

**UNIVERSITY OF MUMBAI**

**MASTER OF EDUCATION-SPECIAL EDUCATION (HEARING IMPAIRMENT)**

**M.Ed.Spl.Ed. (HI)**

## UNIVERSITY OF MUMBAI

### SYLLABUS FOR THE MASTER OF EDUCATION-SPECIAL EDUCATION (HEARING IMPAIRMENT)

#### M.Ed.Spl.Ed. (HI)

As per the NCTE Regulations 2014 Notification 346 dated 1.12.2014 and subsequent letter No 8-A/ Recog./ Policy /2014-RCI dated 28<sup>th</sup> January 2015 and letter # 7-128 RCI/ 2015 dated 15.5.2015 from Rehabilitation Council of India, New Delhi, the M.Ed. Special Education (Hearing Impairment) program of one year is revised to two years in the University of Mumbai. The said program is Credit Based Grading System (CBGS). The programme comprises of four semesters and offers choice based elective courses. It is implemented from academic year 2015-2016. The syllabus of M.Ed. Special Education (Hearing Impairment) is based on the syllabus prescribed by the Rehabilitation Council of India (RCI).

The title of the programme is based on the Gazette of India July 5, 2014(ASADHA 14, 1936) notification of UGC

**O ----Title:** Master of Education Special Education (Hearing Impairment) M.Ed. Spl. Ed. (HI)

**O -----Eligibility:** Following candidates are eligible for admission:

A candidate who has successfully passed B.Ed. (HI) / B.Ed. (Deaf) / B.Ed. (HH) / B. Ed. Special Education (HI) from a recognized University or any other degree equivalent from an affiliating University and/ or Teaching Department under any University recognized by U.G.C. and RCI with a minimum of 50% aggregate marks.

#### OR

A candidate who has successfully passed the B.Ed. (General Education) with 50% aggregate and has successfully completed Diploma in Special Education (Hearing impairment) or equivalent recognized by the RCI with minimum 50% aggregate marks.

**R---Duration:** The duration of the programme is of two academic years divided into four semesters

**Attendance:** The minimum attendance of students will be as per Mumbai University guidelines. However, for Practical & Field Engagement of the program the students have to complete all course work within the stipulated period.

**R----Student intake**

As per RCI norms and additional seats for OBC may be admitted as per Govt. of India directives where ever applicable.

### **R--- Faculty norms**

As per RCI guidelines

### **R--- Fees structure**

The fees structure of the M.Ed.Spl.Ed. (HI) program will be as per the University/ RCI /State Government/Central Government-which ever applicable

### **Applying for semester end examination:**

A candidate for the examination in Semester I, II, III&IV must apply to the Registrar of the University of Mumbai with certificates required, through the Principal /Head of the College/Institute in which he/she has received training.

### **Structure of the Programme:**

The entire programme of M.Ed.Spl.Ed. (HI) is of 80 credits. Each credit is of 30 learning hours. The programme of M.Ed.Spl.Ed. (HI) comprises of Part I, Part II, Part III & Part-IV.

- (i) **Part – I Theory** will be offered in semesters I, II & III and comprises of 12 theory courses: 7 Core courses (A),4 Specialization courses (B) 1 Elective course (C),totalling to 48 credits.
- (ii) **Part – II Dissertation(D)** will be offered in IV and comprises of 16 credits.
- (iii) **Part – III Practical (E) will** be offered in semester I & II and comprises of 4 skill courses having 8 credits
- (iv) **Part-IV Field Engagement (F)**will be offered in Semesters III & IV and comprises of 2 courses having 8 credits

## **Semester – I**

| Course Code | PART | Course Title   | No. of Credits | Maximum Marks |          |       |
|-------------|------|--|----------------|---------------|----------|-------|
|             |      |  |                | Internal      | External | Total |
| A1          | I    | Developments in Education and Special Education                          | 4              | 20            | 80       | 100   |
| A2          | I    | Psychology of Development and Learning                                   | 4              | 20            | 80       | 100   |
| B8          | I    | Identification, Assessment and Needs of Children with Hearing Impairment | 4              | 20            | 80       | 100   |
| B9          | I    | Curriculum and Teaching Strategies for Children with Hearing Impairment  | 4              | 20            | 80       | 100   |
| E1          | III  | Audiological, Speech Evaluation and Management at Different Levels       | 4              | 200           | Nil      | 200   |
| Total.....  |      |  | 20             | 280           | 320      | 600   |

### Semester – II

| Course No. | PART | Course Title   | No. of Credits | Maximum Marks |          |       |
|------------|------|--|----------------|---------------|----------|-------|
|            |      |  |                | Internal      | External | Total |
| A3         | I    | Research Methodology and Statistics                                    | 4              | 20            | 80       | 100   |
| A4         | I    | Curriculum Design and Development                                      | 4              | 20            | 80       | 100   |
| A5         | I    | Inclusive Education  | 4              | 20            | 80       | 100   |
| B11        | I    | Assistive Devices and services for Individuals with Hearing Impairment | 4              | 20            | 80       | 100   |
| E2         | III  | Language and Educational Evaluation                                    | 4              | 200           | Nil      | 200   |
| Total      |      |  | 20             | 280           | 320      | 600   |

### Semester – III

| Course No.                            | PART | Course Title   | No. of Credits | Maximum Marks |          |       |
|---------------------------------------|------|--|----------------|---------------|----------|-------|
|                                       |      |  |                | Internal      | External | Total |
| A6                                    | I    | Perspectives in Teacher Education – In-service and Pre-service | 4              | 20            | 80       | 100   |
| A7                                    | I    | Educational Evaluation   | 4              | 20            | 80       | 100   |
| B10                                   | I    | Adulthood and Family Issues                                    | 4              | 20            | 80       | 100   |
| <b>ELECTIVE COURSES<br/>(ANY ONE)</b> |      |  |                |               |          |       |
| C12 (i)                               | I    | Educational Management<br>OR                                   | 4              | 20            | 80       | 100   |
| C12(ii)                               | I    | Educational Technology<br>OR                                   |                |               |          |       |
| C12(iii)                              | I    | Guidance and Counselling                                       |                |               |          |       |
| F1                                    | IV   | Field Engagement/<br>Internship as a Teacher Educator          | 4              | 100           | NIL      | 100   |
|                                       |      |  | 20             | 180           | 320      | 500   |

### **Semester – IV**

| Course No. | PART | Course Title     | No. of Credits | Maximum Marks              |          |          |          |       |
|------------|------|------------------|----------------|----------------------------|----------|----------|----------|-------|
|            |      |                  |                | Internal( Based on report) |          | viva     |          | Total |
|            |      |                  |                | Internal                   | External | Internal | External |       |
| D          | II   | Dissertation     | 16             | 50                         | 50       | 50       | 50       | 200   |
| F2         | IV   | Field Engagement | 4              | 50                         | Nil      | 50       | Nil      | 100   |

The internal assessment marks obtained by the candidates in Part-I, Part II, Part III & Part IV in each semester shall be forwarded to the University by the Head of the Institution / College

The topic of dissertation shall be on an education/allied field. The Institute/College shall submit the titles of proposed dissertation work to the University in Semester-III for approval. If the title suggested by any candidate is not approved, he/ she will be at liberty to suggest another and get approved. Each candidate shall work under the guidance of a recognized post graduate teacher of the University as per their choice.

Dissertation when submitted shall be accompanied by a certificate signed by the Guide and Head of the Institution /College certifying that the same is the candidate's own work carried out under the respective guide's supervision and has not been submitted earlier for award of any other degree or diploma and is worthy of examination.

Three copies of the dissertation submitted by the candidate (identity concealed) to the Head of the Institute/College shall be forwarded to the University before the completion of the academic semester.

Viva voce of the dissertation will be held jointly by the internal and external examiners and marks will be awarded jointly by the internal and external referees (and moderator if option # (ii) is chosen) on the basis of the content of dissertation and viva voce performance. For external assessment of Part-II (Dissertation), the colleges have following two options in order to increase the fairness in assigning marks to the candidates .

