

**M.Ed. Special Education Curriculum
(For Regular Mode)**

M.Ed. Special Education (Intellectual Disability)

(M.Ed. Spl.Ed. - ID)

With effect from the Academic Year 2024-2025

Choice Based Credit System (CBCS)



**A University Accredited with A+ by NAAC
Category - I graded Autonomy by UGC**

**Faculty of Education
Osmania University, Hyderabad
Telangana State**

PROLOGUE

In recent years, India has witnessed a paradigm shift in its approach to special education, particularly in the realm of intellectual disability. This transformation has been driven by nationwide concerns regarding the quality of education for children with special needs and the professionalization of special education teacher preparation. The M.Ed Special Education (Intellectual Disability) program represents a critical step in this evolutionary trajectory, addressing the unique challenges and opportunities in this specialized field.

The landscape of special education in India has been significantly influenced by the recommendations of various committees and frameworks, including the Rehabilitation Council of India (RCI). The implementation of comprehensive special education programs has been instrumental in initiating a paradigm shift towards a more inclusive and learner-centric approach, particularly for students with intellectual disabilities.

This M.Ed program, founded on the principles outlined in the National Curriculum Framework for Teacher Education (NCFTE), National Council for Teacher Education (NCTE) Curriculum Framework, and RCI Curriculum, aims to steer special education towards a more holistic and effective approach. It emphasizes the cultivation of both professional competence and humanistic values in prospective special educators, with a specific focus on addressing the needs of individuals with intellectual disabilities.

In alignment with the National Education Policy (NEP) 2020, this curriculum is designed to be outcome-based and infused with Indian ethos. It provides comprehensive coverage of both theoretical foundations and practical field engagement, tailored to the unique challenges of educating students with intellectual disabilities. The program aims to prepare educators who are not only skilled in special education techniques but are also reflective practitioners capable of adapting to the diverse needs of their students.

This course represents a multifaceted approach to special education teacher preparation, designed to cultivate not just skilled educators, but responsible citizens capable of contributing to national progress in the field of disability education. The curriculum's alignment with the concept of 'Atmanirbhar Bharat' (Self-Reliant India) underscores its role in fostering a teaching workforce that can lead the nation towards becoming a progressive, developed, and inclusive society.

As you embark on this M.Ed Special Education (Intellectual Disability) program, you are joining a transformative journey that goes beyond traditional teacher education. You will be equipped with the knowledge, skills, and ethical foundations necessary to make a significant impact in the lives of individuals with intellectual disabilities. This program will challenge you to think critically, act compassionately, and lead innovatively in the field of special education.

The success of these educational reforms and your role in them will largely depend on effective implementation and continuous evaluation of their impact on the quality of special education. As future leaders in this field, you will be at the forefront of ensuring that India's special education system remains responsive to both global educational trends and the unique socio-cultural context of our nation.

Members of Core Committee:

Prof. T. Mrunalini – Head, Department of Education

Prof. Ravindranath. K. Murthy, Principal, Univ. College of Education.

Dr. J. Lalitha, CBoS, Special Education

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Osmania University, Hyderabad

Rules and Regulations of M.Ed. Special Education (ID) Course

CBCS pattern with effect from the Academic Year 2024 – 25

All the rules and regulations, herein after, specified should be read as a whole for the purpose of interpretation.

I. Definitions

In these Regulations, unless the context otherwise requires:

- a. **“University”** means Osmania University
- b. **“Post Graduate programmes”** means master’s degree course 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 credit 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.

II. Admission

A candidate for admission to two year (4 – semesters) M.Ed. Special Education (Regular Mode) Course has to qualify at the Entrance Test conducted by Osmania University, Hyderabad, Telangana State for the concerned academic year or the merit list prepared based on qualifying examination marks. The candidates will be admitted strictly in accordance with the merit secured at the entrance examination or merit list prepared based on qualifying examination marks, keeping in view the rules and regulations in force in respect of the statutory reservation of seats under various categories of candidates.

III. Curriculum Transaction

Curriculum includes theory, engagement and practicum. Engagement includes seminars, discussions, assignments, case studies, field experience, etc. This curriculum also provides an enriched experience to prepare teacher educators with professionalism through teaching at the institutional level 20 weeks (120 days) of internship in the institute.

The duration of M.Ed. Special Education will be of Two years (Four Semesters). Total number of working days – at least 400 days comprising of 100 instructional days in each semester.

- Each college has to upload the details of the internal activities conducted at the college level group activities conducted in the classroom and shall be uploaded in their websites by recording in digital form. Also, colleges shall submit the same to the Head, Dept. of Education / CBoS, Special Education at the end of each semester in external hard discs or in DVD's. (This will be effect from 2024-25 as mandatory)
- All the practice teaching related lessons across the semesters of all the students all the lessons have to be recorded with geotag showing the dates, the same has to uploaded in the respective websites and submitted to the Head, Department, university for verification.
- Students' attendance is mandatory and shall be submitted with evidence to the university audit / academic branch and Head, Dept of Education / CBoS, Special Education.
- Video recordings with Geotag based reports, case profiles, mapping, slip tests, quizzes, rapid-fire sessions, field-based surveys, etc., colleges shall submit the same to the Head, Dept. of Education / CBoS, Special Education at the end of each semester in external hard discs or in DVD's.

Online SWAYAM MOOCs

- MOOCs (SWAYAM / any other platforms) (a minimum of 2-credit) online course related to Research in Teacher Education – Academic writing, Ethics in Research and so on. The Principals of the Colleges of Education shall inform to the students during the beginning of the M.Ed. Programme to complete a minimum of 2-credit MOOCs course related to teacher education. The teacher trainee should submit the MOOC completed certificate before the completion of fourth semester.

IV. Working Hours / Instructional Hours

- Every college is expected to work for 6 hours a day. In other words, a working day should be of minimum 6 hours duration in a six-day working week i.e. 36 hours per week excluding lunch hour.
- The college should not run M.Ed. Special Education Programme on shift system basis and the working hours of the college should be a minimum of 6 hours in a day. Any deviation from this rule may lead to the dis-affiliation and cancellation of recognition by the University, State Government and RCI.

V. Scheme of Examination – M.Ed. SE (ID) with effect from 2024

A. Theory Courses

Semester 1

Course Code	Course Name	Credit	Marks		
			Internal	External	Total
A1	Developments in Education and Special Education	3	25	50	75
A2	Psychology of Development and Learning	3	25	50	75
B1	Identification, Assessment and Needs of Persons with Intellectual Disability	3	25	50	75
B2	Curriculum And Teaching Strategies for Persons with Intellectual Disability	3	25	50	75
Total		12	100	200	300

Semester 2

Course Code	Course Name	Credit	Marks		
			Internal	External	Total
A3	Research Methodology and Statistics	3	25	50	75
A4	Curriculum Development & Educational Evaluation	3	25	50	75
B3	Adulthood and Family Issues of Persons with Intellectual Disability	3	25	50	75
B4	Therapeutics and Assistive Devices for Persons with Intellectual Disability	3	25	50	75
Total		12	100	200	300

Semester 3

Course Code	Course Name	Credit	Marks		
			Internal	External	Total
A5	Equitable and Inclusive Education	3	25	50	75
A6	Perspectives in Teacher Education	3	25	50	75
C	Elective Courses (Any One)	2	25	50	75
D1	Dissertation	2	50	-	50
Total		10	125	150	275

Semester 4

Course Code	Course Name	Credit	Marks		
			Internal	External	Total
D2	Dissertation	14	250	100	350
G	Employability Skills	2	25	50	75
H	Online Course – Swayam Portal	2	-	-	-
Total		18	275	150	425

Theory Courses – Total Credits

Sl No:	Semesters	Credit	Marks		
			Internal	External	Total
1	Semester 1	12	100	200	300
2	Semester 2	12	100	200	300
3	Semester 3	10	125	150	275
4	Semester 4	18	275	150	425
Total		52	600	700	1300

B. Practical Courses**Semester 1**

Course Code	Course Name / Activities	Credit	Marks		
			Internal	External	Total
E1	Practicals related to Disability Specializations • Teaching Practice	8	150	50	200
Total		8	150	50	200

Semester 2

Course Code	Course Name / Activities	Credit	Marks		
			Internal	External	Total
E2	Practicals related to Disability Specializations				
	A. Preparation and Administration of Teacher Made Test (TMT)	4	75	25	100
	B. Case Work	4	75	25	100
Total		8	150	50	200

Semester 3

Course Code	Course Name / Activities	Credit	Marks		
			Internal	External	Total
F1	Field engagement / internship related to disability specializations • Internship as a Teacher Educator	6	100	50	150
Total		6	100	50	150

Semester 4

Course Code	Course Name / Activities	Credit	Marks		
			Internal	External	Total
F2	Field engagement / internship related to disability specializations	6	100	50	150
Total		6	100	50	150

Practical Courses – Total Credits

Sl No:	Semesters	Credit	Marks		
			Internal	External	Total
1	Semester 1	8	150	50	200
2	Semester 2	8	150	50	200
3	Semester 3	6	100	50	150
4	Semester 4	6	100	50	150
Total		28	500	200	700

Semester Wise Total Credits

Sl No:	Semesters	Credit		
		Theory	Practical	Total
1	Semester 1	12	8	20
2	Semester 2	12	8	20
3	Semester 3	10	6	16
4	Semester 4	18	6	24
Total		52	28	80

Total Credits

Sl No:	Course Type	Credit	Marks		
			Internal	External	Total
1	Theory Courses	52	600	700	1300
2	Practical Courses	28	500	200	700
Total		80	1100	900	2000

VI. General Rules for Examination

- All Examinations of the University shall be held at Headquarters of the University or at such places and on such dates as may be notified.
- Applications for permission to appear for an Examination shall be made on the prescribed form, accompanied by three passport size full face photographs (not profile) along with the necessary certificates regarding attendance, practical work, etc. The prescribed fee should be submitted to the concerned Principal on or before the date fixed for this purpose. The Principal, after verifying the eligibility of the candidate, shall forward the application to the Examination Branch of the University.
- When a candidate's application is found to be in order, the Controller of Examinations shall send, as per the University procedure in practice, the attested Hall Ticket with the photograph of the candidate affixed to it, to the Principal of the College of Education. The Principal will then ensure that the candidate has complied with all the conditions regarding eligibility criteria and only then, issue the Hall Ticket to him / her. The Hall Ticket, thus issued to the candidate shall have to be produced by the candidate before he/she can be admitted to the premises where the Examination is held.
- A candidate who fails to present himself for the examination due to any cause whatsoever except shortage of attendance or one who fails to pass the examination shall not be entitled to claim refund of the whole or part of the examination fee or ask for the reservation of the same for a subsequent examination or examinations.
- A candidate who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance.
- A candidate after he / she has been declared successful in an examination shall be given a certificate setting forth the year of the examination, the subjects in which he / she was examined and the class / division / grade in which he / she was placed.
- No candidate shall be allowed to put in attendance for or appear at two examinations at one and the same time. This rule does not apply to the examination for part-time Diploma or Certificate Courses conducted by the University. In other words, no candidate shall be allowed to pursue more than one-degree course through regular mode in O.U.
- Students who have appeared once at any examination of the university need not put in fresh attendance if they want to re-appear for the same examination not with- standing the fact that new subjects may have been introduced or the group of subjects has been changed by the university. They will, however, have to appear at the examination according to the scheme of examination and the syllabus in force.
- Whenever a course or a scheme of examination in O.U changes, one more examination in the following year shall be conducted according to the old syllabus/regulations. Candidates not availing themselves of this one chance or failing at this examination shall take the examination thereafter according to the changed syllabus and regulations.
- Candidates will be allotted to M.Ed. Spl. course at the time of admission, strictly depending on the merit secured at the common entrance test and subject to the rules and regulations in force from time to time, including rules of reservation.

- Instruction in various subjects shall be provided by the College of Special Education as per the scheme of instruction and syllabi prescribed.
- The programme of instruction, examination and vacation shall be notified by the Osmania University.
- The medium of instruction shall be **English**.
- Osmania University examinations shall be held as prescribed in the scheme of the examination.
- The course of study shall consist of class lectures, tutorials, workshops, Internship, engagement with the field, practicum & record work.
- The Osmania University examination in the theory papers will be a written examination. Besides the written examination, there will be practical examinations in the two methods of teaching opted by the candidate. Practicum is examined by two jury members (one internal and one external examiner) who will be conducted as per the schedule notified by the Controller of Examinations, OU.
- Principal of the College should depute their teachers for examination work as and when assigned by the Osmania University. Examination work assigned by the University is part of duty of every teacher educator. Any kind of avoidance / negligence of examination duty shall be treated as violation of the Code of Conduct.

VII. Rules of Attendance

- The degree of Master of Education shall be conferred on a candidate who, after getting admission into the M.Ed. Special Education course as specified above, has pursued a – Regular Course of Study as herein prescribed and fulfilled the conditions laid-down for the attendance of students and passed the prescribed teaching examination both in theory and practical.
- A regular course of study in Osmania University means attendance at not less than 80% in teaching / instructional period and 90% of attendance during the period of practical / internship of the M.Ed. programme. 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 of the College of Education. A monthly consolidated attendance will be displayed on the college notice board on 5th of every month.
- For the students who are continuously absent for ten days or more, three notices will be served stating that he / she has to forfeit his / her seat, if he / she fails to report to the college immediately.
- The students who fail to maintain 40% of minimum attendance is not eligible for seeking readmission upon full payment of all prescribed fees in the subsequent academic year.
- The students who do not have adequate attendance will not be considered for the award of any scholarship or any kind of financial aid by the colleges or any other government or quasi-government agency.
- Attendance shall be reckoned from the date of admission to the course in Osmania University.

VIII. Award of Class / Division / Grade - SGPA, CGPA**Award of Grades**

Range of % of Marks	Grade	Grade Point	Division
85 to 100	O	9.00 - 10.00	Outstanding
70 to 84	A	8.00 - 8.99	First Class with Distinction
60 to 69	B	6.00 - 7.99	First Class
55 to 59	C	5.50 - 5.99	Second Division with 55%
50 to 54	D	5.00 - 5.49	Second Class
40 to 49	E	4.00 - 4.99	Pass Division
Less than 40	F	--	Fail
	Absent		

Minimum Pass marks in Theory Papers : 40%

Minimum Pass marks in Practical
Examinations / Field based reports / Records : 50%

Note: Candidates who have not passed the examinations in the first attempt along with the batch in which they were admitted are not eligible for *Rank Certificates / Gold Medals / Prizes*

Award of Grades for Courses

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	F	-	-	-

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 all the Papers)

SGPA = Total Credit Points in the Semester-1

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 CGPA =

[SGPA of I Semester x Total Credits of I Sem]. + [SGPA of II Semester x Total Credits of II Sem] + [SGPA of I Semester x Total Credits of III Sem]. + [SGPA of I Semester x Total Credits of IV Sem].

Total Credits of I Semester + Total credits of II Semester + Total credits of III Semester + Total credits of IV Semester

Example: Semester – I

Course / paper	Credits	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
A1: Developments in Education and Special Education	3	A	8	3 * 8 = 24
A2: Psychology of Development and Learning	3	B	6	3 * 6 = 18
B1: Identification, Assessment and Needs of Persons with Intellectual Disability	3	A+	9	3 * 9 = 27
B2: Curriculum And Teaching Strategies for Persons with Intellectual Disability	3	A	8	3 * 8 = 24
E1: Practicals related to Disability Specializations – Teaching Practice	8	O	10	8 * 10 = 80
Total	20			173

Total Credit Points : 173

Total Credits : 20

SGPA = $\frac{\text{Total Credit Points in the Semester-1}}{\text{Total Credits in the Semester -1}}$ = $173 / 20 = 8.65$

SGPA for Semester-1 = 8.65

Example: Semester – II

Course / paper	Credits	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
A3: Research Methodology and Statistics	3	A+	9	3 x 9 = 27
A4: Curriculum Development & Educational Evaluation	3	B	6	3 x 6 = 18
B3: Adulthood and Family Issues of Persons with Intellectual Disability	3	A	8	3 x 8 = 24
B4: Therapeutics and Assistive Devices for Persons with Intellectual Disability	3	B+	7	3 x 7 = 21
E2: Practicals related to Disability Specializations				
A. Preparation and Administration of Teacher Made Test (TMT)	4	O	10	4 x 10 = 40
B. Case Work	4	O	10	4 x 10 = 40
Total	20			170

Total Credit Points : 170

Total Credits : 20

$$\text{SGPA} = \frac{\text{Total Credit Points in the Semester-1}}{\text{Total Credits in the Semester -1}} = 173 / 20 = 8.5$$

SGPA for Semester - 2 = 8.5

Example: Semester – III

Course / paper	Credits	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
A5: Equitable and Inclusive Education	3	A	8	3 * 8 = 24
A6: Perspectives in Teacher Education	3	B	6	3 * 6 = 18
C: Elective Courses (Any One)	2	A+	9	2 * 9 = 18
D1: Dissertation	2	A	8	2 * 8 = 16
F1: Field engagement / internship related to disability specializations: Internship as a Teacher Trainer	6	O	10	6 * 10 = 60
Total	16			153

Total Credit Points : 136

Total Credits : 16

$$\text{SGPA} = \frac{\text{Total Credit Points in the Semester-1}}{\text{Total Credits in the Semester -1}} = 136 / 16 = 8.5$$

SGPA for Semester - 3 = 8.5

Example: Semester – IV

Course / paper	Credits	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
D2: Dissertation	14	O	10	14 * 10 = 140
G: Employability Skills	2	B	6	2 * 6 = 12
H: Online Course – Swayam Portal	2	A+	9	2 * 9 = 18
F2: Field engagement / Internship	6	O	10	6 * 10 = 60
Total	24			230

Total Credit Points : 230

Total Credits : 24

SGPA = $\frac{\text{Total Credit Points in the Semester-1}}{\text{Total Credits in the Semester -1}}$ = $230 / 24 = 9.58$

SGPA for Semester - 4 = 9.58

CGPA: Example: Faculty of Education

I Semester	: Total CPTs	=	173	Total Credits	=	20
II Semester	: Total CPTs	=	170	Total Credits	=	20
III Semester	: Total CPTs	=	136	Total Credits	=	16
IV Semester	: Total CPTs	=	230	Total Credits	=	24
CGPA		=	$\frac{173 + 170 + 136 + 230}{20 + 20 + 16 + 24}$	=	$709 / 80$	
				=	<u>8.86</u>	

IX. Improvement of Division / Grade

- When a candidate has passed in one or more papers / subjects in the first attempt in the regular examinations(s) conducted by the University for his / her batch, paper- wise improvement is permissible only in those papers.
- A candidate is permitted to appear for paper-wise improvement only once in the immediately following examination.
- A candidate who wishes to improve his / her overall performance may be permitted to do so if he / she appear in the immediate next regular examination conducted by the University.
- Regular examination means an examination conducted at the end of the academic session for which the candidates were admitted and had undergone instruction.
- A candidate appearing for paper-wise improvement is permitted to have the better of the two awards for the purpose of award of class / division.

