Publications, Gurusar Sadhar.
  
- Mukhopadhyay, M (1990). Educational Technology Challenging Issues. Sterlings

Publisher's Pvt. Ltd. New Delhi.

- Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York.
- Sallis, E., & Jones, G. (2002). Knowledge Management in Education London: Kogan Page Ltd.
- Santhosh, V. (2009). Information communications technology for teacher education. Kanishka Publisher, New Delhi.
- Schank, R.C. (2001). Virtual Learning. McGraw Hill. London.
- Shehzad, A. (2007). Teacher's Handbook of Educational Technology. Anmol, Publishing Pvt. Ltd., New Delhi.
- Singh, T. (2009). ICT Skill Development. Tandon Brothers, Ludhiana.
- Venkataiah, N. (2002), Educational Technology. APH Publication Corporation, New Delhi.

## **Paper Code: MSE-EDN-ID-14**

### **GUIDANCE AND COUNSELING**

**Course Code: C 14**  
**Contact Hours: 60**

**Credits:4+1**  
**Marks: 100**

#### **Objectives**

After completing the course teacher educators will be able to

- *State the basic concepts in Guidance & Counseling.*
- *Discuss Educational, Vocational and Personal Guidance.*
- *Describe testing devices and non-testing techniques of guidance.*
- *Analyze the problems faced by students in the contemporary world.*
- *Discuss the problems faced by children with disabilities.*

#### **Unit 1: Education and Career Guidance**

- 1.1 Concept, principles, Objectives and need for guidance at various educational levels
- 1.2 Types of Guidance: Individual and group, Personal, Educational and Vocational
- 1.3 Career Development needs of students. Changing scenarios in a global world
- 1.4 Tests and Techniques for Guidance: Testing techniques (Aptitude, Interest, Achievement & Personality) Non-testing techniques (Interview, Case study, observation, Diary, anecdotal and commutative record)
- 1.5 Essential services in a school guidance program

#### **Unit 2: Vocational Guidance**

- 2.1 Factors influencing choice of career
- 2.2 Theories: Vocational Choice, Vocational development and Career development theories
- 2.3 Assessment of Vocational maturity
- 2.4 Occupational information in Guidance
- 2.5 Guidance for students with disabilities.



### **Unit 3: Fundamentals of Counseling**

- 3.1 Concept and nature of counselling
- 3.2 Scope and objectives of counselling
- 3.3 Stages of the counselling process
- 3.4 Counseling techniques
- 3.5 Ethical principles and issues

### **Unit 4: Group approaches in Vocational Counseling and Guidance**

- 4.1 Types, areas and approaches of Counseling
- 4.2 Steps and skills in the counselling process
- 4.3 Advantages and Disadvantages of Group Guidance techniques
- 4.4 Essential services in school and community based guidance programs
- 4.5 Placement, research, evaluation services and Job study- i) Job description, ii) Job specification, iii) Job analysis, iv) Job satisfaction

### **Unit 5: Assessment in Educational and Vocational Guidance and Counseling**

- 5.1 Assessment of underachievement and challenges
- 5.2 Assessment of giftedness and special strengths
- 5.3 Career test construction, administration, scoring and interpretation
- 5.4 Crisis Intervention; Grief, relationships, depression, Academic, stress, violence, abuse
- 5.5 Role of counsellor in the contemporary context

### **Course Work/ Practical/ Field Engagement**

- 1. Visit different Guidance Centres and write a report
- 2. Review a film for counselling
- 3. List the resources required and their optimum use in managing a school guidance programme
- 4. Develop a career choice assessment tool in view of personal characteristics of any
- 5. Child with disabilities and available opportunities
- 6. Prepare a brochure on career opportunities for children with different disabilities

### **Essential Readings**

- Naik, P.S. (2013). *Counselling Skills for Educationists*. Soujanya Books, New Delhi.
- Nayak, A.K. (1997). *Guidance and Counselling*. APH Publishing, Delhi.
- Rao, V. K., & Reddy, R.S. (2003). *Academic Environment: Advice, Counsel and Activities*. Soujanya Books, New Delhi.
- Shah, A. (2008). *Basics in Guidance and Counselling*. Global Vision Publishing House.
- Sharma, V.K. (2005). *Education and Training of Educational and Vocational Guidance*. Soujanya Books, New Delhi.

### **Suggested Readings**

1. Kapunan, R.R. (2004). *Fundamentals of Guidance and Counselling*. Rex Printing Company, Phillipines.
2. Pal, O.B. (2011). *Educational and Vocational Guidance and Counselling*. Soujanya Books, New Delhi.

# **AREA D DISSERTATION**

## **Paper Code: MSE-EDN-ID-15**

### **DISSERTATION**

**Total Credits: 16**

**Marks: 400**

Teacher Educators are expected to complete the Dissertation work in four phases in four semesters, under the guidance of a supervisor as allotted by the HOD/Principal of the Department/ College

#### **Phase 1: Synopsis Presentation & Submission**

In the first semester the students have to develop the Research proposal (Synopsis) and present the same in the Faculty Seminar at the end of the first semester. The feedback and suggestions given in the seminar need to be incorporated and submitted as per University procedures.

#### **Phase 2: Review of Literature and Development of Tools**

During the Second Semester the Students have to conduct review of literature and develop relevant tools for their research work. Students have to present a seminar on collected review of literature and tools developed, seek feedback and incorporate suggestions given by the faculty.

#### **Phase 3: Data collection**

In phase three, students must complete data collection and data entry and coding.

#### **Phase 4: Data analysis, Results Discussion and Thesis Submission**

In phase four, Teacher Educators must complete Data analysis, Results and Discussion and report writing and submit the final Dissertation copy at the end of fourth semester. The Teacher Educators have to submit three typed copies (Hard bound) of Dissertation to the Department/ College by the end of IV Semester. The viva-voce will be held on a date fixed by the University. Dissertation and viva-voce will be evaluated jointly by external and internal examiners.