- (i) The Concerned Board of Studies (BOS) of the University will appoint two or three external referees who will examine minimum six to maximum thirteen candidates. The mark of each candidate will be forwarded to the University.
- (ii) BOS will appoint one external moderator along with the internal and external examiners who will be physically present during the viva of all candidates. The moderator will moderate assigned marks of each candidate in comparison with rest of the other candidates. The moderated mark of each candidate will be forwarded to the University.

#### **R ----- Standard of Passing the Examination:**

- (i) A candidate will be declared pass when he/she has secured 50% in each course (Internal & External separately where ever applicable) of Part-I, Part II, Part III & Part IV separately in all four semesters. However, the candidate has to pass the internals of Part I & III separately for appearing Semester end Theory examination of each semester.
- (ii)** The overall grade of the M. Ed.Spl. Ed. (HI) programme will be calculated on the basis of total marks obtained in all four semesters. The grade marks and grade points will be awarded accordingly
- (iii) With respect to the performance of the candidate in each semester and the programme, semester grade point average (GPA) and cumulative grade point average (CGPA) will be calculated as per the standard guidelines of the University of Mumbai.

#### **ALLOWED TO KEEP TERM**

- (i) A student shall be allowed to keep term/s for consecutive semester/s irrespective of number of courses of failure in earlier semester/s.
- (ii) The result of semester IV shall be kept in abeyance until the student passes semesters I, II & III.

- (iii) A maximum of three years from the date of admission to the programme is allowed for programme completion. Number of attempts is limited to maximum 3 per course - inclusive of the first attempt.
- (iv) A candidate failing in Part I can reappear for the examination without putting in attendance for the instructional hours of that course/s.
- (v) For Part-II, Viva voce of Dissertation will be conducted only when the candidate score 50 % or above in the internal & external report of the content of dissertation. In case of failing in the content, he/she has to modify the content of the dissertation as per the suggestions of internal and external referees/external moderator and resubmit the dissertation to the university. If the candidate fails only in viva voce, he / she has to reappear only in the viva voce.
- (vi) If the candidate does not appear for the semester end examinations fully or partially, he/she will be considered as a failure candidate. However, he/she is eligible for reappearing facility and his/her internal marks will be carried forward.

## **PART I CORE COURSES (A)**

### **DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION**

**Course Code: A 1**

**Credits: 04**

**Contact Hours: 90**

**Marks: 100**

#### **Introduction**

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

## **Objectives**

After completing the course teacher educators will be able to

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

## **Module 1: An Overview of Development of Education System**

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

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

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

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

- 3.1 National Legislations (RCI Act 1992, PWD Act 1995, National Trust Act, Biwako Millennium Framework)
- 3.2 International Legislations for Special Education and International Organisations (UNESCAP, UNCRPD, WHO, UNICEF, NESCO, UNDP, Action Aid, CBM)
- 3.3 National Policies (POA 1992, SSA, RMSA and RUSA) & Government Schemes and Provisions for Persons with Disabilities
- 3.4 Role of Governmental and non-governmental agencies in general and special education
- 3.5 Current issues– Identifications, Labelling, cultural and linguistic diversity & advocacy



#### **Module 4: Quality Issues in Education**

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

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

- 5.1 Education as a development indicator, and enhancer of development indicators
- 5.2 Education for sustainable development & Right based approach
- 5.3 International curriculum framework in the light of changing priorities and international perspectives
- 5.4 Education for conservation of environment and social change
- 5.5 Education for individual and national development

#### **Course Work/Assignments( Any three) 1 credit**

**30 hrs**

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

#### **Transaction :**

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

#### **Suggested Readings**

- Anand, C.L. et.al. (1993). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
- Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.
- Education Commission. (1964-1966). Ministry of Education, Government of India, New Delhi.
- Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, New Delhi.
- Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). Including Children with Special Needs: Primary Stage. NCERT, New Delhi.

- Kumar, A. (2003). Environmental challenges of the 21<sup>st</sup> century, APH Publishing Corporation, New Delhi.
- Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers. MacMillan, New Delhi.
- National Policy on Education (1986). Ministry of Human Resource Development. Govt. of India, New Delhi.
- National University of Educational Planning and Administration (2014). Education for All Towards Quality with Equity: INDIA. NUEPA, New Delhi.
- Ozial, A.O. (1977). Hand Book of School Administration and Management. Macmillan, London.
- Programme of Action (1992). Ministry of Human Resource Development. Govt. of India, New Delhi.
- Report of Core group on value orientation to education (1992). Planning commission, Govt of India.
- Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
- School Education in India – Present Status and Future Needs (1986). NCERT, New Delhi.
- Seventh All India School Education Survey (2002). NCERT, New Delhi.
- UNDP (1996). Human Development Reports. Oxford University Press. New York.
- UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
- UNESCO (2009). Report on Education for sustainable development.
- Varghese, N.V. (1995). School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.

## **PSYCHOLOGY OF DEVELOPMENT AND LEARNING**

**Course Code: A 2**

**Credits: 04**

**Contact Hours: 90**

**Marks: 100**

**Introduction**

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

## **Objectives**

After completing the course teacher educators will be able to

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

## **Module 1: Overview Educational Psychology**

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

## **Module 2: Understanding the Development of the Learner**

- 2.1 Concept of Growth and Development
- 2.2 Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence
- 2.3 Physical, social, emotional, moral development, play and language development
- 2.4 Cognitive Development: Piaget, Vygotsky and Kohlberg
- 2.5 Factors affecting Growth and Development

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

- 3.1 Sensation, Perception and Attention
- 3.2 Memory - Nature and types, factors affecting memory
- 3.3 Thinking: Concept Formation, Reasoning, Problem solving
- 3.4 Intelligence: Nature, types, theories and assessment
  - 3.4.1 Creativity
- 3.5 Individual differences and its educational implications for children with disabilities

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

- 4.1 Concept, definition and theories of Motivation
- 4.2 Classical and Contemporary Learning Theories: Behavioural, Cognitive and Social

- 4.3 Concept, definition and principles of personality development
- 4.4 Personality Theories-
  - 4.4.1 Psychoanalytic-Freud & Neo-Freudians, Trait, Humanistic
  - 4.4.2 Assessment of Personality
- 4.5 Implications in teaching-learning with reference to children with disabilities

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

- 5.1 Individual differences in cognitive and affective areas and its educational Implications
- 5.2 Classroom climate, group dynamics
- 5.3 Peer tutoring, co-operative learning, self-regulated learning
- 5.4 Teacher effectiveness and competence
- 5.5 Guiding children with disabilities

### **Course Work/Assignments ( Any three) 1 credit**

**30 hrs**

- Plan and conduct a survey about attitudes/practices regarding one or more of the following: children with disabilities, prenatal development, prenatal hazards, school drop-out, motivation of children
- Conduct an experiment with Piagetian methods of evaluating cognitive development and submit a report
- Analyze any autobiography to explain human development
- Design a behaviour modification plan for a specific child
- Present information on cognitive styles and their effects on learning

### **Transaction**

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

### **Essential readings**

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

### **Suggested Readings**

- Bernard, H.W. (1972). Psychology of Learning and Teaching. Mc Grow Hill,New York.