X. Appearance and Reappearance for the Examination

- Candidates who have completed practical work and submitted records specified in the curriculum alone are eligible to appear for theory and practical examination of M.Ed. course. No candidate without the completion of class lectures, tutorials, workshops, Internship, practicum & record work is not allowed for final university level practical and theory examinations.
- The Principal of the College of Education will have the discretion of not allowing the candidates to appear for the final theory examination in case their practical work as prescribed is not satisfactory or incomplete at the time of sending the application form for examination. Such candidates will have to seek fresh admission or readmission in the subsequent years to complete their practical work.
- A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory paper(s) in which he / she failed or in all the theory papers, at any subsequent examination without putting in further attendance, provided he / she does not change the subjects originally offered by him / her.
- In case class lectures, tutorials, workshops, Internship, practicum & record work are not satisfactorily completed, the candidate will be permitted to appear for the semester-end examination / final practical examination only after completing such practical work after seeking admission (re-admission) to M.Ed. as a casual student and producing thereafter, certificates of satisfactory work in the required areas.
- Attendance at N.C.C. / N.S.S. Camps or Inter-Collegiate or Inter-University or Inter-State or National or International matches or Debates, Youth Festivals or Educational Excursions if they form the part of the curriculum, or attendance at such other inter-university, inter-college activities, as approved by the university, will not be counted as absence. However, the aggregate of such absence should not exceed two weeks in the entire course period.

XI. Teaching Faculty as Mentors

Each lecturer in the College of Education will act as a mentor. They will be entrusted the responsibility of Mentorship, who will be responsible for monitoring the overall progress of the student teacher, i.e., attendance, preparation for practicum, Internship and his overall participation in the M.Ed. programme. Each mentor will be allotted a maximum of 5 student teachers and he / she will take care of his / her progress and participation in the M.Ed. programme. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the report prepared by student-teachers and conduct of practicum of the M.Ed. programme.

The Principal of the College of Education is expected to submit the list of mentors and the students allotted to each mentor to the Head, Department of Education, OU.

XII. Transitory Provisions: 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	Undergone a Regular Course of Study of Semester – I and II 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	
	No. of Papers / Subjects prescribed for Semesters I and II: 8	No. of backlogs permitted: 4
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:

- A student who did not put in the required attendance in a semester / year of a course and thus detained
- 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;
- 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.
- 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., Four 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.

- They should have been promoted to next semester in which they are seeking readmission.

- They should join the course within 4 weeks in case of semester system from the date of commencement of classes
- They should be able to complete the course within the double the duration of the course (i.e., Four years) from the year of their original admission.
- They should pay the readmission fee as prescribed by the University

NOTE: No readmission shall be made after the cutoff date (4th week in a 15 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.

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

XIII. Pattern of Theory Question Papers

Duration of every theory paper will be 2 hours and maximum marks are 50. The question paper comprises two sections: In 50 marks paper,

- Section A – consists of Eight (8) short answer type questions. Out of which a candidate is expected to answer any Five (5) questions in about two pages each. Each question carries 6 Marks. Total marks for Section – A is 30 marks.
- Section B – consists of Four (4) Essay types of questions, out of which a candidate is expected to answer any Two (2) questions in about four pages each. Each question carries Ten (10) Marks. Total marks for Section – B is 20 marks.

XIV. Dissertation requirements for M.Ed

1. **Individual Work and Supervision:** The requirement for every student to work individually under a teacher's supervision emphasizes the importance of original research and personal academic growth. This one-on-one mentorship allows for tailored guidance, helping students develop their research skills, critical thinking, and academic writing abilities. The supervisor can provide expertise in the student's chosen area of study, offer feedback on research methods, and assist in navigating challenges that arise during the dissertation process.
2. **Timing and Planning:** Assigning the dissertation topic and supervisor in the first semester is a strategic decision. This early start gives students a significant advantage:
 - It allows for a more extended period of literature review and research design.
 - Students can refine their research questions and methodologies over time.
 - There's ample opportunity to collect data, especially if the research involves longitudinal studies or requires access to educational settings over multiple semesters.

- Students can better balance their dissertation work with other coursework throughout the program.
- 3. **Academic Credit and Evaluation:** The allocation of 16 credits and 400 marks to the dissertation underscores its significance in the M.Ed. program:
 - This substantial weighting likely makes the dissertation one of the most important components of the degree.
 - The high mark allocation allows for a nuanced evaluation of various aspects of the dissertation, potentially including the literature review, methodology, data analysis, discussion, and overall presentation.
- 4. **Passing Requirement:** The 50% pass mark sets a clear benchmark for acceptable work. This threshold ensures that all passing dissertations meet a minimum standard of quality and rigor expected at the master's level in education research.
- 5. **Adherence to Curriculum Guidelines:** This point emphasizes the need for students to follow established academic standards and expectations. These guidelines might include:
 - Specific formatting requirements
 - Ethical research practices
 - Expected length or depth of the dissertation
 - Required components (e.g., abstract, literature review, methodology, results, discussion)
 - Citation and referencing standards should be in latest APA format

Additional Considerations:

- The three-semester timeline for completing the dissertation allows for a phased approach: initial research and proposal in semester II, data collection and analysis in semester III, and writing and revisions in semester IV.
- This structure prepares students for potential future doctoral studies or research-oriented careers in education.
- The dissertation process helps students contribute new knowledge or insights to the field of education, potentially influencing teaching practices or educational policies.

XV. Conduct of Practicum Examinations

Conduct practicum exams and dissertation vivas with a panel of at least two examiners, including one external expert. Schedule sessions at least 2 – 4 weeks in advance, providing clear notification to students and examiners. For practicum's, allocate 45-60 minutes per student, combining practical demonstrations with oral questioning. Dissertation vivas should last 60-90 minutes, starting with a brief student presentation followed by in-depth questioning. Assess students on their practical skills, theoretical knowledge, research methodology, findings, and ability to defend their work. Use standardized rubrics and provide constructive feedback. Possible viva outcomes include Pass, Pass with revisions, or Fail. Maintain detailed records of each examination, ensure ethical conduct and fairness, and offer accommodations for students with special needs. Regularly review and update these processes to align with program objectives and educational standards. Details of the conduct of practical examination are given in respective papers.

Model Question Paper of Theory External Examination

Paper – I (A-1)

Time: 2 Hours

Max. Marks: 50

PART – A (5 * 6 = 30 Marks)

Note: Answer any **FIVE** questions from following. Each question carries 6 marks. The candidate is expected to answer any five questions in about two page each.

1.
2.
3.
4.
5.
6.
7.
8.

PART - B (2 x 10 = 20 Marks)

Note: Answer any **TWO** essay questions from the following. Each question carries 10 Marks. The candidate is expected to answer any two questions in about four pages each.

9.
10.
11.
12.

Note:

1. The paper setter should cover all the units judiciously.
2. The questions should be application type.
3. Examiners may give questions from Practicum related issues.

XVI. Internal Assessment Marks Allocation

- Each Paper will be assessed for 75 marks – 2 / 3 credits
 1. Theory / University Examination: 50 marks
 2. Internal Assessment: **25 marks**
 - Assignment –5 marks
 - Seminar Presentation - 5 marks
 - Field Based report / Seminar / Book Review / Article Review / Quiz / Discussion / slip test / class test etc. - 15 marks
 3. For **Psychology of Learning and Development Course**, students has to administer 5 Psychological assessment test including NITI and submit a record.

Note: Each student teacher should fulfill internal assessment activities in all papers. If any student failed to present seminar and other internal assessment activities such students shall not be allowed for Theory / University Examinations.

XVII. Master of Education - Special Education (M.Ed. Spl.Ed.) Programme Framework

i. PREAMBLE

Education is a nation's strength and the countries which invest its resources in education are always privileged, progressive and productive. The current growth strategy being pursued in India, places the highest priority on education as a central instrument for achieving rapid and inclusive growth. It is seen to encompass programmes designed to strengthen the education sector covering all segments of the education pyramid, viz. (i) elementary education, (ii) secondary education and, (iii) higher education. Being the world's third largest higher education sector; the attention towards higher education in India is seen to be significantly aiming for sustainable livelihoods and economic development. This is in addition to the pre-existing Constitutional provisions of - a democratic, just, socially conscious, cultured, and humane national development upholding liberty, equality, fraternity, and justice for all.

As India moves towards becoming a knowledge economy and society, more and more young Indians need to aspire and pursue higher education, hence the National Education Policy (NEP) 2020 provides a great deal of attention towards higher education. The policy while placing emphasis on quality higher education, suggests that besides personal accomplishments and enlightenment, the learners must be prepared for a constructive public engagement and productive contribution to the society. The purpose of quality higher education is therefore envisioned to be more socially engaged, promoting cooperative communities and a happier, cohesive, cultured, dynamic, innovative, developmental and prosperous nation.

The Rehabilitation Council of India (RCI) established in 1992, as a statutory body functioning under the Department of Empowerment of Persons with Disabilities (Divyangjan) (DEPwD), Ministry of Social Justice & Empowerment, Govt. of India. RCI is committed to realize the national goals for 'education of all' by specifically formulating, regulating, monitoring and updating the human resource development activities and trainings in the field of disability. It offers both face to face and distance mode programs through various Universities across the country. By way of collaborating with National bodies and other Ministries in the Government as well as reputed Universities abroad, RCI has always strived to facilitate and support need based education for persons with disabilities. RCI maintains and renews registrations of qualified personnel and professionals in its Central Rehabilitation Register (CRR) and stipulates Continuous Rehabilitation Education (CRE) in the field of Rehabilitation and Special Education. Revision of its syllabi of training programs, besides incorporating directives of ACTs and policies brings in expertise of all stakeholders so that the learners undergoing the programs are attuned to the current trends and futuristic requirements.

The present syllabi of M.Ed Special Education revised in 2024, has incorporated the provisions of RPWD Act (2016) and the NEP (2020). RPWD (2016) mandates promoting need based appropriate education, hence the human resource is required for both Special and Inclusive education. The revised courses while including latest Acts, policies and educational frameworks and developments has therefore looked at the aspects in both general and special education. Besides updating the earlier courses with current trends, philosophy and global practices in various aspects of education of persons with disabilities,

the learners will be more equipped to undertaking research and develop a progressive attitude to become teacher educators. The education technology along with the technology for empowerment of persons with disabilities, will prepare the learners for their roles as a 21st Century teacher educators. The revised curriculum will provide the learners with foundational know-how of pedagogical practices along with theoretical underpinning and employability skills. Besides this, it will prepare them as master teachers/teacher educators in the field of special and inclusive education, leading to generating special educators to meet the demands of quality and equitable educational practices of persons with disabilities in the country.

ii. AIM

The aim of the M.Ed. Spl.Ed. Programme is preparing teacher educators, researchers and educational leaders in the field of disability education. The major thrust of the M.Ed. Spl.Ed. Programme is professional preparation of teacher educators who would through this programme be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development of teachers in general and special educators in particular. The learners 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 and evidenced based practices in the field of pedagogical interventions and adaptations for children with disabilities.

iii. OBJECTIVES OF THE PROGRAM

The M.Ed. Spl.Ed. Programme supports three shared philosophical stances underlying longstanding tradition of preparing teacher educators as education leaders. These stances include teaching as inquiry, teaching as curriculum planning & development and teaching for social justice. The objectives of the program are to:

- Assist potential teacher educators to exert leadership in advocating and meeting educational needs of children and youth with disabilities in various settings.
- Offer special teacher educators the opportunity to develop specialized capacity for leadership in curriculum planning & development, pedagogy and universal design.
- Build theoretical knowledge and skills in research methodologies and conducting research in order to find plausible answers to the educational problems faced by children with disabilities and their teachers and others involved in facilitating all round development of these children.

iv. NOMENCLATURE

Nomenclature of M.Ed. Spl.Ed. Programme should be as per UGC Notification No. F.5-1/2013 (CPP-II) of 2014 and the new nomenclature will be Masters in Education – Special Education (Name of Specialization in Disability).

Example: For Intellectual Disability specialization, the nomenclature shall be Masters in Education – Special Education (Intellectual Disability). The abbreviated form shall be as M.Ed. Spl.Ed. (ID).

v. GENERAL FRAMEWORK OF THE PROGRAM**Structure of the 2 – year Program**

Areas	Title	Credits	Hours
A	Core Courses	18	540
B	Specialization Courses	12	360
C	Elective Courses	2	60
D	Dissertation	16	480
E	Practical I Related to Specialization	16	480
F	Practical II Field Engagement / Internship related to Specialization	12	540
G	Employability skills	2	60
H	Online Course – Swayam Platform	2	80
Total		80	2600

The syllabus is provided for a program as per the NCER (2023) guidelines.

vi. PROGRAM STRUCTURE**AREA A – CORE COURSES**

Course Code	Title	Credits	Hours
A1	Developments in Education and Special Education	3	90
A2	Psychology of Development and Learning	3	90
A3	Research Methodology and Statistics	3	90
A4	Curriculum Development & Educational Evaluation	3	90
A5	Equitable and Inclusive Education	3	90
A6	Perspectives in Teacher Education	3	90
Total		18	540

AREA B - SPECIALIZATION COURSES

Course Code	Title	Credits	Hours
B1	Identification, Assessment and Needs of Persons with Intellectual Disability	3	90
B2	Curriculum And Teaching Strategies for Persons with Intellectual Disability	3	90
B3	Adulthood and Family Issues of Persons with Intellectual Disability	3	90
B4	Therapeutics and Assistive Devices for Persons with Intellectual Disability	3	90
Total		12	360

AREA C - ELECTIVE COURSES

Course Code	Title	Credits	Hours
C1	Educational Management	2	60
C2	Educational Technology	2	60
C3	Guidance and Counseling	2	60
Total		2	60

Note: Any one of the following courses from C1 to C3 to be offered

AREA D - DISSERTATION

Course Code	Title	Credits	Hours
D1 & D2	Dissertation	2 + 14	480
Total		16	480

AREA E - PRACTICAL I

Course Code	Title	Credits	Hours
E1	Practicals related to Disability Specializations	8	240
E2	Practicals related to Disability Specializations	8	240
Total		16	480

AREA F - PRACTICAL II FIELD ENGAGEMENT / INTERNSHIP

Course Code	Title	Credits	Hours
F1	Field engagement / internship related to disability specializations	6	270
F2	Field engagement / internship related to disability specializations	6	270
Total		12	540

AREA G – EMPLOYABILITY SKILLS

Course Code	Title	Credits	Hours
G	Employability Skills	2	60
Total		2	60

AREA H – ONLINE MOOC COURSE

Course Code	Title	Credits	Hours
H	Online Course in Swayam Platform	2	80
Total		2	80

vii. ADEQUACY OF SPECIAL EDUCATION SYLLABI

The syllabus prescribed at the M.Ed. Spl.Ed. is on the basis of minimum requirements and therefore, Universities implementing the M.Ed. Spl.Ed. Programme can exercise flexibility in opting for the number of Courses in each semester without compromising on the adequacy and validity of the contents prescribed by the RCI.

viii. ELIGIBILITY FOR INSTITUTIONS TO IMPLEMENT M.ED. SPECIAL EDUCATION PROGRAM

Universities / Colleges and Institutions offering B.Ed. Spl.Ed. Programme alone are eligible for offering M.Ed. Spl.Ed. Programme.

ix. DURATION OF THE PROGRAM

The duration of the program is of two academic years. Universities need to distribute the courses and practicum semester wise as applicable as per the regulations of the concerned University). This can be completed in a maximum of three academic 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 a week (five or six days), during which physical presence in the institution of all the faculty, teachers and learners is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed. The minimum attendance of the learners shall have to be 80% for all course work and 90% for all practical's including internship (5% attendance may be condoned by the head of institution on genuine grounds).

The University may exercise some flexibility subject to condition and ensuring that the Course content is adequately covered.

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 / other disability specialization 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 in special education (Till Academic session 2014 – 15)
- d. A candidate with B.Ed. in a 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 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.
- e. A student with B.A./B.Sc./B.Com. B.Ed. Spl.Ed. (4 years Integrated)
- f. Candidate should have valid RCI registration

xii. ADMISSION

Admission Procedure: as per University norms.

xiii. PASSING CRITERIA

Minimum 50 % marks or grade 'B' are essential in all courses for passing in the programme (or, as per University norms)

xiv. 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 30 % and 50 % in the practical's wherever applicable.

xv. 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.

xvi. FACULTY – LEARNER RATIO

The faculty-learner 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 practicals, a maximum number of 15 students may be admitted for the M.Ed. Spl.Ed. Programme in each disability area of the disability specialization subject to prior permission of the RCI.

xvii. 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.

xviii. AWARD OF DEGREE

The Universities implementing the programme will award degrees in Master of Education - Special Education (Area of Specialization). For example, in the area of hearing impairment, the degree awarded will be Master of Education - Special Education (Area of Specialization) [abbreviated form - M.Ed. Spl.Ed. (ID)]. While issuing degree certificates, the Universities should clearly spell out the area of specialization.

xix. PRACTICING SCHOOLS / CENTRES

Special & Inclusive School – Own Special School / MoU with Special & Inclusive Schools/ Centres providing services to children with disabilities preferably up to senior secondary school level (wherever applicable) recognized 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. Institutions offering more than one programme in Special Education must have own Special School and MoU with other Special / Inclusive School for school engagement and field experience.