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

## **RESEARCH METHODOLOGY AND STATISTICS**

**Course Code: A 3**

**Credits: 04**

**Contact Hours: 90**

**Marks: 100**

**Introduction**

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

## **Objectives**

After completing the course teacher educators will be able to

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

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

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

## **Module 2: Types and Methods of Research**

- 2.1 Types of research- Quantitative, Qualitative, Fundamental, Applied, Action
- 2.2 Methods of Research:
  - Descriptive
  - Correlational
  - Ex-post facto
  - Experimental; Designs (i) Pre-experimental, (ii) Pre-Post designs, (iii) Quasi Experimental design, (iv) single subject design
- 2.3 Variables- Types and threats
- 2.4 Process of research- Selection of problem, Review of literature, Sampling; Types and selection process, Hypothesis
  - Instruments; tests, questionnaire, interview, observation schedule, rating scale
  - Data collection and analysis
- 2.5 Standardization of research instrument- Selection of items, reliability and validity and norms

## **Module 3: Methods of Quantitative Analysis**

- 3.1 Parametric and non-parametric tests: Concept and difference
- 3.2 Descriptive Statistics:
  - Measures of Central Tendency
  - Correlations; Product-moment, Biserial-r, Point-biserial, Phi-coefficient, Regression analysis
- 3.3 Inferential statistics

- Underlying concepts: Sampling error, standard error of mean, confidence level, degrees of freedom, one tail-two tail test, type I and type II errors
  - Student t- test, ANOVA, Ancova, Chi-square, Sign Test, Mann Whitney U test, Kruskal-Wallis test
- 3.4 Computer applications for analysis
- 3.5 Tabulation and graphic representation

#### **Module 4: Qualitative Research Methods and Analysis**

- 4.1 Grounded theory
- 4.2 Ethnography and case study
- 4.3 Narrative/discourse and visual methodologies
- 4.4 Mixed method
- 4.5 Themes, coding and presentation

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

- 5.1 Components of research proposal
- 5.2 Presentation of proposal
- 5.3 Writing of thesis/dissertation
- 5.4 Writing technical paper for publication
- 5.5 Research management

#### **Course Work/Assignments ( Any three) 1 credit**

**30 hrs**

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

#### **Transaction**

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

#### **Essential Readings**

- Agarwal, A.N. (2002). Quantitative Methods. Vrinda Publishing, New Delhi.
- Best, J.W., & Kahn, J.V. (1996). Research in Education. Prentice-Hall, New Delhi.
- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.

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

### **Suggested Readings**

- Berg, B.L., & Lune, H. (2011). Qualitative Research Methods for the Social Sciences. Pearson Publication, Boston.
- Bogdan, R. C., &Biklen, S. K. (2007). Qualitative research for education: An introduction to theory and methods (5th ed). Pearson, Boston.
- Lipsey, M.W. (1990). Design Sensitivity: Statistical Power for Experimental Research. Sage Publications, Newbury Park, CA.
- Singh, A. K. (2004).Tests Measurement and Research Methods in Behavioural Science. Tata McGraw-Hill Publishing, New Delhi.

## **CURRICULUM DESIGN & DEVELOPMENT**

**Course Code: A 4**

**Credits: 04**

**Contact Hours: 90**

**Marks: 100**



## **Introduction**

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

## **Objectives**

After completing the course teacher educators will be able to

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

## **Module 1: Nature of Curriculum**

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

## **Module 2: Approaches & Types of Curriculum Development**

- 2.1 Developmental Approach
- 2.2 Functional Approach
- 2.3 Eclectic Approach
- 2.4 Ecological Approach
- 2.5 Expanded Core Curriculum
- 2.6 Hidden Curriculum

## **Module 3: Principles of Curriculum Construction**

- 3.1 Curriculum & Ideology
- 3.2 Curriculum as a Social Construct
- 3.3 Differentiating between Curriculum Design and Curriculum development
- 3.4 Theories of Curriculum Development
- 3.5 Universal Design of Learning for Curriculum Development

## **Module 4: Curriculum Development & Instructional Design**

- 4.1 Differentiation of Curriculum
- 4.2 Pedagogical Theories and curriculum transaction
- 4.3 Material and Instructional Adaptations
- 4.4 Assessment and Evaluation

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

- 5.1 Organisation of learning opportunities for diverse needs
- 5.2 Designing integrated and inter-disciplinary learning experiences
- 5.3 Collaborative curriculum
- 5.4 Alignment of curriculum and modes of assessment
- 5.5 Curricular trends

### **Course Work/Assignments ( Any three) 1 credit**

**30 hrs**

- Write a 2000 word essay describing a curriculum in action in an inclusive school
- Adapt any one lesson in collaboration with a regular teacher within a secondary school text book (using one of the approaches to curriculum development) to meet the needs of children with disabilities
- Study any one curriculum of your choice and reflect upon it
- Write an essay of the recent trends in curriculum followed at CBSE/ICSE schools

### **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.

### **Essential Readings**

- Aggarwal, D. (2007).Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.
- Alexander, R. J. (2001). Culture and pedagogy: International comparisons in primary education. Oxford and Boston, Blackwell.
- Daniels, H., &Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. McGraw Hill, New York.
- Daniels, H., & Porter, J. (2011). Educational theories, cultures and learning: A critical perspective. Routledge, London.
- Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues in curriculum. Allyn& Bacon, Boston.
- Wiles, J. (2009). Leading Curriculum Development. Corwin Press, New Jersey.
- Wiles, J.W., & Joseph, B. (2006).Curriculum Development: A Guide to Practice. Pearson Publication, London.

### **Suggested Readings**

- CIET(2006). The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET,NCERT, New Delhi.
- Jacobs, H. H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (Professional Development). Association for Supervision & Curriculum Development, Alexandria.
- Westbrook, J., Durrani, N., Brown, R., Orr D., Pryor J, Boddy, J., &Salvi, F. (2013). Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries. Final Report. Education Rigorous Literature Review. Department for International Development.
- Wiggins, G., &McTighe, J. (2005). Understanding by Design. Association for Supervision and Curriculum Development, Alexandria.
- Wiles, J. W., &Bondi, J. C. (2010). Curriculum Development: A Guide to Practice. Prentice Hall, New Jersey.

## **INCLUSIVE EDUCATION**

**Course Code: A 5**

**Credits: 04**

**Marks: 100**

**Hours: 90**

## **Introduction**

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

## **Objectives**

After completing the course teacher educators will be able to

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

## **Module 1: Perspectives in Inclusive Education**

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

## **Module 2: Covenants and Policies Promoting Inclusive Education- A Critique**

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

## **Module 3: Building Inclusive Schools**

- 3.1 Identifying barriers to Inclusion- Attitudinal, Systemic and Structural

- 3.2 Ensuring Physical, Academic and Social Access
- 3.3 Leadership and Teachers as Change Agents
- 3.4 Assistive Technology
- 3.5 Whole School Development and Universal design of learning

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

- 4.1 Classroom Management
- 4.2 Effective Communication
- 4.3 Promoting Positive Behaviour
- 4.4 Reflective Teaching
- 4.5 Peer mediated instruction: Peer tutoring, Co-operative learning

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

- 5.1 Collaborations: Models, mentoring, coaching, co-teaching
- 5.2 Adaptations and accommodations for sensory impairments
- 5.3 Adaptations and accommodations for children with multiple disabilities
- 5.4 Adaptations and accommodations for children with neuro-developmental disabilities
- 5.5 Adaptations and accommodations for children with intellectual diversity (ID and gifted)

#### **Transaction**

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

#### **Course Work/Assignments (Any three) 1 credit**

**30 hrs**

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

#### **Essential Readings**

- Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman Publishing, London.
- Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.
- Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.

- Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). Essential best practices in inclusive school. Institute on Disability/UCE, University of New Hampshire
- Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
- Peterson, M., & Hittie, M. (2009). Inclusive teaching: The journey towards creating effective schools for all learners. Merrill, New Jersey.
- Skidmore, D. (2004) Inclusion: The Dynamic of School Development, Open University Press, Buckingham.
- Villa, R. A., & Thousand, J. S. (2005) Creating An Inclusive School, Association for Supervision and Curriculum Development. ASCD, Alexandria.
- Wade, S. E. (2000). Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers. Lawrence Erlbaum Associates, New Jersey.

### **Suggested Readings**

- Berry, B., Daughtrey, A., & Weider, A. (2010). Teacher leadership: Leading the way to effective teaching and learning. Centre for Teaching Quality, Washington, DC.
- Carr, J. F., Herman, N., & Harris, D. E. (2005) Creating Dynamic Schools through Mentoring, Coaching, and Collaboration. ASCD, Alexandria.
- Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). Peer support strategies: Improving all students' social lives and learning. Paul H. Brookes, Baltimore.
- Kunc, N. (2000). Rediscovering the right to belong. In R. A. Villa & J. Thousand (Eds.), Restructuring for caring and effective education: Piecing the puzzle together Brookes. Baltimore.
- Mastropieri, M. A., & Scruggs, T. E. (2006). The inclusive classroom: Strategies for effective instruction. Prentice-Hall, New Jersey.
- Odom, S. L., McConnell, S. R., Ostrosky, M., Peterson, C., Skellenger, A., Spicuzza, R., Chandler, L. K., McEvoy, C. A., & Favazza, P. C. (1993). Play time/social time: Organizing your classroom to build interaction skills. Communication Skill Builders, Tucson, AZ.
- UNESCO (1994). The Salamanca statement and framework for action on special needs education. Paris.

## **PERSPECTIVES IN TEACHER EDUCATION - IN-SERVICE AND PRE-SERVICE**

**Course Code: A 6**

**Credits: 04**

**Contact Hours: 90**

**Marks: 100**

### **Introduction**

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

## **Objectives**

After completing the course teacher educators will be able to

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

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

- 1.1 Concept, Aims and Objectives of TE
- 1.2 Significance of TE in India
- 1.3 Types of TE: Pre-service and In-service; Continued development of Teacher as a Professional
- 1.4 Structure of TE in India and Organizations/Agencies involved
- 1.5 Factors influencing the practices in TE and quality

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

- 2.1 Early Initiatives in preparing teachers for children with disabilities in India
- 2.2 Establishment of various national institutes and development of TE in special education
- 2.3 Establishment of RCI as a statutory body in standardizing and promoting TE in special education
- 2.4 Changes in School Education for Children with Disabilities and its Impact on TE
- 2.5 Paradigm shift from Segregation to Inclusion Impacting TE

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

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

3.5 Organisation, transaction and evaluation of different components of TE curriculum including school based practicum, and internship

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

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

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

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

#### **Course Work/Assignments ( Any three) 1 credit**

**30 hrs**

- Prepare a checklist/schedule to collect information about curriculum transaction either in Diploma or B.Ed. in Special Education Courses in any Training Institute. Take interview of at least 10 student teachers and analyse the data to suggest improvement in quality of training
- Prepare a checklist/schedule to collect information from employer about competency of alumini of student teachers. Take interview of at least 5 principals of schools having children with disabilities and analyse the data to suggest improvement in quality of training and the need for in-service training
- Write a reflective essay on distance education in special education
- Carry out web search on global trends in teacher education programme and make a presentation

#### **Transaction :**

Group discussion, lecture-cum-discussion, field visits.



### **Suggested Readings**

- NCTE (1998). Policy Perspectives in Teacher Education: Critique and Documentation, New Delhi.
- Saxena, N.R., Mishra, B.K., & Mohanty, R.K. (1998). Teacher Education, R-Lall Book Depot, Meerut.
- Sharma, R.A. (2002). Teacher Education. International Publication House, Meerut.

## **EDUCATIONAL EVALUATION**

**Course Code: A 7**

**Credits: 04**

**Contact Hours: 90**

**Marks: 100**

### **Introduction**

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

### **Objectives**

After completing the course teacher educators will be able to

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

- *Describe the ways & means of evaluation of programmes.*
- *Explain the current trends in evaluation.*

### **Module 1: Foundations in Evaluation**

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

### **Module 2: Scope of Evaluation**

- 2.1 Problem-solving and decision-making
- 2.2 Positive accountability and excellence in education
- 2.3 Knowledge construction and capacity building of learners
- 2.4 Organizational learning and change, and strategic planning
- 2.5 Advocacy & communication

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

- 3.1 Evaluation of learning, for learning and in learning- Contexts, Need & Nature
- 3.2 Tools for evaluation and process of standardization
- 3.3 Equity & fairness in evaluation including adaptations & Accommodations
- 3.4 Report writing: Format, Content & Mechanics
- 3.5 Mastery Level Learning

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

- 4.1 Concept, need, goals and tools
- 4.2 Evaluation of instructional programmes
- 4.3 Techniques of programme evaluation
- 4.4 Reliability, validity and sensitivity in programme evaluation
- 4.5 Reviewing outcomes

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

- 5.1 Knowledge based evaluation
- 5.2 Performance Based Evaluation: Role play, Concept maps
- 5.3 Authentic Evaluation: Interviews, Writing samples, Projects, Exhibitions, Reflective Journals
- 5.4 Self evaluation: Rubrics & Rating scales
- 5.5 Exams: Online, On-demand, Take-home Power Tests & Open book

### **Transaction**

- Lecture method, Lecture-cum-demonstration, Workshops on developing tools for content and programme evaluation

**Course Work/Assignments ( Any three) 1 credit****30 hrs**

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

**Essential Readings**

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

- Programme evaluation and review technique. Retrieved from <http://www.inc.com/encyclopedia/program-evaluation-and-review-technique-pert.html> on 10.4.2015
- School self-evaluation. <http://www.education.ie/en/Schools-Colleges/Services/Quality-Assurance/SSE-Primary-and-Post-Primary/School-Self-Evaluation.html> on 10.4.2015
- School self-evaluation. Retrieved from [http://schoolself-evaluation.ie/post-primary/index.php/what-school-self-evaluation/?doing\\_wp\\_cron=1429505616.9318289756774902343750](http://schoolself-evaluation.ie/post-primary/index.php/what-school-self-evaluation/?doing_wp_cron=1429505616.9318289756774902343750) on 10.4.2015
- UNICEF (2006). New trends in development evaluation. Retrieved from [http://www.unicef.org/ceecis/New\\_trends\\_Dev\\_EVALuation.pdf](http://www.unicef.org/ceecis/New_trends_Dev_EVALuation.pdf) on 16.4.2015
- Wiggins, G. (1993) *Assessing students performance*. San Francisco: Jossey-Bass.

### **Suggested Readings**

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

to the National Technical Institute for the Deaf, Rochester Institute of Technology, New York.

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

### **PART I SPECIALIZATION COURSES (B)**

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

## **IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH HEARING IMPAIRMENT**

**Course Code: B 8**

**Credits: 04**

**Contact Hours: 90**

**Marks: 100**

### **Introduction**

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

### **Objectives**

After completing the course teacher educators will be able to

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

### **Module 1: Audiological Assessment, Identification and Addressing Needs**

- 1.1 Overview and need of various audiological assessment
- 1.2 Choice and selection of audiological tests according to age and functional abilities of the child
- 1.3 Overview of audiological assessment of children with additional/ associated disabilities
- 1.4 Selection of modality / method of management (auditory, speech reading vs manual communication) based on aided performance (aided audiogram & speech identification)

- 1.5 Recommendation of educational set-up (special, partial integration vs inclusive education) based on aided performance (aided audiogram & speech identification) as one of the factors

## **Module 2: Speech Assessment, Identification and Addressing Needs**

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

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

- 3.1 Parameters of selecting medium of instruction for CWHI: Language/s used at home, school & society
- 3.2 Language assessment of the deaf: Challenges and concerns (standardized versus teacher made tools; Setting norms of children 'with' versus 'without' disability; modality dependent nature of language; measuring receptive language; identifying measurable indicators)
- 3.3 Biological foundations and research in early language experiences in the past two decades: From input to uptake
- 3.4 Processing sign languages in early years: Neural reorganization; Access to age appropriate language; Ease of intake; Universal grammar; Modality dependent versus modality independent components
- 3.5 Studying language assessment component in ICF; Recommendations related to language assessment reflecting in National Curriculum Framework (NCF)

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

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

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

- 5.1 Team Approach: concept & types (Multidisciplinary, Interdisciplinary and Trans-disciplinary);
- 5.2 Role of various stakeholders: professionals, personnel, parent and the child;

- 5.3 Constitution of team with respect to CWHI: Considerations on child's age, severity and associated conditions;
- 5.4 Team's role before, during and after assessment; Identifying and addressing the need and planning IEP / IFSP
- 5.5 Team's role in outcome measures: Periodic assessment and evaluation; review of performance against previously set goals