AREA A – CORE COURSES

Course Code	Title	Credits	Hours
A1	Developments in Education and Special Education	3	90
A2	Psychology of Development and Learning	3	90
A3	Research Methodology and Statistics	3	90
A4	Curriculum Development & Educational Evaluation	3	90
A5	Equitable and Inclusive Education	3	90
A6	Perspectives in Teacher Education	3	90
Total		18	540

Developments in Education and Special Education

Course Code: A1

Credits: 03

Hours: 90

Introduction

The course aims to develop sound understanding on how both education and special education have been developed in the country. This would include a critical appreciation in the learners about various legislations, policies and programs those have influences the growth in the field of special and inclusive education. The course would also provide learning opportunities to understand the challenges in the field and address these with appreciation of prospective in special and inclusive education.

Learning Outcomes

After completing this course, the learner should be able to:

1. Trace the evolution of India's education system, highlighting key historical developments and reforms.
2. Outline the progression of special education in India, identifying significant milestones and initiatives.
3. Evaluate the impact of both international and national legislation, policies, and programs on advancing education for individuals with disabilities.
4. Assess the opportunities available to and challenges faced by students with disabilities in various educational settings.
5. Identify and analyze barriers to inclusive education in Indian institutions.
6. Compare and contrast different perspectives on special and inclusive education, critically examining their theoretical foundations and practical implications.
7. Synthesize knowledge of educational history, policy, and practice to form well-reasoned opinions on current issues in special and inclusive education in India.

Unit 1: Overview of Education: It's Dimensions and Development

- 1.1 Aims of education: education as social sub-system
- 1.2 Dimensions of education: education as investment, education and human rights, education for ethical development
- 1.3 Education as purposive and continuous process, education for culture: socio-cultural changes
- 1.4 Development of education during ancient and Vedic period, Medieval period, Pre-independence period
- 1.5 Development of education post-independence period (including growth of school education) and educational reorganization

Unit 2: Overview of Special Education in India

- 2.1 Tracing Education for Persons with Disabilities in India: historical perspective of education of persons with disabilities in India (starting from Vedic and epic literature) and development during 20th century

- 2.2 Post-independence period (including constitutional provision and directive principles) and changing models of disability and emerging concept of education for person with disability (right based approach)
- 2.3 Changing perspectives in education of persons with disabilities from segregation to inclusive system
- 2.4 Access and enrolment: nature and severity of disability, types of schools attended, growth of schools; identification, early intervention as facilitator for educational access
- 2.5 Impact of technological advances and researches in special and inclusive education

Unit 3: Development of Special Education: Contribution of Legislations & Policies

- 3.1 Contribution of key international instruments in development of special education: UNESCO convention against discrimination, convention of the rights of persons with disabilities 2006, Review of efforts made by international organization: UNESCAP, UNICEF, WHO, UNDP, Sustainable Development Goal
- 3.2 Contribution of Indian legislations in development of special education for promoting education of person with disabilities: Rehabilitation Council of India Act, 1992, PWD Act 1995; National Trust Act 1999; RTE Act 2009; Rights of Persons with Disabilities Act 2016
- 3.3 Review of various national commissions, policies on education (NEP 1986, POA 1992, NEP 2020); Review of national policies with respect to persons with disability (2006) and draft national policy on persons with disabilities (2022)
- 3.4 Review of national programme to promote education of persons with disabilities: IEDS, DPEP, SSA, RMSA, SMSA, NIOS and its implication on education of persons with disabilities
- 3.5 Govt. schemes and provisions for education of persons with disabilities; reviews of contributions of national institutions for empowerment of disabilities, Growth and role of NGOs in promoting education of persons with disabilities: historical perspective, contribution of international and national as well local NGOs

Unit 4: Challenges in Education of Persons with Disabilities

- 4.1 Equality of Opportunities and Education and persons with disabilities, socially economically disadvantaged groups, commitment to the education of all through schooling regardless of ability: Identifying issues and addressing challenges
- 4.2 Need and significance enrolment and retention of persons with disabilities: Identifying issues and addressing challenges to promote enrolment and retention of children with disabilities
- 4.3 Accessibility: need and significance; improving accessibility of -built environments: classroom, laboratories, playground, canteen and other areas of school, accessibility in communication, reading and writing

- 4.4 Adaptation and reasonable accommodation in teaching learning process, learning resources and support: Identifying issues and addressing challenges
- 4.5 Status of support systems and resources for special and inclusive education: issues and challenges; required support system to meet diverse learning need of individuals, support and resources for home-based education, need for collaboration for support and resources

Unit 5: Prospective in Special and Inclusive Education

- 5.1 Quality Issues in Special and Inclusive Education: Quality education leads to quality learning outcome vis-à-vis gross enrolment, teacher education vis-à-vis quality special and inclusive education, Various reports on status of education among students with disabilities
- 5.2 Critical review on poor quality special and inclusive education: visible schools and non- visible learning, Quality issues in open schooling
- 5.3 Quality assurance in special and inclusive education: measures to prevent exclusion, assessing inclusion- inclusion index, assessing quality of inclusive practices
- 5.4 Quality assessment of special school and home-based schooling, future of quality assurance in special and inclusive education: auditing and accreditation of special and inclusive institutions
- 5.5 Currents Trends and Future Perspectives in Special and inclusive Education: Inclusive classrooms-collaboration of general and special education teachers, connecting early intervention and pre-school education with successful of inclusive and special schooling, integrating technology and acknowledging twice exceptional (2E) children

Course work / Practical / Field Engagement

- Assignment: Prepare and submit an assignment of 1000 words describing the status of special education / educating children with disabilities and diverse needs during Vedic, Medieval and Pre-independence Period
- Visit: Visit to a special school and an inclusive school of your locality. Gather data from both schools on enrolment, retention, accessibility, adaptations and accommodations of children with disabilities. Interpret the results and compare both schools.
- Group Activity: Conduct a focus group discussion or a symposium on quality assessment for special and inclusive schools and prepare recommendations. Post the recommendations on social media or discussion forum.

Transaction

Learners' engagement through interactive lectures, group discussion through case study and problem-based approach s as well as submission of assignments. The learning further needs to be strengthened through practicum activities, field engagement through visit. The assessment also needs to be in continuous basis.

Recommended Readings

- Compendium of Schemes. (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Government of India
- Dimitriadi, S. (2014). Diversity, special needs, and inclusion in early year education. SAGE Publications India Pvt Ltd.
- Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs, National Council of Educational Research and Training.
- Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M., Anupriya, C., & Salin, D. (2014). Including Children with Special Needs: Primary Stage. National Council of Educational Research and Training.
- Mishra, M., & Pettala, R. (2023). Education of socio-economic disadvantaged groups: From marginalisation to inclusion. Routledge India.
- National University of Educational Planning and Administration. (2014). Education for All Towards Quality and Equity in Education.
- Pangatungan, M. (2022). Special education book: A resource book for teachers and other professionals servicing students with disabilities. Palmetto Publishing.
- Tilak, J. B. G. (2018). Education and development in India: Critical issues in public policy and development. Springer Singapore. <https://doi.org/10.1007/978-981-13-0250-3>
- UNESCO. (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report 2005. United Nations Educational, Scientific and Cultural Organization.
- UNESCO. (2009). Review of Contexts and Structures for Education for Sustainable Development. United Nations Educational, Scientific and Cultural Organization.

Psychology of Development and Learning

Course code: A2

Credits: 3

Hours: 90

Introduction

This course provides the learner gain foundational knowledge in Educational Psychology. This course provides students an opportunity to advance their knowledge and understanding human development from infancy through adulthood. Emphasis is given to physical, cognitive, social and emotional development across the lifespan as well as motivation and learning across contexts. Theories of Intelligence which comprised of many factors are explained in the course. In this course the learner will review the theoretical approach for personality. This course deals with the importance and contribution of educational psychology on the theory and practice of education

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Analyze multiple dimensions of learner development and evaluate their implications on the learning process.
2. Critically examine and compare various theoretical perspectives on the learning process.
3. Demonstrate comprehensive knowledge of motivation theories and their impact on learning outcomes.
4. Differentiate and apply diverse theories of learning and creativity in educational contexts.
5. Explain the concept of personality and evaluate different methods of personality assessment.
6. Implement strategies based on course knowledge to support the learning and development of individuals with special needs.

Unit 1: Overview of Educational Psychology

- 1.1 Nature and scope of educational psychology
- 1.2 Principles of educational psychology
- 1.3 Methods of Educational Psychology : Observation, Experimental method, Correlational, Clinical and Case Study
- 1.4 Applications of educational psychology to persons with disabilities
- 1.5 Trends in Educational Psychology

Unit 2: Understanding the Development of the Learner

- 2.1 Development – Concept and dimensions of Development: Physical, Intellectual, Emotional, Social, Language and Moral dimensions
- 2.2 Theories of Development : Intellectual development – Bruner, Psycho social development - Erikson and Moral Development - Kohlberg

- 2.3 Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence
- 2.4 Types of developmental delays : Cognitive skills, Social and emotional skills, Speech and language skills and Gross and Fine motor skills
- 2.5 Factors affecting Growth and Development

Unit 3: Learning and Motivation

- 3.1 Concept and nature of learning
- 3.2 Theories of Learning and their educational implications: Levin's field theory, Gagne's theory of Learning and Donald Norman's Information Processing theory
- 3.3 Transfer of Learning : Types and Theories- Theory of Identical Elements and Theory of Generalization – Educational implications of transfer learning
- 3.4 Motivation: Types of motivation: Intrinsic and Extrinsic - Factors facilitating motivation
- 3.5 Theories of Motivation (Maslow, McClelland) and their educational implications

Unit 4: Intelligence and Creativity

- 4.1 Intelligence: Nature & meaning
- 4.2 Theories of Intelligence: Two-factor Theory (Spearman), Multifactor Theory (Thurstone), Structure of Intellect (Guildford) and Multiple Intelligence Theory (Howard Gardner)
- 4.3 Assessment of Intelligence: Verbal, Non –Verbal, Performance, Individual and Group
- 4.4 Creativity - Concept, Characteristics, Steps of Creativity – Factors Influencing Creativity
- 4.5 Theories of Creativity: Taylor's Level of creativity and Arieti's Theory - Measurement of Creativity

Unit 5: Personality & Group Dynamics

- 5.1 Personality: Concept & Nature - Factors Influencing Personality
- 5.2 Theories of Personality: Type Approach (Galen, Sheldon, Kretschmer, Jung), Trait Approach: (Allport, Cattell, Big Five Theory), Type-cum-Trait Approach (Eysenck), Psychoanalytical Approach (Sigmund Freud) and Humanistic Approach (Maslow, Carl Rogers)
- 5.3 Measurement of Personality in Educational settings: Tools and Techniques
- 5.4 Group Dynamics & Leadership - Group Dynamics Characteristics and Type of Groups - Educational Significance of Group Dynamics
- 5.5 Qualities of Good Educational Leadership.

Course work / Practical / Field Engagement

- Identify a child with developmental delay in early intervention programme. Prepare and implement programme that can help the child make progress. Submit the report of the intervention programme undertaken by the student learner.
- Choose an appropriate skill to teach a student with special need. While teaching the skill, observe if the child is physically and intellectually capable of learning the skill, how this learning motivate the child and how successful he/she in learning the skill. Make a report and submit
- Explore the differences between Intrinsic and Extrinsic motivation with the help of examples and discuss in the classroom
- Visit inclusive / special school and observe creative skills of children with special need and also plan programme to enhance the creative skills of two children with special needs
- Administer and interpret individual test intelligence – one for neurotypical child and one for child with special needs
- Visit inclusive/ special school. Identify two children with special needs or identify two adult with special needs and assess their personality characteristics in the dimensions of: activity- passivity, enthusiastic- non enthusiastic, assertive- submissive, suspicious- trusting, and depressive- non depressive and emotional stability- emotional instability. Record the assessment report and submit

Recommended Reading

- Aggarwal, J. C. (2009). *Child Development and the Process of Learning*, Shipra Publication, Delhi
- Aggarwal, J. C. (2008). *Essentials of Educational Psychology* (2nd Edition) Vikas Publishing House Pvt, Ltd., New Delhi.
- Anderman, E., &Corno, L. (Eds.). (2013). *Handbook of Educational Psychology*. London: Routledge.
- Bernstein, D. (2018). *Essentials of Psychology*. Boston: Cengage Learning.
- Bichkard, M.H. (2000). *Motivation and Emotion: An Interactive Process Model*. In R.D. Ellis,N.Newton (Edn). *The Caldron of Consciousness*. Pp.161-178. J.Benjamins.
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- Daniels, H. & Edwards, A. (2004). *Psychology of Education*. New York: Routledge.
- Guilford, J.P. (1967). *Nature of Human Intelligence*, New York : McGraw Hill

- Kincheloe, L. & Horn Jr, R. A. (2007). *The Praeger Handbook of Education and Psychology*. New Delhi: Atlantic Publishers & Distributors (p)Ltd.
- Meltzer, L. (Ed.). (2018). *Executive Function in Education: From Theory to Practice*. Guilford Publications.
- Sluckin, W. (2018). *Early Learning in Man and Animal*. London:Routledge.
- Wixted, J. T. (2018). *Stevens' Handbook of Experimental Psychology and Cognitive Neuroscience, Developmental and Social Psychology* (Vol. 4). New Jersey: John Wiley & Sons.

Web Links:

- <https://www.simplypsychology.org/piaget.html>
- https://en.wikipedia.org/wiki/Developmental_psychology
- <http://ncse.ie/wp-content/uploads/2014/10/ChildrenWithSpecialEdNeeds1.pdf>
- http://www.parentcenterhub.org/ld/14_05_13_web.pdf
- http://www.indiana.edu/~educy520/sec5982/week_3/cohen88.pdf
- https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0035_2017.pdf
- http://www.ncert.nic.in/announcements/oth_announcements/pdf_files/NLEPT_Catalogue.pdf

Research Methodology and Statistics

Course code: A3

Credits: 2

Hours: 90

Introduction

Research methodology and statistics are indispensable components of academic learning that empower students with the essential tools to navigate the complexities of the modern academic and professional landscape. Research methodology serves as the guiding framework for the systematic exploration of knowledge, offering students a structured approach to investigating questions, testing hypotheses, and contributing to the ever-expanding body of information within their chosen fields. It equips them with the skills needed to design robust studies, select appropriate data collection methods, and employ rigorous analytical techniques.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Understand and apply key research concepts and methods in educational settings.
- Design and conduct a small-scale research project in education or special education.
- Analyze and interpret research data using appropriate quantitative or qualitative techniques.
- Critically evaluate and synthesize research findings to inform educational practice.
- Effectively communicate research results through written reports and presentations.

Unit 1: Introduction to Research

- 1.1 Research: Concept, Meaning, and importance of research
- 1.2 Need for Research in Education and Special Education
- 1.3 Methods of Research
Descriptive/Analytical, Applied/Fundamental, Quantitative/Qualitative, Conceptual/Empirical, Historical, Longitudinal, Cross-sectional, Ethnographic and clinical studies
- 1.4 Research Design – Concept, meaning and Types – Features of good research design
- 1.5 Research Proposal Writing

Unit 2: Process of Research

- 2.1 Identification and formulation of Research Problem, Literature Review, Research Gap Analysis, Formulation of hypothesis, data collection, data analysis and reporting
- 2.2 Hypothesis – Concept, Meaning, Definition, Types

- 2.3 Sample and Sampling Techniques, Sampling Frame, Sample Error
- 2.4 Variables – Concept, meaning, types of variables; Threats in Research
- 2.5 Process of Tool Construction - Item selection, establishing norms, try out, pilot study, item analysis; Standardization of Tool – Establishing Reliability & Validity

Unit 3: Data Analysis

- 3.1 Data – Types of data: Primary and Secondary data, Data Collection: Methods and Organization of data: Array, Frequency, Grouped distribution
- 3.2 Data Analysis – Meaning, Importance and Types – Scales of Measurement - Normal distribution Curve, Standardization of data - Standard Score - Z Score
- 3.3 Parametric and Non Parametric tests – Concept and meaning
- 3.4 Process and Applications of Quantitative Research Methods and Analysis – Descriptive Statistics: Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation,
- 3.5 Process and Applications of Qualitative Research Methods and Analysis – Grounded Theory, Ethnography and Case Study, Narrative/ Discourse and Visual Methodologies, Mixed method, Themes, Coding and Presentation

Unit 4: Inferential Statistics

- 4.1 Inferential Statistics – Student t-test, ANOVA, ANCOVA, MANOVA & MANCOVA
- 4.2 Standard error of Mean, Confidence level, degree of freedom, one tail, two tail test - Type I and Type II Errors
- 4.3 Correlation: Product Moment, Biserial-r, point-biserial, Phi-Coefficient, Regression Analysis
- 4.4 Statistical Software Packages: SPSS, Jamovi, Amos etc.,
- 4.5 Graphical representation of data – Bar Diagram, Pie Chart, Scatter diagram, line Diagram, Doughnut, Bubble, Radar

Unit 5: Research Reporting & Publication Ethics

- 5.1 Research Reporting – Types - Steps in report writing – Precautions and Importance - Chapterization, Writing, Bibliography Format – APA format
- 5.2 Evaluating and Reviewing research reports and papers
- 5.3 Research Funding Agencies
- 5.4 Article Publication: Layout of a Research Paper - Journals in Education and Special Education – h-index, i10 index - SCI & SSCI indexed Journals
- 5.5 Ethical issues in Research and Research Publications– Ethical issues related to publishing: Plagiarism and self plagiarism.

Transaction

- Lectures, Hands on exercises, Demonstrations, Reading and reflecting, Course work/Practical/Field Engagement
- Field Visits to Research Institutions
- Workshops and Training Sessions
- Project(s) (Group/Small Group/Individual)
- Field Trips and Site Visits
- Analyze a set of data using computer application
- Assignment(s) (Group / Small Group / Individual)

Recommended readings

- Agarwal, V. (2022). Basic research methodology and statistics. SBPD Publications.
- Berg, B. L., & Lune, H. (2011). Qualitative research methods for the social sciences. Pearson.
- Bernard, O. (2012). Statistics in research: Basic concepts and techniques for research workers. Literary Licensing, LLC.
- Best, J. W., & Kahn, J. V. (1996). Research in education. Prentice-Hall of India.
- Bogdan, R. C., & Biklen, S. K. (2007). Qualitative research for education: An introduction to the methods (5th ed.). Pearson.
- Chaitanya Kumar, J. (2021). Basic research methods and statistics for social sciences. Insha Publications.
- Cohen, J. (1988). Statistical power analysis for the behavioral sciences. Academic Press.
- Cramer, D. (1996). Basic statistics for social research: Step-by-step calculations & computer techniques using Minitab. Routledge.
- Dooley, D. (1997). Social research methods. Prentice-Hall of India.
- Dr. B.R. Ambedkar Open University. (2020). Basic research and statistics book material. Dr. B.R. Ambedkar Open University.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage.
- Grewal, P. S. (1990). Methods of statistical analysis. Sterling Publishers.
- Gupta, S. (2003). Research methodology and statistical techniques. Deep & Deep Publishing.
- Jitendra Kumar, Anuradha, & Sagar, S. (2022). Basic research methodology and statistics. Thakur Publication.
- Kothari, C. R. (2004). Research methodology: Methods & techniques. New Age International.
- Koul, L. (1996). Methodology of educational research. Vikas Publishing House.
- Lipsey, M. W. (1990). Design sensitivity: Statistical power for experimental research. Sage.
- Mohanty, P. K., & Patel, S. K. (2019). Basic statistics (2nd ed.). Scientific Publishers.
- Nancy, L. L., Karen, C. B., & George, A. M. (1999). Basic research methods and statistics: An

integrated approach. S. Chand & Company Ltd.

Potti, L. R. (2004). Research methodology. Yamuna Publications.

Robert, A. N., William, G. J., & Phillip, J. A. (2012). Basic statistics for social research (Research methods for the social sciences, 38). Jossey-Bass.

Singh, A. K. (2004). Tests measurement and research methods in behavioural science. Tata McGraw-Hill.

Singh, Y. K. (2006). Fundamental of research methodology and statistics. New Age International.

Web Links:

- <https://ori.hhs.gov/module-3-elements-research>
- <https://www.iedunote.com/researchprocess#:~:text=The%2oresearch%2oprocess%2oaims%2oto,findings%2oin%20a%2oresearch%2oreport>.
- <https://southcampus.uok.edu.in/Files/Link/DownloadLink/RM%20U1%20P1.pdf>
- <https://statisticsbyjim.com/basics/descriptive-inferential-statistics/>
- <https://makemeanalyst.com/basic-statistics-for-data-analysis/>
- <https://www.scribbr.com/methodology/research-ethics/>

Curriculum Development and Educational Evaluation

Course Code: A4

Credits: 3

Hours: 90

Introduction

Changes in society constantly demand new knowledge and skills and require the continuous development of our educational system. This course will provide the learner the foundational know-how and theoretical underpinning of curriculum development from design and implementation to evaluation. Furthermore, 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. The course also takes the learners one step ahead by building an understanding of the contemporary evaluation practices as well as programme evaluation.

Learning Outcomes

After completing the course, the learners will be able to

- Analyze and compare various foundations, theories, approaches, and models of curriculum development.
- Apply different approaches and models to evaluate curricula in diverse educational contexts.
- Demonstrate understanding of key evaluation concepts and their historical development in education.
- Explain the scope and importance of evaluation in educational settings.
- Utilize evaluation as an effective tool to enhance the teaching-learning process.
- Design appropriate evaluation strategies for educational programs and curricula.

Unit 1: Curriculum Development and Curriculum Design

- 1.1 History, process, and principles of curriculum development
- 1.2 Types of curriculum design: Subject centered, Learner centered, Integrated, Core
- 1.3 Foundations of curriculum development: Philosophical, Psychological, Sociological, Political & Economic
- 1.4 Theories of Curriculum development: Structure oriented, Value-oriented, Content oriented & Process-oriented
- 1.5 Scientific and non-scientific perspectives, approaches, and models of curriculum development

Unit 2: Curriculum Evaluation

- 2.1 Importance and Need of curriculum evaluation
- 2.2 Agencies and Processes of curriculum evaluation

- 2.3 Approaches to curriculum evaluation: Scientific and humanistic, Intrinsic and pay-off, Formative and summative
- 2.4 Models of curriculum evaluation
- 2.5 Stakeholders in curriculum evaluation

Unit 3: Foundations of Educational Evaluation

- 3.1 Meaning of educational measurement, educational evaluation, and their relationship
- 3.2 Evolution of the functions of educational evaluation: Measurement, transparency, accountability, learning & decision making
- 3.3 Scope of educational evaluation: problem solving, accountability, knowledge construction, capacity building, organizational learning & advocacy and communication
- 3.4 Principles of educational evaluation
- 3.5 Types of educational evaluation: Process, outcomes & Holistic

Unit 4: Concepts and Processes Educational Evaluation

- 4.1 Evaluation of learning, for learning and as learning- Contexts, need and nature
- 4.2 Types of evaluation: Knowledge based, performance based, alternative and authentic and Tools of evaluation: Role play, concept maps, interviews, writing samples, projects, exhibitions, reflective journals, rubrics, rating scales
- 4.3 Equity & fairness in evaluation including adaptations and accommodations
- 4.4 Mastery Level Learning
- 4.5 Report writing: Format, content and mechanics

Unit 5: Programme Evaluation & Review

- 5.1 Concept, need, goals and tools
- 5.2 Evaluation of instructional programmes
- 5.3 Techniques of programme evaluation
- 5.4 Reliability, validity, and sensitivity in programme evaluation
- 5.5 Reviewing outcomes

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. Workshops on developing tools for content and programme evaluation

Course Work / Practical / Field Engagement

- Write a 2000 word essay describing the curriculum in action in an inclusive school
- Interview various stakeholders of a curriculum to understand their perspectives about the various elements of a curriculum
- Design rubrics for evaluating student learning in for any two areas of learning/ subjects
- 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.
- Attend a programme and submit an evaluative report on the same

Recommended Readings

- Aggarwal, D. (2007). Curriculum development: Concept, methods and techniques. Book Enclave.
- Audrey Nicholls, A., Nicholls, S., & Howard, S. (2018). Developing a curriculum: A practical guide. Taylor & Francis.
- Brady, L., & Kennedy, K. (2013). Curriculum construction. Pearson Higher Education AU.
- CIET. (2006). The process of making National Curriculum Framework-2005: A video documentary both in Hindi and English. NCERT.
- Daniels, H., & Porter, J. (2011). Educational theories, cultures and learning: A critical perspective. Routledge.
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- Jacobs, H. H. (1997). Mapping the big picture: Integrating curriculum and assessment K-12 (Professional development). Association for Supervision & Curriculum Development.
- Karami, H. (2018). Fairness issues in educational assessment. Taylor & Francis.
- Moss, A. (2019). Curriculum development in elementary education. EDTECH.
- Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues in curriculum. Allyn & Bacon.
- Scott, D. (2015). New perspectives on curriculum, learning and assessment. Springer International Publishing.
- Stufflebeam, D. L., & Kellaghan, T. (Eds.). (2012). International handbook of educational evaluation. Springer Netherlands.
- Swarupa Rani, J. (2004). Educational measurement and evaluation. Discovery Publishing House.
- Talla, M. (2012). Curriculum development: Perspectives, principles and issues. Pearson Education India.
- V. Ravi. (2015). Curriculum development. Lulu.com.
- Waugh, C. K., & Gronlund, N. E. (2013). Assessment of student achievement. Pearson.

- 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., & McTighe, J. (2005). Understanding by design. Association for Supervision and Curriculum Development.
- Wiles, J. (2009). Leading curriculum development. Corwin Press.
- Wiles, J. W., & Bondi, J. C. (2010). Curriculum development: A guide to practice. Prentice Hall.

Web Resources

- <https://oer.pressbooks.pub/curriculumessentials/chapter/chapter-factors-that-influence-curriculum-and-curriculum-evaluation/>
- https://www.sagepub.com/sites/default/files/upm-binaries/44333_12.pdf
- <https://discover.hubpages.com/education/Curriculum-Evaluation>
- <https://www.sciencedirect.com/topics/social-sciences/curriculum-evaluation>
- https://www.researchgate.net/publication/325088451_Curriculum_Design_and_Development
- https://portal.ct.gov/-/media/SDE/Health-Education/curguide_generic.pdf

Equitable and Inclusive Education

Course Code: A5

Credits: 03

Hours: 90

Introduction

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

Learning Outcomes

After completing the course, the learners will be able to

- Analyze and explain the philosophical, sociological, and humanistic perspectives of equitable and inclusive education.
- Identify, evaluate, and develop solutions for existing barriers to inclusivity and accessibility in school environments.
- Plan and outline strategies to transform school ecosystems and culture to foster inclusivity, equity, and mutual respect.
- Design and implement action plans for inclusive education practices in schools, applying theoretical knowledge to real-world scenarios.
- Demonstrate and promote a commitment to valuing individual differences and creating an inclusive educational environment.

Unit 1: Perspectives of Equitable and Inclusive Education

- 1.1 Historical perspective of Equitable and Inclusive education globally and in India
- 1.2 Approaches to disability and service delivery models
- 1.3 Principles of equity and 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 and Policies and Guidelines Promoting Inclusive Education- A Critique

- 2.1 Tracing voices for the support of inclusive practices in education from international declarations and conventions: (Universal Declaration of Human Rights,1948; World Declaration for Education for All,1990; Incheon Declaration, 2015-SDG-4; UNCRPD 2006
- 2.2 Conceptualizing and designing roadmaps for inclusion through international frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)

- 2.3 Legislation and policies that supports inclusive education: (a) Policies such as NPE 1986, NPE, 2020, National Curricular Framework for Foundational Stage (2022), National Curricular Framework for School Education (2023), National Policy for Persons with Disabilities (2006, and upcoming revision); (b) National acts such as RTE 2009 and its amendment, The RPwD Act 2016.
- 2.4 Contemporary national frameworks: Samagra Shiksha- An Integrated Scheme for School Education and Framework for Implementation, 2022; National Guidelines and Implementation Framework on Equitable and Inclusive Education (2023)
- 2.5 Guidelines on developing conducive and safe learning environment- Accessible Code for Educational Institutions (2022), Guidelines for the Development of e-Content for Children with Disabilities (2021); and Guidelines on School Safety and Security (2021)

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 Emerging roles of teachers- facilitator, leadership, reflective teacher, counselor, agent of change.
- 3.4 Assistive Technology
- 3.5 Whole School Development and collaborations

Unit 4: Adaptation and Accommodation for Including Diverse Learning Needs

- 4.1 Reasonable accommodation: concept and implications
- 4.2 Adaptations and accommodations for children with sensory impairments
- 4.3 Adaptations and accommodations for children with neuro-developmental disabilities
- 4.4 Adaptations and accommodations for children with intellectual and developmental disabilities
- 4.5 Adaptations and accommodations for children with chronic health impairments and children with multiple disabilities

Unit 5: Inclusive Learning and Teaching Practices

- 5.1 Diverse learners and their learning styles and basic considerations for learning and teaching in inclusive classrooms
- 5.2 Differentiated instruction (DI): concept and strategies for classroom teaching
- 5.3 Universal Design of Learning (UDL): concept and strategies for classroom teaching
- 5.4 Planning and implementing lessons in inclusive classroom
- 5.5 Planning and implementing assessment, evaluation and examinations in inclusive classroom

Transaction

Interactive course with discussion as well as field work to get first-hand experience in implementing different aspects of pedagogies in inclusive classrooms and understanding the eco-system of inclusive schools.

Course Work/ Practical/ Field Engagement

- Develop a reflective paper on international and national perspective of Equitable and Inclusive Education.
- Review of research in any one area in inclusive education and highlight its implications for the practitioner
- Explore the challenges in implementations of the recommendations of different national guidelines and suggest strategies to implement them effectively.
- Develop a lesson based on principles of Universal Design for a class of your choice.
- Implement the lesson plan above in a regular school using one of the models of collaborative teaching. Write your reflections in a journal.

Recommended Readings

Central Board of Secondary Education. (2022). Accessible code for educational institutions. Ministry of Education.

Department of Empowerment of Persons with Disabilities. (2016). The Rights of Persons with Disabilities Act. Ministry of Social Justice and Empowerment, Government of India. <https://www.iitg.ac.in/eo/sites/default/files/RPwDAct2016.pdf>

Department of School Education and Literacy. (2009). The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development. https://www.indiacode.nic.in/bitstream/123456789/13682/1/rte_act_2009.pdf

Department of School Education and Literacy. (2020). National Education Policy-2020. Ministry of Human Resource Development.

Department of School Education and Literacy. (2021). Guidelines for the development of e-Content for Children with Disabilities. Ministry of Education.

Department of School Education and Literacy. (2021). Guidelines on school safety and security. Ministry of Education.

Department of School Education and Literacy. (2022). National Curriculum Framework for Foundational Stage 2022. Ministry of Education. https://www.education.gov.in/sites/upload_files/mhrd/files/NCF_for_Foundational_Stage_20_October_2022.pdf

Department of School Education and Literacy. (2022). Samagra Shiksha- An Integrated Scheme for School Education and Framework for Implementation. Ministry of Education.

Department of School Education and Literacy. (2023). National Curriculum Framework for School Education 2023. Ministry of Education. https://www.education.gov.in/sites/upload_files/mhrd/files/ncf_2023.pdf

Department of School Education and Literacy. (2023). National Guidelines and

- Implementation Framework on Equitable and Inclusive Education. Ministry of Education.
- Jha, M. M. (2002). School without walls: Inclusive education for all. Heinemann.
- Ministry of Human Resource Development. (1968). National Policy on Education, 1968. https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf
- Ministry of Human Resource Development. (1986). National Policy on Education 1986. <https://ncert.nic.in/pdf/nep/npe86.pdf>
- Ministry of Social Justice and Empowerment. (2006). National Policy for Persons with Disabilities 2006. Government of India.
- Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of children with special needs. In R. Govinda (Ed.), India Education Report. Oxford University Press.
- National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999. <https://thenationaltrust.gov.in/upload/uploadfiles/files/act-englsih.pdf>
- Rehabilitation Council of India Act, 1992. <https://www.indiacode.nic.in/bitstream/123456789/1977/1/199234.pdf>
- Sharma, U. (2005). Integrated education in India: Challenges and prospects. Disability Studies Quarterly, 25(1).
- United Nations. (1989). Convention on the Rights of the Child. <https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/crc.pdf>
- United Nations. (2006). Convention on the Rights of Persons with Disabilities. <http://www.un.org/esa/socdev/enable/rights/convtexte.htm>
- United Nations Economic and Social Commission for Asia and the Pacific. (2003). Biwako Millennium Framework for Action towards an Inclusive, Barrier Free and Right-based society for Persons with Disabilities in Asia and the Pacific. <http://undocs.org/E/ESCAP/APDDP/4/REV.1>
- United Nations Educational, Scientific and Cultural Organization. (1960). Convention against Discrimination in Education. <https://adsdatabase.ohchr.org/IssueLibrary/UNESCO%20Convention%20against%20Discrimination%20in%20Education.pdf>
- United Nations Educational, Scientific and Cultural Organization. (1994). The Salamanca Statement and Framework for Action on Special Needs Education. <https://unesdoc.unesco.org/ark:/48223/pf0000098427>
- World Education Forum. (2015). Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. UNESCO, UNICEF, World Bank, UNFPA, UNDP, UN Women and UNHCR.

Perspectives in Teacher Education

Course Code: A6

Credits: 03

Hours: 90

Introduction

Teachers are the backbone of quality education vis-à-vis development of the country. Quality education is not only limited to students without disabilities but it includes students with disabilities. The teacher educators and master trainers must understand the need, process as well as issues and challenges involved in the training of teachers at pre-service and in-service levels for special and inclusive educational institutions. A sound understanding and analytic skills in the area would help them to plan and implement teacher education programme effectively.

Learning Outcomes

After completing the course, the learners will be able to

- Analyze and explain the critical relationship between teacher education and the quality of school education, particularly in the context of special and inclusive education.
- Evaluate the historical development and evolution of teacher preparation programs for educating children with disabilities, identifying key milestones and shifts in approach.
- Assess and critique the current processes and standards for quality teacher preparation in special and inclusive education, including both pre-service and in-service components.
- Design and develop comprehensive pre-service teacher preparation programs that effectively integrate special and inclusive education principles and practices.
- Plan, implement, and evaluate professional development and in-service programs tailored to meet specific needs in special and inclusive education, demonstrating an understanding of their importance in ongoing teacher growth.