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

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

**Transaction**

Lecture method ,Lecture-cum-demonstration, Discussion , Observation methods

**Essential Readings**

- Beattie, R. G. (2001). Ethics in Deaf Education: The First Six Years. Academic Press Inc., New York.
- English, K.M. (2002). Counseling Children with Hearing Impairment and Their Families. Allyn and Bacon, Boston.
- Gipps, C. (1996). Assessment for learning. In Little, A. and Wolf,A. (eds) Assessment in transition: Learning, monitoring and selection an international perspective. Oxford Pergamon Press, London.
- Gronlund, N.E., & Linn, R. ( 1990). Measurement and evaluation in teaching (6<sup>th</sup> Edition). Macmillan, New York.
- Headington, R (2003). Monitoring, Assessment, Recording, Reporting & Accountability (2nd ed.). David Fulton. London.
- Jalvi, R., Nandurkar, A., &Bantwal A., (2006). Introduction to Hearing Impairment. Kanishka Publication, New Delhi.
- Johnson, C. D., & Seaton, J. (2010). Educational audiology handbook (2nd ed.). Clifton Park: Delmar Cengage Learning Delmar Cengage Learning
- Lane, V.W., &Molyneaux, D. (1992). The dynamics of communicative development. Prentice Hall Inc., Englewood Cliffs.
- Martin, F. N., & Clark, J.G. (2012). Introduction to Audiology (11<sup>th</sup> ed.). Pearson Education. Boston.
- Martin, F.N., & Clark, J.G. (2009). Introduction to Audiology(10<sup>th</sup> ed.).Pearson Education, Boston.



- Mathew, S. (2005). Evaluation: curricular strategies and adaptations for children with hearing impairment. Kanishka Publication, New Delhi.
- Mathew, S. (2005). Evaluation: Curricular Strategies and Adaptations for Children with Hearing Impairment, Kanishka Publication, New Delhi,
- Mathew, S. (2010). Educational Evaluation .Curriculum and teaching strategies for CWHI. MED SEDE (HI ) Manual, IGNOU, New Delhi.
- Mathew, S., & Mishra, A. (2010). Knowledge based evaluation of students with hearing impairment. Journal of NCED, Vol 2, Issue 1, page 26-33.
- Mc. Laughlin, J. A. & Lewis, R .B. (2001).Assessing students with special needs (Ed.V). Merrill & Prentice Hall, New Jersey.
- Mehrens,W.A., & Lehmann, I. J.(1991).Measurement and evaluation in psychology(IVED). Harcourt Brace College. New York.
- Newby, H. A., &Popelka, G. R. (1992). Audiology (6th ed.). Appleton-Century-crofts, New York.
- Northern, J.L., & Downs, M.P. (2002). Hearing in Children. 5th Edition. Williams and Wilkins, Philadelphia: Lippincott.
- Owens, R.E. (2012). Language development: An introduction (8th ed.). Pearson, Boston.
- Status of Disability in India (2007). Hearing Impairment and Deaf-blindness. Rehabilitation Council of India, New Delhi.
- Yoshinaga-Itano, C. (2003). From screening to early identification and intervention: Discovering predictors to successful outcomes for children with significant hearing loss. Journal of deaf studies and deaf education, 8(1), 11-30.

### **Suggested Readings**

- Bess, F. H., &Humes, L. E. (1990). Audiology: The fundamentals. Williams & Wilkins, London.
- Billeaud, F.P. (2003). Communication Disorders In Infants and Toddlers: Assessment And Intervention. 3rd ed. Butterworth Heinemann.
- Hamayan, E. V. (1995). Approaches to alternative assessment. Annual Review of Applied Linguistics, 15, 212-226.
- Harrison, M., Roush, J., & Wallace, J. (2003). Trends in age of identification and intervention in infants with hearing loss. Ear and Hearing, 24(1), 89-95.
- Hibbard, K. M., & others. (1996). A teacher's guide to performance-based learning and assessment. Alexandria, VA: Association for Supervision and Curriculum Development.
- Katz, J. (1978, 1985, 1994). Handbook of Clinical Audiology. (2nd, 3rd & 4th eds.). Williams and Wilkins. Baltimore.
- Madell, J.R., &Flexer, C. (2008) Pediatric Audiology: Diagnosis, Technology and Management. Thieme Medical Publishers, New York.
- Paul, P.V., & Whitelaw, G.M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Jones and Bartlett Learning, Boston.

- Waldman, D., & Roush, J. (2010). *Your child's Hearing Loss; A Guide for Parents*. Plural Publishing, San Diego.
- Yoshinaga-Itano, C. (2003). Universal newborn hearing screening programs and developmental outcomes. *Audiological Medicine*, 1(3), 199-206.
- Yoshinaga-Itano, C., Sedey, A.L., Coulter, D.K., & Mehl, A.L. (1998). Language of early and late identified children with hearing loss. *Pediatrics*, 102(5), 1161-1171.

## **CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH HEARING IMPAIRMENT**

**Course Code: B 9**

**Credits: 04**

**Contact Hours: 90**

**Marks: 100**

### **Introduction**

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

### **Objectives**

After completing the course teacher educators will be able to

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

### **Module 1: Curricular Needs at Different Levels**

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

### **Module 2: Curricular Adaptations**

- 2.1 Bases of curricular adaptations & decision making
- 2.2 Step wise curricular approach and its adaptation

2.3 Types of accommodations, modifications and its applications

2.4 Strategies of adaptation of text of different school subjects

2.5 Adaptation in evaluation

### **Module 3: Differentiated Instructions**

3.1 Relevance & Concept

3.2 Elements of differentiated instructions (Knowing the learner, assessing the learner, school climate, instructional strategies, adjustable assignments)

3.3 Need assessment & Decision making

3.4 Learning pyramid

3.5 Mastery level learning

### **Module-4: Literacy Development & Teaching Strategies**

4.1 Deafness & literacy issues;

4.2 Theories of literacy development and their applications

4.3 Processes involved in reading & writing

4.4 Processes involved in speaking, listening & signing in literacy development

4.5 Meta cognitive strategies & instructional practices

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

5.1 Research in literacy: An overview

5.2 Priority areas of research

5.3 Identifying the gaps in literacy research

5.4 Readings in Researches on literacy development at different levels in the past two decades

5.5 Evidence based practices in literacy development

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

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

### **Transaction**

Lecture cum demonstration, Self-learning & Workshop, Discussion

### **Essential Readings**

- Armstrong, D. G. (1989). Developing & documenting the curriculum .Allyn&Bacon, London.
- Beane J. A., Toepfen, C. F., Allen, S. J. (1986). Curriculum planning & Development. Allyn&Bacon, London.

- Gregory, S., Powers,P., &Watson,S.(1998).Issues in Deaf Education. David &Fulton.London.
- Judy,W. (1998). Adapting instructions to accommodate students in inclusive settings. Pearson Publication, London.
- Mishra,A.(2012).Research of deaf and hard of hearing in India.Status of Disability in India, Rehabilitation Council of India,New Delhi.
- Owens, R.E. (2012). Language development: An introduction (8th ed.). Pearson, Boston.
- Sampson, M., Allen, R. V., &Sampson, M. B. (1991). Pathways to literacy. Holt Rinehail& Winston Inc.,London.
- Spodek,B., &Saracho,O.N.(2006).Handbook of Research on the Education of Young Children. (II Ed). Lawrence Erlbaum,London.
- Status of Disability in India (2007). Hearing Impairment and Deaf-blindness. Rehabilitation Council of India, New Delhi.
- Stokes, J. (2000). Communication options. In J. Stokes (Ed.), Hearing impaired infants – Support in the first eighteen months. Whurr Publishers Ltd.,London.
- Tannen,D.,&Tanner,L. (1995). Curriculum development : Theory to Practice (III Ed.). Merryl& Prentice, New Jersey.
- Tompkinns, G. E.,&Hoskisson, K. (1995). Language arts: Content & Teaching Strategies( III Ed. ). Merryl& Prentice, New Jersey.
- Wallang, M. G. (2007). Sign Linguistics and Language Education for the Deaf: An Overview of North-East Region. Academic Excellence,New Delhi.