Unit 1: Understanding Teacher Education

- 1.1 Concept of teaching, teacher and teacher education: Need and scope of teacher education and objectives of teacher education; Teacher education and school education: a symbolic and dialogic relationship
- 1.2 Teacher education in pre-independence and post-independence India; Changing concept of teacher education in India
- 1.3 Structure and Agencies of Teacher Education in India: National Curriculum Frameworks for Teacher Education
- 1.4 Structure of Teacher Education in general at various levels
- 1.5 Agencies of Teacher Education in general at various levels

Unit 2: Historical Perspectives of Teacher Preparation in Special and Inclusive Education

- 2.1 Beginning of teacher preparation in special education in India
- 2.2 Establishment of national institute for various disabilities and development of professionals in special education
- 2.3 Establishment of Rehabilitation Council of India and standardization of teacher education in special education in India, and role of national level institutions (e.g., UGC, NCERT) in promotion of teacher education in special education
- 2.4 Role of Non-government organization (NGOs) in promotion of teacher education in special education
- 2.5 Factors Influencing Teacher Education in Special and Inclusive Education: Models of disability and service delivery models, National and international legislations and policies in disability, Schemes and programmes including IEDSS, DPEP, SSA, RMSA, SmSA, DDRS, Special and inclusive schools related factor

Unit 3: Teacher Preparation in Special and Inclusive Education

- 3.1 Requirement of special education teachers in India: achievements and targets; Special education teacher in special schools and inclusive school; Special education teacher in mainstream school: PTR and other requirements
- 3.2 Special education teacher training institutions: types and nature, Teacher Education in Special Education through Open and Distance Learning (ODL)
- 3.3 Role of RCI in teacher preparation in special education; Collaboration between regular and special education teacher training programmes
- 3.4 Competency based teacher education model for teacher preparation in special education, Quality management of teacher education in special education: addressing issues
- 3.5 UNESCO's perspective on preparing all teachers to teach all students; Addressing challenges of preparing special education teachers across countries

Unit 4: Pre-Service Teacher Education in Special and Inclusive Education

- 4.1 Teacher preparation at different levels (foundational stage to secondary stage), Teacher preparation for different types of disability
- 4.2 Preparation of teachers to support inclusive education; Cross disability and teacher preparation
- 4.3 Career prospects of teachers in special education, social status and job satisfaction, burn out of special education teachers
- 4.4 Curriculum, Transactional Modalities in Teacher Education in Special Education: Planning and design of teacher education curriculum for special education, Transaction of teacher education curriculum, Integrating Assistive Technology into teacher education programme
- 4.5 Assessment of performance of trainee teachers

Unit 5: Professional Development Programme in Special Education

- 5.1 Need and significance of Professional Development: Profession and professionalism with respect to teacher education in Special Education, Registration and renewal of registration as special education teacher- purpose and requirement; Professional ethics
- 5.2 Structure and Models of Professional Development Programme: Continued professional development in special and inclusive education: recommendation of NEP 2020, Self-learning for professional development, Professional development through virtual/online mode
- 5.3 Continued Rehabilitation Education (CRE) and Faculty development programme in special and inclusive education: structure and models;
- 5.4 Planning, Designing and Organizing Professional Development Programme (PDP): Organizing PDP enhancing engagement and learning: considerations for planning and designing, PDP through virtual/online mode: need, scope and significance, Delivering PDP through virtual/online mode: technological requirements and considerations, Assessment of PDP through offline and virtual/online mode, addressing issues and challenges in designing and organizing PDP
- 5.5 In-service Teacher Education in Special and Inclusive Education: In-service teacher education and its linkage with quality of school education, Planning and designing training of in-service teacher in special and inclusive education

Transaction

Learners' engagement through interactive lectures, group discussion through case study and problem-based approaches as well as submission of assignments. The learning further needs to be strengthened through practicum activities, field engagement through visit. The assessment also needs to be in continuous basis.

Course work / Practical / Field Engagement

- Assignment: Prepare and submit an assignment of 1000 words describing the status of teacher preparation to meet the requirements of inclusive set ups
- Visit: Prepare a checklist/schedule to collect information by visiting at least 5 educational institutions about competency of passed out special education student teachers. Take interview of at least 5 principals of schools having children with disabilities and analyze the data to suggest improvement in quality of training and the need for in-service training
- Group Activity: 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

Recommended Readings

- Burns, M. (2023). Distance education for teacher training: Modes, models and methods (2nd ed.). Education Development Center.
- Gupta, N. (2017). Major issues & challenges in special education in India. Horizon Books.
- Houston, W. R., Haberman, M., & Sikula, J. (1990). Handbook of research on teacher education. Macmillan.

- Mohan, R. (2019). Teacher education (2nd ed.). PHI Learning Pvt Ltd.
- Pathak, R. P. (2020). Perspectives on teacher education. Atlantic Publishers and Distributors (P) Ltd.
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AREA B: SPECIALIZATION COURSES

Intellectual Disability (ID)

Course Code	Title	Credit	Hours
B1	Identification, Assessment and Needs of Persons with Intellectual Disability	3	90
B2	Curriculum and Teaching Strategies for Persons with Intellectual Disability	3	90
B3	Adulthood and Family Issues Adulthood and Family Issues of Personswith	3	90
B4	Therapeutics and Assistive Devices for Persons with Intellectual Disability	3	90
Total		12	360

Identification, Assessment and Needs of Persons with Intellectual Disability

Course Code: B1

Credits: 3

Hours: 90

Introduction

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

Learning Outcomes

After completing the course, the learners will be able to

- Explain the concept, etiology, and key characteristics of Persons with Intellectual Disability (PwID), demonstrating a comprehensive understanding of the condition.
- Evaluate and select appropriate assessment instruments for measuring the educational needs and capabilities of PwID, justifying choices based on validity, reliability, and suitability for different age groups and severity levels.
- Develop tailored educational intervention strategies for PwID across various age levels, from early childhood to adulthood, addressing their unique learning needs and developmental stages.
- Design individualized educational programs for PwID by integrating assessment data, recommending appropriate referral services, and determining optimal educational placements to maximize learning potential.
- Analyze emerging trends and future needs in supporting PwID, including technological advancements, inclusive education practices, and community integration strategies, to prepare for evolving challenges in the field.

Unit 1: Overview of Intellectual Disability

- 1.1 Definition, historical overview, incidence and prevalence of Intellectual Disability, Etiological factors and prevention of Intellectual Disability: Biological, environmental factors – Pre-natal, natal, post-natal causes
- 1.2 Classification of Intellectual Disability – Medical, Educational, Psychological, International Classification of Functioning (ICF)
- 1.3 Criteria for classification, issues and current practices in certification of Intellectual Disability in International and Indian context
- 1.4 Characteristics of Intellectual Disability
- 1.5 Intellectual Disability and Associated Conditions – e.g. Cerebral palsy, Autism, Sensory impairments, attention deficit hyperactivity disorder (ADHD), Epilepsy

Unit 2: Identification of Needs

- 2.1 Infancy and Early Childhood; Early intervention and Family involvement
- 2.2 School age {placement options (special school, Resource Room, inclusive Classroom. Home based education, with reference to NEP 2020), Multidisciplinary team collaboration and the role of special education teacher
- 2.3 Transition and career development - ITP (Individualized Transition Plan)
- 2.4 Vocational Development; Employment, Types; emerging Job opportunity, Placement & follow- up, Employment schemes of Department of Empowerment of Persons with disabilities (DEPwD) of Ministry of Social Justice and Empowerment (MSJ&E) with particular reference to persons with intellectual disabilities
- 2.5 Implications of the above in inclusive contexts

Unit 3: Screening, Identification and Assessment and Diagnosis

- 3.1 Introduction to existing screening, identification and assessment techniques, trends in the field of intellectual disability, Approaches and types of assessment, Methods and tools of assessment, Screening and early identification
- 3.2 Developmental assessment and use of appropriate tools
 - Intellectual - various standardized assessment tools: e.g. Binet, WISC, Indian adaptation, NIEPID Indian Test of Intelligence (NITI), and other Indian tools
 - Social, Behavioral, Language and Speech Assessment Tools and other Indian tools
- 3.3 Special educational assessment - use of Criterion Referenced Tests (CRTs), construction, precautions to be taken for development with reference to programming.
- 3.4 Educational and vocational assessment and use of appropriate tools – Upanayan (0 - 6 years), Curricular Framework for cross disability early intervention and school readiness. (RCI), 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, NIMH-VAPS, Comprehensive Vocational assessment tool for adults with intellectual disability (NIEPID)
- 3.5 Implications of the above in inclusive contexts

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 and programmes

- 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 Implications of the above for in inclusive contexts.

Unit 5: Emerging and Future Issues

- 5.1 Critical analysis of Human Rights and Legal Provision - International Instruments, Indian Legislations and Policies
- 5.2 Advocacy
- 5.3 Issues related to gender and Socio Economic disadvantages among persons with intellectual disability
- 5.4 Advances in Technology and optimum use of technology to empower persons with intellectual disability.
- 5.5 Implications of the above in inclusive contexts

Transaction:

The course can be predominantly by discussion/ seminar mode with the teaching faculty member as a facilitator. This will help the learners who are prospective teacher educators to gain skills in presentation. While where needed, lectures by the teaching faculty are in order, projects, group presentations, discussions and seminars can be adopted.

Course work / Practical / Field Engagement

- Organize a discussion program/seminar on role of a Special Educator in intervention from Infancy to Adulthood
- Compile at least ten assessment tools, analyze the content , target group for whom it is developed and other vital details and present.
- Conduct educational assessment of a student with intellectual disability enrolled in an inclusive school and recommend the accommodation that s/he needs.

Recommended Readings

- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). <https://doi.org/10.1176/appi.books.9780890425596>
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- National Institute for the Empowerment of Persons with Intellectual Disabilities. (2015). Upanayan early intervention programme. NIEPID. <https://niepid.nic.in/documents/upanayan.pdf>
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- Rao, L. G., & Suryaprakasam, B. (2004). Effective teamwork in special schools for children with intellectual disabilities in India. *Journal of Policy and Practice in Intellectual Disabilities*, 1(2), 79-87.

- Rehabilitation Council of India. (2019). Curricular framework for cross disability early intervention and school readiness. RCI. <http://www.rehabcouncil.nic.in/writereaddata/cf.pdf>
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- Schalock, R. L., Borthwick-Duffy, S. A., Bradley, V. J., Buntinx, W. H., Coulter, D. L., Craig, E. M., ... & Yeager, M. H. (2010). Intellectual disability: Definition, classification, and systems of supports (11th ed.). American Association on Intellectual and Developmental Disabilities.
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- World Health Organization. (2001). International classification of functioning, disability and health: ICF. World Health Organization.

Web Resources

- <https://www.ncbi.nlm.nih.gov/books/NBK562189/>
- <https://www.niepid.nic.in/CVAT.pdf>
- <https://www.mentalhelp.net/intellectual-disabilities/diagnosis/>
- <https://punarbhava.in/index.php/resources/assessment-scales-and-tools>
- <https://www.adcet.edu.au/inclusive-teaching/specific-disabilities/intellectual-disability>
- https://rehabcouncil.nic.in/sites/default/files/pratham_book.pdf

Curriculum and Teaching Strategies for Persons with Intellectual Disability

Course Code: B2

Credits: 03

Hours: 90

Introduction

Students with intellectual disability have limited cognitive abilities and therefore need to have specific curriculum and teaching strategies to meet their individual learning needs aiming at inclusive education. The teacher is required to adapt the curriculum as well as the teaching learning practices for meaningful learning by these students in special or inclusive schools or home based settings. In this course, we shall learn about curricular approaches, instructional methods, and developing /adapting curriculum and teaching methods suitable to students with intellectual disability in different levels and contexts.

Learning Outcomes

After completing the course, the learners will be able to

- Analyze and apply the key principles and approaches to curriculum development and instructional program design for students with Intellectual Disability, demonstrating a critical understanding of their theoretical foundations and practical implications.
- Evaluate and compare various teaching approaches for students with Intellectual Disability, including their strengths, limitations, and suitability for different learning contexts and individual needs.
- Design and adapt comprehensive curricula for students with Intellectual Disability across Foundational, Preparatory, Middle, and Secondary stages of School Education, ensuring alignment with national educational standards and individual learning goals.
- Implement and assess the effectiveness of appropriate instructional programs and methods for students with Intellectual Disability in inclusive educational settings, demonstrating the ability to foster an inclusive learning environment.
- Create and utilize diverse teaching strategies and teaching-learning materials (TLMs) tailored to the specific needs of students with Intellectual Disability, showcasing the ability to innovate and adapt resources to enhance learning outcomes.

Unit 1: Curriculum Development

- 1.1 Principles and Models of Curriculum development
- 1.2 Approaches to curriculum development– Developmental, Functional, System approach, Social Learning, Task Analytic Approach, Ecological 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– e. g. Montessori, Floor time, Experiential learning approach and National Initiatives for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat approach
- 2.2 Multi-sensory Approach– e.g. Fernald, Orton and Gillingham
- 2.3 Behavioral Approach– Applied Behavior Analysis (ABA), Discrete Trail Training, Positive Behavioural Intervention and Support
- 2.4 Cognitive and constructivist approaches – Cognitive approach of teaching and learning, Response to Intervention, Constructivist approach
- 2.5 Emerging pedagogical approaches- Flipped classroom pedagogy, Art Integrated Learning Pedagogy, Project-based Learning Pedagogy, Cutting Edge Pedagogy, liberationism pedagogy, Critical Pedagogical Approach

Unit 3: Curricular at different Stages of Schooling

- 3.1 Development of Curriculum at Foundational and Preparatory Stage– Personal, Social, Cognitive, Foundational Literacy and Numeracy (FLN), Occupational and Recreational, adaptations for inclusive settings
- 3.2 Development of Curriculum at Middle stage– Personal, Social, Academic, Occupational and Recreational, adaptations for inclusive settings
- 3.3 Development of Curriculum at Secondary stage – Personal, Social, Academic, Occupational and Recreational, adaptations for inclusive settings
- 3.4 Development of Curriculum at transition stage from school to work – Personal, Social, Academic, Occupational and Recreational, adaptations for inclusive settings
- 3.5 Development of Curriculum for vocational exposure and community living– 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, community living

Unit 4: Instructional Design for learners with Intellectual Disability

- 4.1 Individualized Instructional Design – Concept, Types and Approaches, Individualized Educational Programme (IEP)
- 4.2 Group (collaborative) instructional Design - Peer Tutoring, Co-operative Learning & Team teaching
- 4.3 Adaptation in instructional design- Adaptations and modifications, Differentiated instructions, Universal Design for learning.

- 4.4 Instructional design and adaptation in digital learning- Asynchronous and synchronous instructions, Blended learning, guided learning, scenario-based learning, simulations, gamification, computational thinking, multi-illiteracies and discussion-based instructions
- 4.5 Instructional design for alternative form of schooling-home based learning, resource teaching and learning, community based learning, open schooling.

Unit 5: Teaching Strategies and Teaching Learning Material (TLM)

- 5.1 Stages of learning, Principles of teaching, and Steps in teaching concepts
- 5.2 Teaching-learning Strategies – Task Analysis, Prompting and Fading, Shaping, Chaining, Reinforcement, Play way method, Project method
- 5.3 Emerging teaching-learning strategies: arts-integrated strategy, sports/game-integrated strategy, story-telling-based strategy, toy-based strategy, experiential learning interpretive trails, role-play, virtual and remote teaching-learning strategies.
- 5.4 Concept and type of teaching-learning materials, Functional Aids and Criteria for selecting appropriate TLM's
- 5.5 Principles of adaptation, adaptation of learning materials and functional academics, adaptation of digital learning materials, designing universal design learning materials, technology based TLM

Transaction

Interactive course with discussions, assignments, individual and group work in developing and designing learner-centric and need-based curriculum, learning materials including digital materials as well as field engagement to get first-hand experiences in practicing transaction of curriculum and assessment and evaluation of students in inclusive classrooms

Course work / Practical / Field Engagement

- Critically analyze the different approaches of curriculum development with supportive research evidences and submit an assignment of 1000 words;
- Organize group discussions and present report on adaptation of curriculum for a student with Intellectual Disability in Inclusive setting;
- Visit different centres providing training to adolescent and adults with intellectual disability and observe the curriculum followed. Based on observation, develop a model curriculum for vocational exposure and community living and submit;
- Make presentation on any of the teaching approaches;
- Develop an instructional design for one of the alternative forms of schooling.
- Design an e-content/digital material for learners with intellectual disability

Recommended Readings

- Das, J. P., & Baine, D. (1978). Intellectual disability for special educators. Charles C. Thomas.
- Department of School Education and Literacy. (2021). Guidelines for the development of e-Content for children with disabilities. Ministry of Education, Government of India. https://ncert.nic.in/pdf/CWSN_E-Content_guidelines_2021_new.pdf
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- Department of School Education and Literacy. (2023). NIPUN Bharat Mission-Stakeholders: Roles and responsibilities. Ministry of Education, Government of India. https://ncert.nic.in/pdf/NIPUN_BharatStakeholders_RolesResponsibilities.pdf
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- National Council of Educational Research and Training. (2022). National curriculum framework for foundational stage 2022. https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
- National Council of Educational Research and Training. (2022). Vidya Pravesh- Guidelines for three-month play-based school preparation module for Grade I. https://ncert.nic.in/pdf/VidyaPravesh_Guidelines_GradeI.pdf
- National Council of Educational Research and Training. (2023). Art integrated learning-Guidelines for secondary stage. <https://ncert.nic.in/pdf/announcement/AILG-Secondary-English.pdf>

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- National Institute for the Mentally Handicapped. (2003). Educating children with learning problems in primary schools. NIMH.
- Panda, K. C. (1997). Education of exceptional children. Vikas Publishers.
- Pehwaria, R., & Venkatesan, S. (1992). Behavioural approaches in teaching mentally handicapped children: A manual for teachers. National Institute for the Mentally Handicapped.
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Adulthood and Family Issues of Persons with Intellectual Disability

Course Code: B3

Credits: 03

Hours: 90

Introduction

Individuals with intellectual disability need the support of their family to some extent in different phases of their lives. The families have difficulties having to cope with the constant support needs, whether it is minimum support or intensive support, based on the level of functioning of the persons. Hence it is an important role that the teacher plays in understanding the families and empowering them. As the individuals with intellectual disability grow up to be adults, their needs too change. This course aims to focus on the family issues and the needs in adulthood and how the families can be helped to cope with the needs.

Learning Outcomes

After completing the course, the learners will be able to

- Analyze the unique needs and challenges faced by adults with intellectual disabilities, demonstrating an understanding of how adulthood manifests in this population.
- Evaluate the critical role of family involvement in supporting individuals with intellectual disabilities, explaining its impact on their quality of life and personal development.
- Examine the complexities surrounding gender identity, marriage, and sexuality for persons with intellectual disabilities, including ethical considerations and support strategies.
- Assess the community's role in promoting inclusion and addressing disability-related issues, identifying key stakeholders and effective practices for fostering an inclusive environment.
- Design strategies to empower families of individuals with intellectual disabilities, focusing on education, resources, and support systems that enhance their care giving capabilities and overall well-being.

Unit 1: Human Development in Adulthood

- 1.1 Developmental stages and principles
- 1.2 Factors influencing natural development to adulthood
- 1.3 Adulthood and areas of development: Physical, Social, Cognitive, Language, Emotional, Moral
- 1.4 Adulthood related issues in various areas of development and its impact on persons with intellectual disability
- 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 Persons with intellectual disability
- 2.3 Impact of Adult with intellectual disability on the Family
- 2.4 Family Adjustment, support and Coping skills
- 2.5 Government Schemes and benefits

Unit 3: Gender, Sexuality and Marriage Related Issues

- 3.1 Meaning and concept of gender, sexuality and marriage
- 3.2 Religious and Cultural effect on Gender, Sexuality and Marriage
- 3.3 Marriage, persons with intellectual disability: Issues, Misconceptions and guidance.
- 3.4 Sexuality related issues, Importance of Pre-marital Counseling, Gender Education
- 3.5 Sexually transmitted diseases - precaution for prevention and counseling for persons with intellectual disability

Unit 4: Disability Issues – Community

- 4.1 Attitude of community towards Adults with Intellectual disability
- 4.2 Community related Issues - Indifference, Antisocial behaviour, Abuse and Social discrimination of Persons with intellectual disability and solutions.
- 4.3 Creating Awareness related to community issues
- 4.4 Community involvement and Resource Mobilization
- 4.5 Impact of technological developments on disability issues

Unit 5: Adulthood and Empowering Families

- 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 Persons with intellectual disabilities in urban and rural areas
- 5.4 Independent living: Within family, Group home & Institution.
- 5.5 Family Counseling – needs and process

Transaction

The course can be delivered in the lecture- discussion mode; the learners can be given opportunities to present in the form of seminar and group discussions. Let the learners explore and find ways and means to help persons with intellectual disabilities cope with adulthood and also help families and community to accept and include persons with intellectual disability.

Course work / Practical / Field Engagement

- Conduct awareness and orientation programme for adults on various adulthood issues and submit report.
- Conduct and prepare a report on awareness programmes on various Government schemes and benefits at local level
- Conduct a seminar on Sexuality, Marriage and Gender related issues of adults with Intellectual disability and submit report.
- Assess and present a report on family needs and Counseling
- Conduct a sibling training programme on issues related to adults with intellectual disability and presents a report

Recommended Readings

- Administration for Community Living. (n.d.). Employment resources for people with disabilities and families. U.S. Department of Health and Human Services. <https://acl.gov/programs/employment/employment-resources-people-disabilities-and-families>
- American Psychological Association. (2003, May). Resources for families with a child with a disability. Monitor on Psychology. <https://www.apa.org/monitor/may03/resources>
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- Dale, N. (2000). Working with families of children with special needs: Partnership and practice. Brunner - Routledge.
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Therapeutics and Assistive Devices for Persons with Intellectual Disability

Course Code: B4

Credits: 03

Hours: 90

Introduction

The course aims to develop basic understanding on how various therapies facilitates development and training of individuals with intellectual disability. The course will provide opportunity to learn various therapeutic interventions such as speech and language intervention, behavioural management, physio and occupational therapy as key to the rehabilitation services as provided in school set ups. The course also includes inputs on assessment as well as various therapeutic techniques those can be integrated into the classroom learning.

Learning Outcomes

After completing the course, the learners will be able to

- By the end of the course, students will be able to implement at least three evidence-based speech and language intervention strategies for individuals with intellectual disabilities in a classroom setting.
- Students will demonstrate the ability to incorporate basic physiotherapy techniques into daily classroom activities to support the physical development of learners with intellectual disabilities.
- Given a case study, students will design a lesson plan that integrates occupational therapy principles to enhance functional skills and promote classroom learning for individuals with intellectual disabilities.
- Students will apply a minimum of four behavioral intervention techniques to address challenging behaviors in individuals with intellectual disabilities, demonstrating proper implementation and data collection procedures.
- Students will evaluate and select appropriate assistive devices for learners with intellectual disabilities, justifying their choices based on individual needs and classroom context.

Unit 1: Interventions in Language Speech and Communication

- 1.1 Overview of Language, Speech and Communication: nature, definition, scope of language, speech and communication, interrelation between language, speech and communication, development of language, speech and communication among typically growing children; critical period and its importance in speech and language development
- 1.2 Modes of Communication: The diversity in modes of communication: aural-oral, manual mode: Finger spelling, sign and sign language, cued speech, alternative and augmentative communication (AAC); communication related difficulties among children with intellectual disability, Selection of appropriate mode of communication

- 1.3 Language and Speech Difficulties among Children with Intellectual Disability: Delayed and deviant language and speech, Types and nature of language and speech disorders/difficulties; assessment of language and speech behaviour; planning of language and speech intervention, role of parents in assessment of language and speech
- 1.4 Language and Speech Interventions: Language interventions: areas for intervention, strategies of intervention; Speech interventions: areas for intervention, strategies of intervention
- 1.5 Implementing Language and Speech Interventions in Classrooms: individual and group levels, integrating language and speech interventions with teaching of cognitive, self-help, social, recreational as well as in academic skills, development and use of learning aids for promoting speech and language among children with intellectual disability, role of parents

Unit 2: Introduction to Behaviour Management

- 2.1 Introduction to Behaviour Management: Overview of behaviour: how we learn; Theoretical framework of behaviour management; aims, scope and importance of behaviour management; types of behaviours-adaptive and mal adaptive; criteria for applying behaviour management techniques
- 2.2 Identification of Problem Behaviour and Functional Analysis: steps in identification of problem behaviour, observation of problem behaviour, measurement of problem behaviour, learned functions of problem behaviour; Functional Analysis: concept and assessment method, implications of functional analysis results on planning of behavioural management strategies
- 2.3 Prevention of Problem Behaviours: Need and importance of preventing problem behaviours; Restructuring environment/change setting; preventing disruptive behaviour by immediate response to challenging behaviour; teaching of social and adaptive skill or alternate behaviour to minimize maladaptive behaviours; effective classroom management: positive relationship, interesting learning activities and students' engagement
- 2.4 Strategies to Manage Problem Behaviours: Behavioural techniques to reduce problem behaviours: types and use of techniques; Use of cognitive behavioural techniques; Use of differentiated reinforcement techniques; Use of Yoga and other alternative strategies; Monitoring and evaluating behavioural progress
- 2.5 School wide Positive Behaviour Intervention and Support (SPBIS): positive behavioural expectations across school environments, Three Tiers Intervention Framework, implementation of SPBIS, Role of teacher in implementing SPBIS

Unit 3: Physiotherapy for Individuals with Intellectual Disability

- 3.1 Scope of Physiotherapy for Individuals with Intellectual Disability: Physiotherapy— nature, definition scope and functions; Modalities used in physiotherapy for individuals with intellectual disability and for associated conditions

- 3.2 Postures and Movements: Understanding posture, role of posture, understanding movements and its types
- 3.3 Physiotherapeutic Assessment: Assessment of muscle tone, posture and movements including gait, assessment of hand functions
- 3.4 Physiotherapeutic Intervention: General Techniques: General techniques of physiotherapy, prerequisites and conditions for applying techniques of physiotherapy for different problems and conditions; integrating physiotherapy into classroom learning, recreational and sports activities and role of teacher
- 3.5 Physiotherapeutic Intervention for Specific Conditions: Physiotherapy for individuals with cerebral palsy, physiotherapy for individuals with spina bifida, physiotherapy for individuals with muscular dystrophy

Unit 4: Occupational Therapy for Individuals with Intellectual Disability

- 4.1 Scope of Occupational Therapy for Individuals with Intellectual Disability: Nature and philosophy of occupational therapy; definition and meaning of occupational therapy; scope and functions of occupational therapy; use of occupational therapy for individuals with intellectual disability and other associated conditions
- 4.2 Modalities of Occupational Therapy: Occupational therapy practice, domains of occupational therapy, intervention methods and modalities of occupational therapy
- 4.3 Occupational Therapeutic Intervention: Occupational therapy for improving motor skills; occupational therapy for improving hand functions, development of hand function in children, activities for improving hand function; occupational therapy for improving eye hand coordination
- 4.4 Sensory Integration Therapy: Need and scope of sensory integration therapy; Sensory issues among individuals with autism and other developmental disabilities; assessment of sensory issues and profiling; planning of sensory integration therapy; tools and techniques of sensory integration therapy; Role of parents in applying sensory integration therapy
- 4.5 Integrating occupational therapy into classrooms: individual and group levels, integrating occupational therapy with teaching of motor, self-help, recreational as well as sports skills, development and use of learning aids for promoting occupational therapeutic intervention among children with intellectual disability, role of parents

Unit 5: Assistive Devices for Individuals with Intellectual Disability

- 5.1 Assistive devices and technology: importance and types
- 5.2 Assistive devices and technology for sensory, mobility and other disabilities
- 5.3 Assistive devices and technology for independent living for persons with intellectual disability
- 5.4 Selection, use and maintenance of appropriate assistive devices and technology for persons with intellectual disability
- 5.5 Schemes for availing assistive devices: ADIP and other schemes

Transaction

Learners' engagement through interactive lectures, group discussion through case study and demonstration of therapeutic techniques as well as submission of assignments. The learning further needs to be strengthened through practicum activities, field engagement through visit. The assessment also needs to be in continuous basis.

Course work / Practical / Field Engagement

- Assignment: Prepare and submit an assignment of 1000 words describing the various assistive devices and technology can be used by special as well as inclusive schools for students with intellectual disability.
- Visit: Along with Speech, Physio or Occupational therapist, visit at least homes of five children with intellectual disability along with associated conditions such as speech problem, mal adaptive behaviours, motor and coordination problem including children with cerebral palsy, autism spectrum disorder
- Group Activity: Find out children with intellectual disability from the school who receive some type of therapeutic intervention. Interview with their teacher, parents and therapists to find out success stories. Write the success stories and prepare a compendium of such success stories at group level and submit.

Recommended Readings

- American Speech-Language-Hearing Association. (2016). Scope of practice in speech-language pathology. <https://www.asha.org/policy/sp2016-00343/>
- Anderson, C., & Van Der, G. A. (2005). Speech and language therapy: Issues in professional practice. Whurr.
- Beukelman, D. R., & Mirenda, P. (2013). Augmentative and alternative communication: Supporting children and adults with complex communication needs (4th ed.). Paul H. Brookes Publishing Co.
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- Clark, D. M., & Fairburn, C. G. (1997). Science and practice of cognitive behaviour therapy. Oxford University Press.
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- Odom, S. L., Collet-Klingenberg, L., Rogers, S. J., & Hatton, D. D. (2010). Evidence-based practices in interventions for children and youth with autism spectrum disorders. *Preventing School Failure: Alternative Education for Children and Youth*, 54(4), 275-282. <https://doi.org/10.1080/10459881003785506>
- Paul, R., & Norbury, C. (2012). *Language disorders from infancy through adolescence: Listening, speaking, reading, writing, and communicating* (4th ed.). Elsevier.
- Pendleton, H. M., & Schultz-Krohn, W. (2013). *Pedretti's occupational therapy: Practice skills for physical dysfunction* (7th ed.). Elsevier.
- Reichow, B., Volkmar, F. R., & Cicchetti, D. V. (2008). Development of the evaluative method for evaluating and determining evidence-based practices in autism. *Journal of Autism and Developmental Disorders*, 38(7), 1311-1319. <https://doi.org/10.1007/s10803-007-0517-7>
- Schell, B. A. B., Gillen, G., & Scaffa, M. (2014). *Willard and Spackman's occupational therapy* (12th ed.). Lippincott Williams & Wilkins.
- Schlosser, R. W., & Wendt, O. (2008). Effects of augmentative and alternative communication intervention on speech production in children with autism: A systematic review. *American Journal of Speech-Language Pathology*, 17(3), 212-230. [https://doi.org/10.1044/1058-0360\(2008/021\)](https://doi.org/10.1044/1058-0360(2008/021))
- Speake, J. (2003). *How to identify and support children with speech and language difficulties*. LDA.

Web Resources

- Training in communication skills for persons with Intellectual Disability: <https://niepid.nic.in/Training%20in%20communication%20Skills.pdf>
- Language and Literacy Intervention for Students with Intellectual Disabilities; <https://pubs.asha.org/toc/persp/7/6>
- <https://childhood-developmental-disorders.imedpub.com/teaching-communication-skills-to-preschool-children-with-mild-intellectual-disabilities-an-evidence-based-study.pdf>
- Techniques & strategies for Speech & Language intervention to students with Intellectual disability <https://www.youtube.com/watch?v=WYofW9myHc>
- Teaching & Training Material on physiotherapy <https://niepid.nic.in/87%20Teaching%20&%20Trg%20Material%20on%20Physiotherapy%201%20of%202.PDF>
- Therapeutics and assistive devices: http://www.wbnsou.ac.in/online_services/SLM/MED/B11_ID.pdf
- Occupational Therapy and Intellectual and Developmental Disability throughout the Life Cycle: https://www.health.gov.il/UnitsOffice/HD/MHealth/Occupational_Therapy/Documents/OT_%20Intellectual_IJOT_EN.pdf
- Chapter on Occupational Therapy in book: Health Care for People with Intellectual and Developmental Disabilities across the Lifespan; https://www.researchgate.net/publication/301641203_Occupational_Therapy#fullTextFileContent

AREA C: ELECTIVE COURSES

Note: Any one Course to be offered

Course Code	Title	Credit	Hours
C1	Educational Management	2	60
C2	Educational Technology	2	60
C3	Guidance and Counseling	2	60
Total		2	60

Educational Management

Course Code: C1

Credits: 02

Hours: 60

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 and know- how's of managing educational institutes on the basis of total quality management principles.

Learning Outcomes

After completing the course, the learners will be able to

- Analyze and apply the fundamental principles and key areas of management in the context of institutional operations, demonstrating a comprehensive understanding of core management concepts.
- Evaluate and implement strategies for enhancing institutional quality, focusing on sustainable development practices and continuous improvement methodologies.
- Design and execute effective human resource development programs that foster capacity building, addressing both individual and organizational needs for growth and adaptation.
- Develop and utilize advanced data management skills to support various information management processes, including data collection, analysis, and reporting for informed decision-making.
- Create cost-effective budgets and persuasive project proposals, and demonstrate proficiency in managing financial resources through effective allocation, monitoring, and control techniques.

Unit1: Educational Management: An Overview

1.1 Definition & Concept

- Management as an art, science, organization, person, and a discipline
- Functions and skills of educational management
- Principles, process, and models of educational management

1.2 Approaches to and theories of management

1.3 Styles of management: autocratic, laissez-faire, transactional, contingency

1.4 Leader vs. Manager: Role competencies

1.5 Educational leadership and educational system

- Concept, characteristics, and factors /skills of leadership
- Theories of educational leadership
- Types of educational leadership

Unit 2: Total Quality Management (TQM) in Education

- 2.1 Concept of Quality and issues in quality management of educational institutes
- 2.2 Educational applications of TQM
- 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 and performance appraisal systems - 360 degree approach.
- 3.3 Training, development, and capacity building
- 3.4 Organizational behaviour; climate and 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 and importance of financial management in educational institutes
- 5.2 Basic concepts in accounting
- 5.3 Importance and types of budgeting
- 5.4 Resource mobilization and 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

Recommended Readings

- Bhardwaj, K. S. (2014). Human resource development in education. Partridge Publishing.
- Bush, T., & Bell, L. (2006). Principles and practice of educational management. SAGE Publications.
- Chatterjee, B. K. (2011). Finance for non-finance managers. Jaico Publishing House.
- Deshmukh, A. V., & Naik, A. P. (2010). Educational management. Himalaya Publishing House.
- Dessler, G. (2012). Human resource management. Prentice Hall.
- Dimmock, C. (2012). Leadership in education: Concept, themes and impact. Routledge.
- Kumar, H. U. (2012). Education and human resource management. Oxford University Press.
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- Lewis, T. (2012). Financial management essentials: A handbook for NGOs. Mango.
- Mathis, R. L., & Jackson, J. H. (2010). Human resource management (13th ed.). Cengage Learning.
- Mehta, D. (2022). Educational administration. PHI Learning Private Limited.
- Mohanty, J. (2008). Educational administration, supervision and school management (2nd ed.). Deep and Deep Publications.
- Mukhopadhyay, M. (2011). Total quality management in education. SAGE Publications.
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- Bala, R. (2006). Education planning and development. Alfa Publications.
- Rao, N. P. (2011). Education and human resource management. APH Publishing Corporation.
- Rayner, S. (2007). Managing special and inclusive education. SAGE Publications.
- Rao, V. K. R. V. (1966). Education and human resource development. Allied Publishers.
- Senge, P. (2007). Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education. Nicholas Brealey Publishing.
- Shapi, J. (n.d.). Writing a funding proposal. [Publisher information missing]
- Ulrich, D., & Brockbank, W. (2005). The HR value proposition. Harvard Business School Press.

Web References

- American Association of School Administrators. (n.d.). AASA | The School Superintendents Association. <https://www.aasa.org/>
- Association for Supervision and Curriculum Development. (n.d.). ASCD. <https://www.ascd.org/>
- Center for Applied Research in Educational Improvement. (n.d.). University of Minnesota. <https://www.cehd.umn.edu/carei/>
- Education Resources Information Center. (n.d.). Institute of Education Sciences. <https://eric.ed.gov/>
- European Association for Quality Assurance in Higher Education. (n.d.). ENQA. <https://www.enqa.eu/>
- Harvard Graduate School of Education. (n.d.). Usable Knowledge. <https://www.gse.harvard.edu/uk>
- <https://online.marymount.edu/what-is-educational-leadership>
- https://www.researchgate.net/publication/256303007_Educational_leadership_and_mangement_in_an_international_school_context
- International Association for Human Resource Information Management. (n.d.). IHRIM. <https://ihrim.org/>
- National Association of Secondary School Principals. (n.d.). NASSP. <https://www.nassp.org/>
- National Center for Education Statistics. (n.d.). NCES. <https://nces.ed.gov/>
- OECD iLibrary. (n.d.). Education. <https://www.oecd-ilibrary.org/education>
- Society for Human Resource Management. (n.d.). SHRM. <https://www.shrm.org/>
- The Wallace Foundation. (n.d.). School Leadership. <https://www.wallacefoundation.org/knowledge-center/school-leadership/pages/default.aspx>
- U.S. Department of Education. (n.d.). Office of Educational Technology. <https://tech.ed.gov/>
- UNESCO. (n.d.). Education. <https://en.unesco.org/themes/education>
- World Bank. (n.d.). Education. <https://www.worldbank.org/en/topic/education>

Educational Technology

Course Code: C2

Credits: 02

Hours: 60

Introduction

This course explores the transformative role of Educational Technology (ET) and Information and Communication Technology (ICT) in modern education. It covers the evolution, theoretical foundations, and practical applications of ET and ICT, equipping educators with skills to design digital resources, integrate technology effectively in teaching-learning processes, and enhance educational administration through innovative ICT solutions.