### **Suggested Readings**

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

## **ADULTHOOD AND FAMILY ISSUES**

**Course Code: B 10**

**Credits: 04**

**Contact Hours: 90**

**Marks: 100**

### **Introduction**

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

### **Objectives**

After completing the course teacher educators will be able to

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

### **Module 1: Transition from Adolescence to Adulthood**

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

## **Module 2: Independent Living**

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

## **Module 3: Higher Education, Vocational Education& Employment**

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

## **Module 4: Community& Cultural Issues**

- 4.1 Diversity in DEAF WORLD
- 4.2 Comparison of Hearing world-Deaf world on culture and group identity and communication options
- 4.3 Legal issues regarding communication accessibility
- 4.4 Views of Cochlear Implantees and hearing aid users towards Deaf culture
- 4.5 Facilitating societal inclusion of individual with hearing impairment

## **Module 5: Family Issues**

- 5.1 Role & challenges of families in fostering adjustment, personality development, independent living employment and marriage
- 5.2 Raising of hearing children by Deaf parents: Deaf Child Deaf Parent (DCDP); Deaf Child Hearing Parent (DCHP) issues
- 5.3 Communication patterns and parenting issues in families with Deaf parents and hearing children
- 5.4 Identifying family needs and Supporting towards resource mobilization, family networking and facilitating availability of welfare schemes
- 5.5 Advocacy at family and individual levels; Strategies

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

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

## **Transaction**

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

## **Essential Readings**

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

## **Suggested Readings**

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

## **ASSISTIVE DEVICES & SERVICES FOR INDIVIDUALS WITH HEARING IMPAIRMENT**

**Course Code: B 11**

**Credits: 04**

**Contact Hours: 90**

**Marks: 100**

### **Introduction**

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

### **Objectives**

After completing the course teacher educators will be able to

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

### **Module 1: Schemes & Services for Individuals with Hearing Impairment**

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



## **Module 2: Listening and Assistive Devices in Audiological Management**

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

## **Module 3: Assistive Devices in Management of Language & Communication**

- 3.1 Meta level understanding of use of technology for language development
- 3.2 Access to whole language: Challenges of communication options and use of technology for ways to overcome
- 3.3 Use and availability of social media for sign language users: Communicative, educational and social purposes
- 3.4 Orientation to web based Curriculum Based Measurement (CBM) tools
- 3.5 Tele captioning of popular media and its role in literacy development

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

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

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

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

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

- Compare the application of the technology in classroom teaching between a developing and a developed country
- Undertake a survey of available services in your locality and reflect on their status for individuals with hearing impairment. Prepare a report.
- Analysis of electro-acoustic characteristics of 5 hearing aids and write a report

- Use social media to link with individuals with deafness and submit report on your experience
- Interaction with a D/deaf adult to find out role of technology in his/her social life. Write your reflections
- Measure the speech intelligibility of 2 children with hearing impairment
- Compare schemes available in your state / country with any state / country

## **Transaction**

Self learning, Lecture-cum-demonstration & Workshops

## **Essential Readings**

- Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deafblind. Springer, London.
- Beattie, Rod G. (2001). Ethics in Deaf Education: The First Six Years. Academic Press Inc. New York.
- Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. San Diego: Plural Publishing.
- Dillon, H. (2001). Hearing aids. Thieme Medical Publications, New York.
- English, K. M. (2002). Counselling Children with Hearing Impairment and Their Families. Allyn and Bacon, Boston.
- Huang, D. (1998). Speech skill build-up for children. Tiger DRS Inc. <http://www.drspeech.com>
- Katz, J. (1978, 1985, 1994). Handbook of Clinical Audiology. (2nd, 3rd & 4th eds.). Williams and Wilkins, Baltimore.
- Krumenacker, S. (2014). Hearing Aid Dispensing Training Manual. Plural Publishing. San Diego.
- Kumar, K. L. (2009). Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers. New Age International, New Delhi.
- Mathew, S. M. (2012). Technology for persons with hearing impairment. Status of Disability in India-2012. Rehabilitation Council of India, New Delhi.
- Owens, R.E. (2012). Language development: An introduction (8th ed.). Pearson, Boston.
- Owens, R.E. (2012). Language development: An introduction (8th ed.). Pearson, Boston.
- Rapp, W. H. (2014). Universal design for learning in action. Baltimore MD: Brooks
- Sandlin, E. R. (1995). Handbook of hearing aid amplification: Theoretical and technical considerations. (vol. I). Singular Publishing Group, Inc. San Diego.

- Stewart, D. A., & Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students : Content , Strategies & Curriculum. Allyn& Bacon, London.
- Taylor, B., Mueller, H. G.(2011). Fitting and Dispensing Hearing Aids. Plural Publishing, San Diego.
- Waldman, D., & Roush, J. (2010). Your child’s Hearing Loss; A Guide for Parents. Plural Publishing, San Diego.

### **Suggested Readings**

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

## **PART I ELECTIVE COURSES (C)**

**Note: Any one to be offered**

| <b>COURSE</b> | <b>TITLE</b>             | <b>CREDIT</b> | <b>MARKS</b> |
|---------------|--------------------------|---------------|--------------|
| C12 (i)       | Educational Management   | <b>4</b>      | <b>100</b>   |
| C12 (ii)      | Educational Technology   | <b>4</b>      | <b>100</b>   |
| C12 (iii)     | Guidance and Counselling | <b>4</b>      | <b>100</b>   |

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## EDUCATIONAL MANAGEMENT

**Course Code: C 12 (i)**

**Credits: 04**

**Contact Hours: 90**

**Marks: 100**

### **Introduction**

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

### **Objectives**

After completing the course teacher educators will be able to

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

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

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

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

- 2.1 Concept of Quality and issues in Quality management of educational institutes
- 2.2 Educational applications
- 2.3 Assessment of educational institutions

2.4 Strategic planning & Sustainable development

2.5 Implementing TQM

### **Module 3: Human Resource Management**

3.1 Manpower planning, talent acquisition & management

3.2 Employee benefits, welfare & Performance appraisals systems- 360 degree approach

3.3 Training, development & capacity building

3.4 Organisational behaviour; climate & culture

3.5 Individual & group dynamics, conflict management & negotiations

### **Module 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

### **Module 5: Financial Management**

5.1 Need & Importance of financial management in educational institutes

5.2 Basic concepts in accounting

5.3 Importance & types of budgeting

5.4 Resource mobilisation & allocation

5.5 Proposal writing for funding in educational institutes

### **Transaction**

Lectures, Field visits, Self-study

### **Course Work/ Field Engagement ( all)**

**1 credit**

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

### **Suggested Readings**

- Bhardwaj, K. S., (2014). Human Resource Development in Education. Partridge Publication, Gurgaon.

- Bush, T., & Paul, L. S. (2006). Principles and Practice of Educational Management. Chapman A Sage Publications Company, London.
- Chatterjee, B. K. (2011). Finance for Non – Finance Managers. Jaico Publishing House, New Delhi.
- Deshmukh, A.V., & Naik. A. P. (2010). Educational Management. Himalaya Publishing House Pvt. Ltd., Mumbai.
- Dessler, G. (2012). Human Resource Management. Prentice Hall, London.
- Dimmock, C. (2012). Leadership in Education: Concept, Themes and Impact. Routledge, New York.
- Leithwood, K., & Jantzi, D. (1999). Changing Leadership for Changing Times. Open University Press, London.
- Lewls, T. (2012). Financial Management Essentials: A Handbook for NGOs.
- Mathis, R. L., & Jackson, J. H. (2010). Human resource management (13th ed.).
- Mukhopadhyaya, M. (2011). Total Quality Management in Education. Sage publications India Pvt. Ltd. New Delhi.
- Nkomo, S. M., Fottler, M. D., & McAfee, R. B. (2010). Human resource management applications: Cases, exercises, and skill builders (7th ed.).
- Pande, S., & Basak, S. (2012). Human Resource Management. Text and Cases. Amazon Digital South Asia Services, Inc.
- Rayner, S. (2007). Managing Special and Inclusive Education. Sage Publications Ltd. London.
- Senge, P. (2007). A Fifth discipline Resource. Schools that lead: Nicholas Brealey Publishing, London.
- Senge, P.M. (1994). The fifth Discipline; The Art & Practice of The Learning Organization. Currency Doubleday, New York.
- Shapi, J. (N.K). Writing a Funding Proposal.
- Ulrich, D., & Brockbank, W. (2005). The HR Value Proposition. Boston: Harvard Business School Press. (ISBN-13: 978-1591397076 or ISBN-10: 1591397073).