Learning Outcomes

After completing the course, the learners will be able to

- Analyze the meaning, nature, scope, and historical evolution of Educational Technology (ET) and Information and Communication Technology (ICT) in education, demonstrating a comprehensive understanding of their roles in modern educational contexts.
- Evaluate the effectiveness of ICT integration in teaching-learning systems, critically examining its potential to enhance educational outcomes and transform pedagogical practices.
- Design and develop a range of digital teaching-learning resources, showcasing proficiency in creating engaging and effective educational content using various ICT tools and platforms.
- Implement and assess ICT-based strategies for enhancing teaching, learning, and evaluation processes, demonstrating the ability to select and apply appropriate technologies to support diverse educational objectives.
- Formulate and execute plans for integrating ICT into educational administration and learning support systems, illustrating the capacity to leverage technology for improving overall institutional effectiveness and efficiency.

Unit 1: Educational Technology

- 1.1 Definition and Scope of Educational Technology in special and inclusive education
- 1.2 Need and Role of Educational Technologists in India
- 1.3 Growth of conceptual framework of Educational Technology: ET1, ET2, ET3 ...
- 1.4 Methods & Models Instructional designs
- 1.5 Critical Issues in ICT: Globalization, Legal, Ethical, and Socio-political issues

Unit 2: Communication and Teaching - Learning Resources

- 2.1 Concept and Principles of Instructional Technology; Communicative Skills & ICT

- 2.2 Communication Process; Use of Communication Technologies in the teaching-learning process.
- 2.3 Non-digital teaching-learning resources (eg. TV, Radio, Audio-Visual Resources).
- 2.4 Digital teaching learning resources (eg. Online Libraries, Repositories of Presentations, Video Lectures, digital materials).
- 2.5 Digital Literacy: Concerns and Challenges

Unit 3: Use of ICT in Various Aspects of Education

- 3.1 ICT in Educational Research (ICT Tools for locating literature; data collection, data analysis etc.)
- 3.2 ICT for assessment of / for learning
- 3.3 ICT & Accessibility Issues
 - Policies and other documents on ICT in School and Teacher Education
 - Potentials of ICT for equitable education - Access, participation, Skill Development and lifelong learning
- 3.4 ICT Resources for Designing an Online Course or Digital Learning Content
 - ICT and Open Access: Open access: Meaning, Issues and policies
 - OER in Education – Conceptual Issues, benefits and Repositories
 - ICT & IPR: copyright, trademarks, patents and exceptions for PwDs
- 3.5 Learning Management Systems (LMS): Concept, standards, its application in education

Unit 4: E-Learning & Learning Management

- 4.1 E-Learning: Nature and Types
- 4.2 Developing e-content/learning objects: Design and technical aspect
- 4.3 Continuous Professional Development (CPD) of teachers through MOOC, webinars, etc.
- 4.4 National Initiatives on E-learning and ICT Integrated Education
- 4.5 Guidelines for the development of an e-learning course and content

Unit 5: Artificial Intelligence in Education and Research

- 5.1 Foundations of AI in Educational Contexts
- 5.2 AI-Powered Learning Systems
- 5.3 AI Applications in Educational Assessment and Feedback
- 5.4 AI in Educational Research and Administration
- 5.5 Implementing AI in Educational Settings

Course Work / Practical / Field Engagement

- Prepare a video lecture of 15 minutes using accessibility features
- PPT by inserting photos and videos on a topic of your choice
- Create your email account as well as design a blog
- Enroll and complete MOOC courses in Swayam Portal related with teacher education
- Write a review paper on MOOC programmes or other National Initiatives on e-learning
- Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics
- Prepare a storyboard in any one unit of a subject for a child with disability
- Present or publish a research paper on the application of ICT in education
- Seminar on issues in the application of ICT in inclusive education

Suggested Readings:

- Abbott, C. (2001). *ICT: Changing education*. Routledge Falmer.
- Baker, T., & Smith, L. (2019). *Educ-AI-tion rebooted? Exploring the future of artificial intelligence in schools and colleges*. Nesta Foundation.
- Bates, A. (2015). *Teaching in a digital age*. <http://opentextbc.ca/teachinginadigitalage/>
- Bates, T., Cobo, C., Mariño, O., & Wheeler, S. (2020). Can artificial intelligence transform higher education? *International Journal of Educational Technology in Higher Education*, 17(1), 1-12.
- Bracey, B., & Culver, T. (Eds.). (2005). *Harnessing the potential of ICT for education: A multistakeholder approach*. The United Nations Information and Communication Technologies Task Force.
- Brooks, D. W., Nolan, D. E., & Gallagher, S. M. (2002). *Web-teaching: A guide to designing interactive teaching for the World Wide Web* (2nd ed.). Kluwer Academic Publishers.
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- Dabbagh, N. (2005). Pedagogical models for e-learning: A theory-based design framework. *International Journal of Technology in Teaching and Learning*, 1(1), 25-44.
- Dunn, L., Morgan, C., O'Reilly, M., & Parry, S. (2004). *The student assessment handbook: New directions in traditional and online assessment*. Routledge Falmer.
- Fallows, S., & Bhanot, R. (2002). *Educational development through information and communications technology*. Kogan Page.
- Florian, L., & Hegarty, J. (Eds.). (2004). *ICT and special educational needs: A tool for inclusion*. Open University Press.
- Goksel, N., & Bozkurt, A. (2019). Artificial intelligence in education: Current insights and future perspectives. In *Handbook of Research on Learning in the Age of Transhumanism* (pp. 224-236). IGI Global.

- Guilherme, A. (2019). AI and education: the importance of teacher and student relations. *AI & Society*, 34(1), 47-54.
- Haenlein, M., & Kaplan, A. (2019). A brief history of artificial intelligence: On the past, present, and future of artificial intelligence. *California Management Review*, 61(4), 5-14.
- Holmes, W., Bialik, M., & Fadel, C. (2019). Artificial intelligence in education: Promises and implications for teaching and learning. Center for Curriculum Redesign.
- Hwang, G. J., Xie, H., Wah, B. W., & Gašević, D. (2020). Vision, challenges, roles and research issues of Artificial Intelligence in Education. *Computers and Education: Artificial Intelligence*, 1, 100001.
- Kasinathan, G. (2009). ICTs in school education - Outsourced versus integrated approach, policy brief. IT for Change. https://www.itschool.gov.in/pdf/Study_by_IT4Change_Bangalore1307.10.pdf
- Kats, Y. (2010). Learning management system technologies and software solutions for online teaching: Tools and applications. Information Science Reference.
- Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70.
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- Leask, M. (Ed.). (2001). Issues in teaching using ICT. Routledge Falmer.
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- Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education – where are the educators? International Journal of Educational Technology in Higher Education, 16(1), 39.

Web References

- UNESCO: Artificial Intelligence in Education <https://en.unesco.org/artificial-intelligence/education>
- EdTech Magazine: Artificial Intelligence <https://edtechmagazine.com/higher/topic/artificial-intelligence-ai>
- OECD: Artificial Intelligence in Education <https://www.oecd.org/education/ai-in-education/>
- Stanford University: Artificial Intelligence in Education <https://hai.stanford.edu/research/ai-education>
- The Institute for Ethical AI in Education <https://www.buckingham.ac.uk/research/ceer/ieaied/>
- AI in Education - Future of Education Technology <https://www.gettingsmart.com/category/topics/artificial-intelligence/>
- Brookings Institution: AI and the Future of Education <https://www.brookings.edu/research/ai-and-the-future-of-education/>
- World Economic Forum: AI in Education <https://intelligence.weforum.org/topics/a1Gb000000opTDREA2>
- EdSurge: Artificial Intelligence in Education <https://www.edsurge.com/news/topics/artificial-intelligence>
- The Alan Turing Institute: AI for Science and Government (ASG) - Education <https://www.turing.ac.uk/research/asg/education>
- IBM Research: AI for Education <https://www.research.ibm.com/artificial-intelligence/ai-for-education/>
- Google AI: Education <https://ai.google/education/>
- Microsoft Education: Artificial Intelligence <https://education.microsoft.com/en-us/resource/18485a7b>
- European Commission: The Impact of Artificial Intelligence on Learning, Teaching, and Education <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/impact-artificial-intelligence-learning-teaching-and-education>
- AI for Education - Global Partnership for Education <https://www.globalpartnership.org/blog/artificial-intelligence-education>

Guidance & Counseling

Course Code: C3

Credits: 02

Hours: 60

Introduction

Guidance and counseling are vital in supporting individuals with disabilities and their families to deal with their environment on a daily basis, as well as explore opportunities and plan for the future. This paper will empower the learners of this course to understand guidance and counseling, the types and context of counseling and apply the counseling and guidance skills to help students and their families as well as to create a supportive environment around them.

Learning Outcomes

After completing the course, the learners will be able to

- Demonstrate a comprehensive understanding of the key issues in counselling and guidance, with a particular focus on the unique challenges faced by individuals with disabilities and their families.
- Critically evaluate the importance and scope of various counseling approaches, including Educational, Vocational, Personal, and Family counseling, in the context of supporting individuals with disabilities.
- Apply appropriate counseling and guidance skills across different settings to effectively support persons with disabilities and their families, adapting techniques to suit individual needs and circumstances.
- Analyze and articulate the contemporary concerns and challenges faced by individuals with disabilities and their families, considering social, economic, and cultural factors.
- Develop and implement tailored counseling strategies that address the specific needs of individuals with disabilities, promoting their personal growth, social integration, and overall well-being.

Unit 1: Introduction to Guidance and Counseling

- 1.1 Guidance and counseling: definition, aims and importance
- 1.2 Competency and scope of work
- 1.3 Role of the learner with families of individuals with disabilities
- 1.4 Role of the learner with individuals with disabilities
- 1.5 Ethical and legal considerations

Unit 2: Micro Skills of Counseling

- 2.1 Building a positive environment, safe space and relationship
- 2.2 Non-judgemental and unconditional acceptance

- 2.3 Active listening (Verbal and Nonverbal)
- 2.4 Empathetic Responding
- 2.5 Building cultural and contextual sensitivity

Unit 3: Building Competency and Enhancing Skills in Settings

- 3.1 Promoting autonomy and choices
- 3.2 Building self-esteem and self-confidence
- 3.3 Promoting positive mental health and wellbeing
- 3.4 Empowering individuals with disabilities to advocate
- 3.5 Need and means for referrals, collaboration and community engagement

Unit 4: Guidance and Counseling across Settings

- 4.1 Formal school and informal educational setups
- 4.2 Vocational and Employment Setups
- 4.3 Residential, assisted living centres
- 4.4 Career Guidance and Legal Rights
- 4.5 Understanding Intersectionality (gender and sexuality, region, religion and caste, socioeconomics and culture etc.)

Unit 5: Addressing Abuse and Harassment

- 5.1 Types of abuse (verbal, physical, psychological, sexual, emotional)
- 5.2 Abusive punishment procedures and their repercussions
- 5.3 Recognizing signs of abuse and trauma
- 5.4 Role of peers, staff, and family
- 5.5 Accessibility to mental health, legal and allied services

Transaction

Refer to the NEP 2020 Framework to understand the role of a counselor

The transaction for this course should be done with a perspective to enhance the sensitivity and skills of the educator. They should be able to appreciate the role of a guide and counselor in the school setting. Lecture discussions, role play and case discussions should be adopted to facilitate understanding among the learners.

Course Work / Practical / Field Engagement

- Observation of counseling sessions with persons with disabilities and their families
- Role plays of a parent counseling session
- Counseling and report writing on an individual/family
- Report of critical observation of a given counseling session
- List the resources required and their optimum use in managing a school guidance programme
- Review documents on vocational guidance and write an essay.

Recommended Readings

Kapunan, R. R. (2004). Fundamentals of guidance and counselling. Rex Printing Company.

Mehrotra, N. (2016). A resource book on disability studies in India. Jawaharlal Nehru University.

<https://www.jnu.ac.in/Faculty/nilika/A%20READER%20ON%20DISABILITY%20STUDIES%20IN%20INDIA.pdf>

Naik, P. S. (2013). Counselling skills for educationists. Soujanya Books.

Nayak, A. K. (1997). Guidance and counselling. APH Publishing.

Pal, O. B. (2011). Educational and vocational guidance and counselling. Soujanya Books.

Rao, V. K., & Reddy, R. S. (2003). Academic environment: Advice, counsel and activities. Soujanya Books.

Shah, A. (2008). Basics in guidance and counselling. Global Vision Publishing House.

Sharma, V. K. (2022). Administration and training of educational and vocational guidance. Soujanya Books.

Web resources

- <https://egyankosh.ac.in/bitstream/123456789/46291/1/BESE-132B4E.pdf>
- https://www.niepid.nic.in/Protocol_Psy.pdf
- <https://www.mheducation.co.in/counselling-and-guidance-9781259005077-india>

AREA D: DISSERTATION

Note: Spread over two semesters

Course Code	Title	Credit	Hours
D1 & D2	Dissertation	16	480
Total		16	480

Dissertation

Course Code: D1 & D2

Credits: 16

Hours: 480

Introduction

The dissertation is more than just a final project; it is a transformative experience that will hone your skills as an educational researcher, critical thinker, and scholar. Through this process, you will delve deep into an area of education that ignites your passion, ask probing questions, and seek answers through rigorous inquiry.

This course is designed to guide you through every stage of the dissertation process, from conceptualizing your research question to disseminating your findings. You will work closely with a faculty supervisor who will provide expert guidance and support tailored to your research area. While the dissertation is an independent project, you are not alone in this journey. Your supervisor, along with the broader academic community, will be there to challenge, inspire, and support you.

Learning Outcomes

By the end of this dissertation course, students will be able to:

- Design and conduct original research in education, demonstrating advanced inquiry skills and methodological rigor while adhering to ethical standards.
- Critically analyze and synthesize existing literature to identify knowledge gaps and situate their research within the broader academic context.
- Apply appropriate research methodologies and data analysis techniques to address complex educational issues, demonstrating proficiency in both qualitative and quantitative approaches as relevant to their study.
- Produce a comprehensive dissertation that contributes new knowledge or insights to the field of education, adhering to academic writing conventions and standards.
- Effectively communicate research findings and their implications for educational theory, policy, or practice through both written work and oral presentation.

Comprehensive Guidelines for M.Ed. Dissertations

- **Topic Selection:** Choose a relevant topic in education by the end of the first semester, in consultation with your assigned supervisor.
- **Proposal Submission:** Submit a detailed research proposal including research questions, methodology, and timeline by the specified deadline.
- **Literature Review:** Conduct a comprehensive review of current literature in your chosen area, identifying key theories and research gaps.
- **Research Design:** Develop a clear, ethical research design appropriate to your research questions. Obtain necessary approvals before data collection.
- **Data Collection and Analysis:** Collect data using approved methods. Analyze using appropriate techniques, documenting your process thoroughly.
- **Writing and Structure:** Follow the required structure: Introduction, Literature Review, Methodology, Results, Discussion, and Conclusion. Adhere to the specified word limit.

- **Formatting:** Use APA format for citations and references. Follow institutional guidelines for margins, font, and spacing.
- **Regular Meetings:** Meet with your supervisor at least monthly to discuss progress and receive feedback.
- **Drafts and Revisions:** Submit drafts of each chapter to your supervisor for feedback. Revise based on their input.
- **Final Submission:** Submit your completed dissertation by the due date, ensuring it meets all specified requirements.
- **Oral Defense:** Prepare to present and defend your research to a committee, if required by your program.
- **Ethical Considerations:** Maintain confidentiality of participants and data integrity throughout your research process.
- **Originality:** Ensure your work is original and properly cited. Submit to a plagiarism check if required by your institution.
- **Quality Standards:** Aim for clear, coherent writing with well-supported arguments and conclusions. Proofread carefully before submission.
- **Dissemination:** Consider opportunities to share your findings through publication or presentation, as appropriate.

Suggested Readings

- American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000>
- Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). The craft of research (4th ed.). University of Chicago Press.
- Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications.
- Galvan, J. L., & Galvan, M. C. (2017). Writing literature reviews: A guide for students of the social and behavioral sciences (7th ed.). Routledge.
- Hart, C. (2018). Doing a literature review: Releasing the research imagination (2nd ed.). SAGE Publications.
- Machi, L. A., & McEvoy, B. T. (2016). The literature review: Six steps to success (3rd ed.). Corwin Press.
- Maxwell, J. A. (2013). Qualitative research design: An interactive approach (3rd ed.). SAGE Publications.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). Qualitative data analysis: A methods sourcebook (4th ed.). SAGE Publications.
- Ravitch, S. M., & Riggan, M. (2016). Reason & rigor: How conceptual frameworks guide research (2nd ed.). SAGE Publications.
- Saldaña, J. (2021). The coding manual for qualitative researchers (4th ed.). SAGE Publications.

Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). University of Michigan Press.

Tashakkori, A., Johnson, R. B., & Teddlie, C. (2020). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences* (2nd ed.). SAGE Publications.

Web Resources:

1. Google Scholar (<https://scholar.google.com>) For searching academic literature across various disciplines.
2. ERIC (<https://eric.ed.gov>) Education Resources Information Center - a comprehensive database for education research.
3. ResearchGate (<https://www.researchgate.net>) A professional network for scientists and researchers to share papers and connect.
4. Academia.edu (<https://www.academia.edu>) A platform for academics to share research papers.
5. Mendeley (<https://www.mendeley.com>) Reference management software and academic social network.
6. Zotero (<https://www.zotero.org>) A free, open-source reference management software.
7. Sci-Hub (Note: Use with caution due to legal issues) A shadow library providing free access to research papers.
8. Project Gutenberg (<https://www.gutenberg.org>) A library of over 60,000 free eBooks.