## **EDUCATIONAL TECHNOLOGY**

**Course Code: C 12(ii)**

**Credits: 04**

**Contact Hours: 90**

**Marks: 100**

### **Objectives**

After completing the course teacher educators will be able to

- *Discuss roles of Educational Technologists in various contexts.*
- *Apply appropriate instructional strategies.*
- *Develop appropriate instructional media.*
- *Integrate suitable ICT effectively in teaching-learning-evaluation.*
- *Suggest suitable modality of instruction (Online, Blended, etc.).*

### **Module 1: Educational Technology**

1.1 Concept, Definition and Scope of Educational Technology

1.2 Need and Role of Educational Technologists in India

1.3 Growth of conceptual framework of Educational Technology: ET1, ET2, ET3 ...

1.4 Systems Approach; Meaning, Scope and Components

1.5 Communication Process

1.5.1 Meaning and components

1.5.2 Models of communication: Simple, Osgood and Schramm, Gerbner's mode

1.5.3 Interaction analysis: Equivalent Category System and Flander's Interaction Analysis System

### **Module 2: Instructional Technology**

2.1 Concept and Definition of Instructional Technology

2.2 Theories and Models of ISD: Dick & Carrey, Gagne, Kirk and Guftason

2.3 Steps in developing Instructional design :Learner analysis, Content analysis,

Deciding entry and terminal behaviour, Preparing test, Selection of method,

Selection of media, Development of material, Tryout, Formative and summative evaluation

2.4 Methods & Models Instructional designs for Large Group and Individual Instructions

2.5 Co-operative and Individual Learning Strategies for children with disabilities

### **Module 3: Instructional and Interactive Learning**

3.1 Interactive learning: concept, need and components

3.2 Instructional Media for children with Special needs

3.3 Interactive learning Material for children with disabilities

3.4 Development of Interactive learning Material

3.5 Integrating ICTs for children with special needs (e.g. Social Media, Collaborative tools and techniques such as Blogging, ICT tools for research, bibliography, etc)

## **Module 4: ICT For Inclusion**

4.1 ICT for 21st century learning

4.2 Dilemmas and Realities about applications in ICT in inclusive education

4.3 Potentials of ICT in inclusive education-Access, equity, participation, Skill development and life- long learning

4.4 ICT for teaching-learning

4.5 Role of ICT in curriculum transaction

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

5.1 Online Learning

5.2 Blended Learning

5.3 M-Learning

5.4 MOOC

5.5 OER

## **Course Work/ Practical/ Field Engagement ( Any three ) 1 credit**

- Prepare an observation report of classroom teaching based on Flanders Interaction analysis
- Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics
- Prepare a story board in any one unit of a subject for a child with disability
- Present a research paper on application of any one recent trend in inclusive education
- Seminar on issues in application of ICT in inclusive education

## **Suggested Readings**

- Bhatt, B. D., & Sharma, S. R. (2003). Educational Technology concept and Technique (Modern Education Series). Kanishka Publisher, New Delhi.
- Diana, L. O. (2001). Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass
- Horton, W. (2001). Designing web-based Training. John Wiley & Sons. New Jersey.
- Kumar, K., Kumar, S. (2004). ICT Skill Development. GBD Publications, Gurur Sadhar.
- Mukhopadhyay, M (1990). Educational Technology Challenging Issues. Sterling's Publisher's Pvt. Ltd. New Delhi.
- Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York.
- Sallis, E., & Jones, G. (2002). Knowledge Management in Education London: Kogan Page Ltd.



- Santhosh, V. (2009). Information communications technology for teacher education. Kanishka Publisher, New Delhi.
- Schank, R.C. (2001). Virtual Learning. McGraw Hill. London.
- Shehzad, A. (2007). Teacher's Handbook of Educational Technology. Anmol, Publishing Pvt. Ltd., New Delhi.
- Singh, T. (2009). ICT Skill Development. Tandon Brothers, Ludhiana.
- Venkataiah, N. (2002), Educational Technology. APH Publication Corporation, New Delhi.

## **GUIDANCE AND COUNSELING**

**Course Code: C 12 (iii)**

**Credits: 04**

**Contact Hours: 90**

**Marks: 100**

### **Objectives**

After completing the course teacher educators will be able to

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

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

1.1 Concept, principles, Objectives and need for guidance at various educational levels

1.2 Types of Guidance: Individual and group, Personal, Educational and Vocational

1.3 Career Development needs of students. Changing scenarios in a global world

1.4 Tests and Techniques for Guidance: Testing techniques (Aptitude, Interest, Achievement & Personality) Non-testing techniques (Interview, Case study, observation, Diary, anecdotal and commutative record)

1.5 Essential services in a school guidance program

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

2.1 Factors influencing choice of career

2.2 Theories: Vocational Choice, Vocational development and Career development theories

- 2.3 Assessment of Vocational maturity
- 2.4 Occupational information in Guidance
- 2.5 Guidance for students with disabilities.

### **Unit 3: Fundamentals of Counselling**

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

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

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

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

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

### **Course Work/ Practical/ Field Engagement ( Any three ) 1 credit**

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

### Essential Readings

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

### Suggested Readings

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

## PART II DISSERTATION (D)

**Total Credits: 14**

**Marks: 200**

Dissertation will be compulsory for all regular students. The students will work under the guidance of a recognised teacher of the University selected as per their choice. Students are expected to complete the Dissertation work in four phases in four semesters.

| Semester | Work to be accomplished   |
|----------|---|
| I & II   | Understand basics of research and the need for conducting research<br>Read the previous dissertations<br>Review books, journals etc. to identify a suitable area/problem for study  |
| III      | Finalization of topic. Review of available literature in accordance with the identified research problem/s. Preparing Proposal. Protocol Presentation and ethical clearance<br>Submission of approved titles to the University through Head of the College at the end of the semester |
| IV       | Continue review of related literature in accordance with the identified research problem/s.<br>Start working on writing Introduction, Review of literature and  |

|  |  |
|--|--|
|  | <p>Methodology</p> <p>Complete development /adaptation of tool/s , finalising the research participants, obtaining consents</p>  |
|  | <p>Complete data collection and data analysis.</p> <p>Complete reporting the research in the form of dissertation. Introduction, Review of Literature, Statement of problem, Methodology, Results, Discussion, Summary &amp; Conclusion</p> <p>Thesis Submission to University before the completion of the academic semester</p> <p>.</p> |

### **PART III PRACTICAL COURSES (E)**

#### **SEMESTER I**

**Course Code: E1**

**Credits: 04**

**Hours: 120**

**Marks: 200**

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

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

|    |   |                                   |   |    |    |
|----|---|-----------------------------------|---|----|----|
|    |   |                                   | in different age groups)  |    |    |
| 7  | Listening training                          | Audiological                      | <ul style="list-style-type: none"> <li>• Prepare lesson plans for listening training for children aged 2 years. (2 plans)</li> <li>• Prepare lesson plans for listening training for children aged 5 years. (2 plans)</li> <li>• Prepare lesson plans for speech reading training for children aged 6 years.</li> </ul> | 6  | 10 |
| 8  | Screening for hearing loss using checklists | Inclusive school/ clinic          | <ul style="list-style-type: none"> <li>• Administer a checklist having signs and symptoms of hearing loss and behavioural observation on primary school children (20 children)</li> </ul>   | 12 | 20 |
| 9  | Troubleshooting hearing aids                | Special school                    | <ul style="list-style-type: none"> <li>• Carrying out Ling's 6 sound test (2 children)</li> <li>• Troubleshooting hearing aids (2 children)</li> </ul>  | 6  | 10 |
| 10 | Room acoustics                              | Special school / Inclusive school | <ul style="list-style-type: none"> <li>• Suggesting modifications for classroom acoustics to optimize auditory and visual reception of speech (1 inclusive school and 1 special school).</li> </ul>   | 6  | 10 |
| 11 | Observing phonation evaluation              | Speech clinic                     | <ul style="list-style-type: none"> <li>• Evaluation of phonation in normal hearing children and CWHI (2 each)</li> </ul>  | 6  | 10 |
| 12 | Observing articulation evaluation           | Speech clinic                     | <ul style="list-style-type: none"> <li>• Evaluation of articulation in normal hearing children and CWHI (2 each)</li> </ul>   | 6  | 10 |
| 13 | Screening for articulation problems         | Special school                    | <ul style="list-style-type: none"> <li>• Screening of articulation of CWHI (4 children)</li> </ul>  | 6  | 20 |
| 14 | Measuring intelligibility of speech         | Special School                    | <ul style="list-style-type: none"> <li>• Measuring intelligibility of speech of typically developing children and CWHI (6 each)</li> </ul>  | 12 | 20 |

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

## SEMESTER II

**Course Code: E2**

**Credits: 04**

**Hours: 120**

**Marks: 200**

### **B. Language and Educational Evaluation**

| <b>Sl. No.</b> | <b>Tasks for Teacher Educators</b>   | <b>Educational settings</b>           | <b>Specific activities</b>   | <b>Hrs</b> | <b>Marks</b> | <b>Submission</b>                  |
|----------------|--|---------------------------------------|--|------------|--------------|------------------------------------|
| 1              | Compilation of tools available for educational evaluation                                | Educational assessment centre/ clinic | Collect different tools available for evaluation of typically hearing children and those with hearing impairment   | 10         | 10           | Journal with reports & reflections |
| 2              | Case History   |                                       | Studying the case history of 5 CWHI with a special focus on educational history of parents , language and biographic & educational background of CWHI                      | 5          | 10           |                                    |
| 3              | Administration of language assessment Tools  |                                       | Observe the administration of language tests (2 standardized and 4 non standardized ) on 5 children and report the findings  | 10         | 10           |                                    |
| 4              | Tools for evaluation of CWHI in other areas like communication, socio-emotional maturity |                                       | Observe the administration of two tests/checklist/rating scale on CWHI at different levels and report the findings<br>Preschool-1 child<br>Primary-1 child                 | 5          | 10           |                                    |
| 5              | Tools for scholastic achievement and literacy achievement                                |                                       | Observe the administration of tests for assessing scholastic achievement and literacy achievement at different levels<br>Preschool level -2 children<br>Primary-2 children | 10         | 10           |                                    |
| 6              | Observation of Educational evaluation  |                                       | Observe the educational evaluation of CWHI at different levels and study the findings in different areas -<br>CWHI below 5 years: (5 no.)<br>CWHI above 5 years: (5 no.)   | 10         | 10           |                                    |
| 7              | Conducting educational evaluation  |                                       | Carryout the educational evaluation of 5 CWHI<br>Preschool/Primary-3<br>Secondary-2  | 20         | 40           |                                    |



|    |   |                 |  |            |            |                  |
|----|---|-----------------|--|------------|------------|------------------|
| 8  | Tool development                                  |                 | Develop one tool for assessment of language /school subject  | 15         | 20         |                  |
| 9  | Development of materials for literacy development |                 | Develop materials for developing pre reading and pre writing skills  | 15         | 20         |                  |
| 10 | Lesson planning                                   |                 | Develop 3 lesson plans and demonstrate any one model lesson plan   | 8          | 40         |                  |
| 11 | Psychological Assessment                          | Clinic / School | Observe, undertake and interpret results of following psychological test:<br>A. Any test of assessing personality<br>B. Any test of assessing occupational interest and aptitude | 12         | 20         | Practical record |
|    |   |                 | <b>Total</b>   | <b>120</b> | <b>200</b> |                  |

#### **PART IV FIELD ENGAGEMENT/ INTERNSHIP AS A TEACHER EDUCATORS (F)**

#### **SEMESTER III**

**Course Code: F1**

**Credits: 04**

**Hours: 120**

**Marks: 100**

| <b>Sl. No.</b> | <b>Tasks for Teacher Educators</b>  | <b>Educational settings</b>  | <b>Specific activities</b>  | <b>Hrs</b> | <b>Marks</b> | <b>Submission</b>                  |
|----------------|-------------------------------------|--|---|------------|--------------|------------------------------------|
| 1              | Understanding the Organization      | Teacher training institute offering diploma /degree teacher training programme | Understanding the organization's vision, mission & its programs and activities  | 6          | 5            | Journal with reports & reflections |
| 2              | Understanding the operational plans |  | Study the calendar of activities, schedules, distribution of work assigned to the teaching, clinical and administrative staff.                                  | 14         |              |                                    |
| 3              | Coordination support                |  | Support the coordinator in implementing the activities based on the approved calendar of activities & other schedule;<br>Observing the regularity & punctuality | 30         | 20           |                                    |

|   |                                       |                  |  |    |    |  |
|---|---------------------------------------|------------------|--|----|----|--|
|   |                                       |                  | of students,<br>Supporting the students in filling up examination forms and other procedures of the Institute / University   |    |    |  |
| 4 | Teaching support                      |                  | Assisting the faculty members in planning & preparing the lectures through PPTs & reference materials, Demonstration of practical based activities, preparing TLM, assisting faculty in supervising practical based activities/lesson planning, undertaking at practice teaching schools/clinical set up | 40 | 40 |  |
| 5 | Library support                       |                  | Supporting the students & faculty members in identifying offline and online resources including reference books and journals   | 6  | 15 |  |
| 6 | Mainstream / General school placement | Inclusive school | Visit a school and create awareness about inclusive education of children with disabilities through PPT and prepare a report<br>Study the readiness ( facilitators & barriers )of the school in promoting inclusive education through a tool   | 24 | 20 |  |

## SEMESTER IV

**Course Code: F2**

**Credits: 04**

**Hours: 120**

**Marks: 100**

### Field Engagement/ Internship as a Teacher Educator

| Sl. No. | Tasks for Teacher Educators | Educational settings | Specific activities   | Hrs | Marks | Submission                          |
|---------|-----------------------------|----------------------|---|-----|-------|-------------------------------------|
| 1       | Coordination support        |                      | Support the coordinator in implementing the activities based on the approved calendar of activities & other schedule;<br>Observing the regularity & punctuality of students ,<br>Supporting the students in filling up examination forms and other procedures of the Institute / University | 10  | 10    | Journal with reports &reflect i-ons |
| 2       | Teaching                    |                      | Assisting the faculty members in  | 30  | 30    |                                     |

|   |                    |  |   |    |    |
|---|--------------------|--|---|----|----|
|   | support            |  | planning & preparing the lectures through PPTs & reference materials, Demonstration of practical based activities, preparing TLM, assisting faculty in supervising practical based activities/lesson planning, undertaking at practice teaching schools/clinical set up |    |    |
| 3 | Learning support   |  | Coaching support to weak performers for achieving the content mastery   | 30 | 10 |
| 4 | Library support    |  | Supporting the students & faculty members in identifying offline and online resources including reference books and journals  | 10 | 10 |
| 5 | Evaluation support |  | Assist faculty in developing tests, observing internal test/ examination activities, evaluating class test papers & reporting under faculty supervision. Supporting the coordinator & faculty members in compiling marks for calculation of IA                          | 10 | 10 |
| 6 | Research Support   |  | Preparing a research proposal for the organization under guidance of faculty based on their needs and available resources.  | 30 | 30 |