AI Tools for Research:

1. Elicit (<https://elicit.org>) AI research assistant that can help find relevant papers and summarize findings.
2. Semantic Scholar (<https://www.semanticscholar.org>) AI-powered research tool for finding and understanding scientific literature.
3. Writefull (<https://writefull.com>) AI-powered writing assistant for academic texts.
4. Grammarly (<https://www.grammarly.com>) AI-powered writing assistant for grammar and style improvement.
5. ChatGPT or Claude AI language models that can assist with research questions, summarization, and idea generation.
6. Scholarcy (<https://www.scholarcy.com>) AI tool for summarizing and analyzing research papers.
7. Iris.ai (<https://iris.ai>) AI-powered tool for scientific literature review and research.
8. Scite (<https://scite.ai>) AI-driven platform that helps researchers discover and evaluate scientific articles.

**AREA E: PRACTICAL RELATED TO
SPECIALIZATION
Intellectual Disability (ID)**

Note: Spread over two semesters

Course Code	Title	Credit	Hours
E1	Practicals related to Disability Specializations <ul style="list-style-type: none">• Teaching Practice	8	240
E2	Practicals related to Disability Specializations <ul style="list-style-type: none">• Preparation and Administration of Teacher Made Test (TMT)• Case Work (Clinical Settings)	4	120
		4	120
Total		16	480

Teaching Practice

Course Code: E1

Credits: 08

Hours: 240

Guidelines for Teaching Practice

Lesson Plan Preparation

1. Each student teacher must prepare 20 lesson plans for classroom teaching.
2. Lesson plans should be based on the prescribed course curriculum for diploma and/or B.Ed levels of specialization in ID.
3. Lessons should be diverse:
 - Not all lessons should be from the same course.
 - Choose lessons from different courses within the prescribed curriculum.
4. ICT Integration:
 - A minimum of 50% of the lessons (at least 10) must be ICT-based.

Approval and Supervision

1. All lesson plans must be approved by the supervisor before teaching.
2. Lessons will be supervised by the concerned faculty member during actual teaching.

Peer Observation

1. Each student trainee will be allotted five classes for peer observation.

Lesson Selection Criteria

Out of the 20 lessons:

1. At least 4 lessons should use innovative teaching methods
2. At least 4 lessons should integrate technology in preparation of lessons
3. At least 4 lessons should use traditional teaching methods

Guided vs. Independent Lessons

1. 16 lessons will be guided by supervisors.
2. 4 lessons will be submitted independently by trainees for evaluation.

Submission Requirements

Trainees must submit a complete record of Teaching Practice, including:

1. 20 lesson plans
2. Peer evaluation reports
3. Relevant materials (ICT-related or Teaching-Learning Materials)
4. Approved lesson plans with evaluation remarks
5. Signatures of the practical supervisor and course coordinator for taught classes

Evaluation Process

1. The final lesson plan will be jointly evaluated by external and internal examiners.
2. Evaluation will be followed by a viva-voce examination.

Important Notes

- Ensure diversity in lesson topics and teaching methods.
- Focus on incorporating ICT and innovative teaching strategies.
- Maintain thorough documentation of all teaching activities.
- Seek regular feedback and approval from supervisors.
- Prepare well for the final evaluation and viva-voce.

Suggested Readings

- Arends, R. I. (2014). *Learning to teach* (10th ed.). McGraw-Hill Education.
- Borich, G. D. (2016). *Effective teaching methods: Research-based practice* (9th ed.). Pearson.
- Darling-Hammond, L., & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. Jossey-Bass.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.
- Marzano, R. J. (2017). *The new art and science of teaching*. Solution Tree Press.
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(3), 300-314.
- Grossman, P., Hammerness, K., & McDonald, M. (2009). Redefining teaching, re-imagining teacher education. *Teachers and Teaching: Theory and Practice*, 15(2), 273-289.
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.

Online Resources

- ISTE. (2022). *ISTE Standards for Educators*. International Society for Technology in Education. <https://www.iste.org/standards/iste-standards-for-teachers>
- Teach Thought. (n.d.). *The 6 Facets of Understanding: A Definition for Teachers*. <https://www.teachthought.com/learning/6-facets-of-understanding-a-definition-for-teachers/>
- UNESCO. (2011). *UNESCO ICT Competency Framework for Teachers*. <http://unesdoc.unesco.org/images/0021/002134/213475e.pdf>

Preparation and Administration of Teacher Made Test (TMT)

Course Code: E2 (A)

Credits: 04

Hours: 120

Guidelines for Teacher-Made Tests (TMTs)

Preparation Requirements

1. Each learner must prepare at least six (6) teacher-made tests.
2. Tests should cover different subject areas and different levels.
3. Tests must be designed for both special classes and inclusive classes.

Supervision

- All TMTs must be prepared under the guidance of a supervisor.

Report Submission

1. Submit two copies of a typed report for each TMT.
2. Each report should include: a) Conceptual background b) Rationale for the test c) Detailed methodology adopted in preparation and administration

Test Administration

- Administer each prepared test in appropriate classroom settings.

Presentation

- Present all TMTs in a seminar format.

Evaluation Process

1. Performance will be jointly evaluated by external and internal examiners.
2. Evaluation will be followed by a viva-voce examination.

Key Considerations

1. Ensure diversity in subject areas and educational levels.
2. Tailor tests for both special and inclusive classroom environments.
3. Maintain clear documentation of the entire process.
4. Seek regular feedback from your supervisor.
5. Prepare thoroughly for the seminar presentation and viva-voce.

Case Work (Clinical Settings)

Course Code: E2 (B)

Credits: 04

Hours: 120

The Case Work (Clinical Set-Up) component is a crucial part of the teacher education program, designed to provide hands-on experience in working with diverse educational cases. This practical experience bridges the gap between theoretical knowledge and real-world application, preparing Teacher Educators to address the complex needs of students in various educational settings.

Through this component, Teacher Educators will develop essential skills in case history taking, educational assessment, program planning, and management. The work with both new and follow-up cases offers a comprehensive view of the educational support process, from initial screening to long-term program implementation and evaluation.

These guidelines are intended to provide a clear framework for conducting case work, ensuring that all Teacher Educators meet the required standards and gain valuable experience in clinical educational practices. By following these guidelines, you will not only fulfill the course requirements but also develop critical competencies that will serve you throughout your career in education.

Case Work Requirements

New Cases (10 cases)

Each Teacher Educator is expected to work with 10 new cases, which should include:

1. Case history taking
2. Educational Screening & Assessment
3. Management planning
4. Referrals

Follow-up Cases (25 cases)

Each Teacher Educator is expected to work with 5 follow-up cases, which should include:

1. Review
2. Detailed educational assessment
3. Educational program planning
4. Home-based management plan with demonstration
5. Referrals

Reporting Requirements

- Teacher Educators are required to prepare five comprehensive reports and five GLAD reports.

Guidelines for Case Work

1. **New Cases:**
 - Conduct thorough case history taking for each new case
 - Perform educational screening and assessment
 - Develop management plans tailored to each case
 - Make appropriate referrals as needed

2. Follow-up Cases:

- Review previous case information
- Conduct detailed educational assessments
- Design educational program plans based on assessment results
- Create and demonstrate home-based management plans
- Make referrals for additional support or services as necessary

3. Report Preparation:

- Compile comprehensive reports for both new and follow-up cases
- Ensure reports include all relevant information, assessments, plans, and recommendations
- Present findings and plans clearly and professionally

4. Professional Conduct:

- Maintain confidentiality and ethical standards throughout the case work process
- Communicate clearly and empathetically with clients and their families
- Collaborate with other professionals as needed for comprehensive care

5. Documentation:

- Keep detailed records of all interactions, assessments, and plans
- Ensure all documentation is accurate, up-to-date, and securely stored

6. Continuous Learning:

- Reflect on each case to identify areas for improvement in assessment and planning techniques
- Stay updated on current best practices in educational assessment and intervention

**AREA F: PRACTICAL –
FIELD ENGAGEMENT / INTERNSHIP**

Intellectual Disability (ID)

Note: Spread over two semesters

Course Code	Title	Credit	Hours
F1	Field engagement/ internship related to disability specializations	6	270
F2	Field engagement / internship related to disability specializations	6	270
Total		12	540

Internship as a Teacher Educator

Course code: F1

Credits: 6

Hours: 270

Introduction

This internship is a crucial component of your educational journey, designed to bridge the gap between theoretical knowledge and practical teaching experience. Over the course of four weeks, you will have the opportunity to immerse yourself in a real-world teaching environment, applying the skills and concepts you've learned in your coursework. Internship involves a compulsory placement with a teacher training institute / college running courses in the specialization area.

Internship Program Guidelines

Placement

- Compulsory placement at a teacher training institute or college
- Institute must offer courses in the student's specialization area

Duration

- 4 weeks (28 calendar days) or 270 working hours

Teaching Requirements

- Each student trainee must teach minimum of 20 lessons
- Topics should be from different courses within the program
- Avoid teaching multiple lessons from the same course

Practical Supervision

- Supervise student trainees in Diploma or B.Ed. Spl.Ed. programs
- Focus on topics from the respective curriculum

Additional Responsibilities

- Undertake duties as assigned by the Principal, In-charge, or Head of Department (HOD)

Reporting

- Prepare a descriptive report detailing:
 - Duties carried out
 - Completion of theory teaching
 - Responsibilities in supervising practical's
- Obtain official confirmation:
 - Report must be signed by the Principal, HOD, or In-charge
- Submit the completed and signed report to the home institution

Important Notes

- Adhere to host institution's policies and procedures
- Maintain regular communication with home and host institution supervisors
- Report any issues or concerns promptly to the internship coordinator

Field Engagement / Internship

Course code: F2

Credits: 6

Hours: 270

A. Internship

The four-week internship in Intellectual Disability Rehabilitation is a crucial component of the program, taking place at relevant field sites such as government organizations, NGOs, CBR projects, special schools, or inclusive schools. Under faculty supervision, students are expected to bridge theoretical knowledge with practical application, focusing on specialization courses. The internship involves comprehensive work with two children with specific disabilities, including information gathering from parents and professionals, formal and informal assessments, report writing, developing and implementing Individualized Education Plans (IEPs) for at least 15 sessions (45 minutes each), collaborating with class teachers and related professionals, supporting students during regular classes, and evaluating progress. This hands-on experience allows students to apply their learning in real-world settings, develop critical skills in assessment and intervention, and gain insights into the multifaceted nature of intellectual disability rehabilitation. Upon completion, students must submit a detailed report to the head of the organization, following the institute's specified format, documenting their experiences, observations, and learning throughout the internship period.

B. Research & Publication

Student teachers are required to conduct action research to improve educational practices, focusing on identifying and solving classroom problems or studying their own teaching methods. This research, supervised by faculty, should be collaborative with classroom teachers. The research outcomes can be published, with faculty guiding students in article writing, research proposal development, and abstract composition. Students must study 10 articles from leading general and special education journals, submitting brief reports on each (including aims, methods, and results) and discussing one impactful article in class. Additionally, students are tasked with identifying and listing appropriate, genuine journals for potential publication. This comprehensive approach combines practical classroom research with academic writing skills, preparing student teachers to contribute to educational literature while improving their teaching practices. The process emphasizes the importance of connecting research to real-world educational challenges and encourages students to engage critically with existing literature in the field.

AREA G: EMPLOYABILITY SKILLS

Course Code	Title	Credit	Hours
G	Employability skills	2	60
Total		2	60

Employability Skills

Course Code: G

Credits: 02

Hours: 60

Introduction

This course equips educators with essential employability skills for the 21st-century workplace. Covering communication, digital literacy, critical thinking, and personal management, it empowers teachers to enhance their own skills while preparing students for future careers. Through theoretical frameworks and practical strategies, participants will learn to integrate vital competencies into their teaching practice.

Learning Outcomes

After completing the course, the learners will be able to

- Define and analyze key employability skills frameworks, and explain their importance in educational contexts and the 21st-century workplace.
- Demonstrate proficiency in essential communication and interpersonal skills, including effective verbal and non-verbal communication, active listening, presentation skills, and conflict resolution.
- Evaluate and utilize digital tools and platforms to enhance teaching practices, promote digital literacy, and foster online safety and ethical use of technology among students.
- Apply critical thinking, analytical reasoning, and problem-solving techniques to address complex educational and workplace scenarios, while considering ethical implications.
- Develop and implement strategies for personal management and career development, including time management, stress management, adaptability, and effective job search techniques.

Unit 1: Foundations of Employability Skills in Teacher Education

- 1.1 Defining employability skills in the context of education
- 1.2 The evolving landscape of teacher employment
- 1.3 Aligning teacher education with job market demands
- 1.4 Frameworks for integrating employability skills in teacher education programs
- 1.5 Assessing the employability skills of pre-service teachers

Unit 2: Advanced Pedagogical Approaches for Employability

- 2.1 Innovative teaching methodologies for enhancing employability
- 2.2 Designing experiential learning opportunities for pre-service teachers
- 2.3 Integrating technology in teacher education for improved employability
- 2.4 Developing reflective practice skills in future educators
- 2.5 Cultivating adaptability and lifelong learning mindsets

Unit 3: Leadership and Management Skills for Educators

- 3.1 Developing educational leadership competencies
- 3.2 Classroom management and behavior leadership strategies
- 3.3 Project management skills for educational contexts
- 3.4 Collaborative teaching and team leadership
- 3.5 Crisis management and decision-making in educational settings

Unit 4: Research and Data Literacy in Education

- 4.1 Action research methodologies for classroom improvement
- 4.2 Interpreting and applying educational research findings
- 4.3 Data-driven decision making in education
- 4.4 Ethical considerations in educational research
- 4.5 Communicating research findings to diverse stakeholders

Unit 5: Professional Identity and Career Development for Educators

- 5.1 Building a professional teaching portfolio
- 5.2 Networking and professional learning communities in education
- 5.3 Personal branding and digital presence for educators
- 5.4 Navigating the teacher recruitment and selection process
- 5.5 Continuous professional development and career progression in education

Transaction / Course Work / Practical / Field Engagement

- **Interactive Learning:** Mix lectures with hands-on activities for each unit. For example, use role-playing for leadership skills and mock interviews for employability assessment.
- **Project-Based Assignments:** Assign projects that span multiple units, encouraging students to apply theory to practical scenarios. This could include creating teaching portfolios or designing innovative lesson plans.
- **Technology Integration:** Incorporate relevant educational technology tools throughout the course. This helps students develop digital skills while learning the content.
- **Real-World Connections:** Bring in guest speakers from the education field and organize school visits to connect theory with practice.
- **Reflective Practice:** Encourage ongoing reflection through journals and self-assessments, helping students track their progress in developing employability skills.

Recommended Readings

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Web resources

- UNESCO: Teachers <https://en.unesco.org/themes/teachers>
- OECD: TALIS <https://www.oecd.org/education/talis/>
- Education World: Employment and Careers <https://www.educationworld.com/aadmin/admin/admin190.shtml>
- The Higher Education Academy: Employability <https://www.advance-he.ac.uk/guidance/teaching-and-learning/employability>
- Edutopia: Project-Based Learning <https://www.edutopia.org/project-based-learning>
- TeachThought <https://www.teachthought.com/category/the-future-of-learning/>
- ISTE: Education Technology Standards <https://www.iste.org/standards/for-educators>
- The Reflective Teacher <https://www.reflectiveteaching.co.uk/>
- Educational Leadership Magazine <https://www.ascd.org/el>
- Teach for America: Teacher Leadership <https://www.teachforamerica.org/life-as-an-alum/teacher-leadership>
- Mindtools: Leadership Skills https://www.mindtools.com/pages/main/newMN_LDR.htm
- Crisis Prevention Institute: Education Resources <https://www.crisisprevention.com/Industries/Education>
- American Educational Research Association (AERA) <https://www.aera.net/>

- Education Week: Data <https://www.edweek.org/data>
- What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>
- SAGE Research Methods <https://methods.sagepub.com/>
- Education Career Services - University of Birmingham
<https://www.birmingham.ac.uk/university/colleges/socsci/schools/education/career-development/index.aspx>
- LinkedIn for Educators <https://www.linkedin.com/learning/linkedin-for-educators>
- National Education Association: Professional Development
<https://www.nea.org/professional-excellence>
- TeachersPayTeachers <https://www.teacherspayteachers.com/>

AREA H: ONLINE COURSE
(Swayam Platform)

Note: Spread over three semesters

Course Code	Title	Credit	Hours
H	Online Course – Swayam Platform	2	80
Total		2	80

Online Course – Swayam Platform

Course code: H

Credits: 2

Hours: 80

Purpose

The purpose of integrating Massive Open Online Courses (MOOCs) into the M.Ed. program is to enhance students' research skills, expose them to global perspectives in teacher education, and promote self-directed learning.

Guidelines for MOOC Requirement in M.Ed. Program

Course Requirements

- Students must complete a minimum of 2 credits through MOOCs related to Research in Teacher Education.
- Course Topics: Acceptable course topics include, but are not limited to:
 - Academic Writing
 - Research Ethics
 - Research Methodologies in Education
 - Data Analysis for Educational Research
 - Contemporary Issues in Teacher Education
- Platform Options: Students may choose courses from SWAYAM or other recognized MOOC platforms such as Coursera, edX, or FutureLearn.
- Timeline: Principals of Colleges of Education must inform students about this requirement at the beginning of the M.Ed. program. Students must submit the MOOC completion certificate before the end of the fourth semester.
- Course Selection and Approval Process: Students should research available courses on approved platforms. Selected courses must be relevant to Research in Teacher Education. Students must submit their chosen course for approval to the designated faculty member or committee. Approval should be obtained before enrolling in the course.
- Enrollment and Completion: Students are responsible for enrolling in the approved MOOC. They must adhere to the start dates and deadlines set by the MOOC provider. Students must fully participate in all course activities, including video lectures, readings, assignments, and assessments. They must meet all requirements set by the MOOC provider to earn the completion certificate.
- Certification and Submission: Upon successful completion of the MOOC, students must obtain an official certificate from the course provider. Students must submit the following to their college:
 - MOOC completion certificate
 - Brief report on the course content and its relevance to their M.Ed. studies

Expert Committees

Coordinators of Curriculum Development

