

University of Mumbai



No. UG/137 of 2019-20

CIRCULAR:-

Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Faculty of Interdisciplinary Studies.

They are hereby informed that the recommendations made by the Board of Studies in Special Education at its meeting held on 03rd July, 2019, have been accepted by the Academic Council at its meeting held on 26th July, 2019 vide item No. 4.33 and subsequently approved by the Management Council at its meeting held on 13th September, 2019 vide item No.16 and that in accordance therewith, in exercise of the powers conferred upon the Management Council under Section 74(4) of the Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017) the Ordinances Nos-6484 & 6485 Regulations Nos-9228, 9228-A, 9229, 9229-A and the syllabus of Master of Education Special Education (Intellectual Disability) M.Ed. (Special Education) ID (without touching main structure of the current syllabus.) has been introduced and the same have been brought into force with effect from the academic year 2019-20, accordingly. (The same is available on the University's website www.mu.ac.in).

MUMBAI - 400 032

19th November, 2019

To,

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Faculty of Interdisciplinary Studies. (Circular No. UG/334 of 2017-18 dated 9th January, 2018.)

A.C/4.33/26/07/2019

M.C/16/13/09/2019

ajpm
(Dr. Ajay Deshmukh)
REGISTRAR

No. UG/137 -A of 2019

MUMBAI-400 032

19th November, 2019

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Interdisciplinary Studies,
- 2) The Chairman, Board of Studies in Special Education,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Co-ordinator, University Computerization Centre,

ajpm
(Dr. Ajay Deshmukh)
REGISTRAR

UNIVERSITY OF MUMBAISyllabus for Approval

Sr. No.	Heading	Particulars
1	Title of the Course-Program	M Ed (Special Education) - Intellectual Disability (ID)
2	Eligibility for Admission	B Ed (Special Education - Intellectual Disability (ID)
3	Passing Marks	50 %
4	Ordinances / Regulations (if any)	
5	No. of Years / Semesters	2 years - 4 semesters
6	Level	P.G. / U.G. / Diploma / Certificate (Strike out which is not applicable)
7	Pattern	Yearly / Semester (Strike out which is not applicable)
8	Status	New / Revised (Strike out which is not applicable)
9	To be implemented from Academic Year	From Academic Year 2019 - 2020

Date: 15/7/19

Signature: 38 001

Chairman/ Chairperson: Dr Asmita Huddar

Dean Faculty of Interdisciplinary Studies:

R. Wozl

AC- 26/07/2019
Item No.- 4.33

UNIVERSITY OF MUMBAI



**M.Ed. (Special Education)
Intellectual Disability (ID)**

Course: Special Education

Semester:- I - IV

(As Per Choice Based Credit System with effect from the
academic year 2019-20)

PROPOSED CURRICULUM

Of

MASTER OF EDUCATION-SPECIAL EDUCATION (INTELLECTUAL DISABILITY)

PROPOSED CURRICULUM

OF

MASTER OF EDUCATION-SPECIAL EDUCATION

(INTELLECTUAL DISABILITY)

UNIVERSITY OF MUMBAI

MASTER OF EDUCATION-SPECIAL EDUCATION (INTELLECTUAL DISABILITY)

(CHOICE BASED CREDIT SYSTEM)

UNIVERSITY OF MUMBAI

SYLLABUS FOR THE MASTER OF EDUCATION-SPECIAL EDUCATION (INTELLECTUAL DISABILITY)

M.Ed.Spl.Ed. (ID)

(Choice Based Credit System)

As per the NCTE Regulations 2014 Notification 346 dated 1.12.2014 and subsequent letter No8-A/Recog./Policy/2014-RCI dated 28th January 2015 and letter #7-128RCI/2015 dated 15.5.2015 from Rehabilitation Council of India, New Delhi, the M.Ed. Special Education (Intellectual Disability) program of two years. The said program is Choice Based Credit System (CBCS). The programme comprises of four semesters and offers choice based elective courses. The syllabus of M.Ed. Special Education (Intellectual Disability) 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. 6484

- **Title:** Master of Education Special Education(Intellectual Disability)M.Ed. Spl. Ed.(ID)

Objectives of the program

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

- *Assist potential teacher educators to exert leadership in advocating and meeting educational needs of children with disabilities in various settings*
- *Offer special teacher educators the opportunity to develop specialized capacity for leadership in curriculum, pedagogy and universal design*

Build theoretical knowledge and skills in research methodologies and conducting research in order to enhance education of children with disabilities in all settings.

O. 6485

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

A candidate who has successfully passed B.Ed. Special Education (MR/ID) regular/distance mode 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 (Mental Retardation/Intellectual Disability) recognized by the RCI with minimum 50% aggregate marks.

OR

A candidate who has successfully passed the Integrated BA/BSc/BCom&B.Ed Special Education with 50% aggregate recognized by the RCI with minimum 50% aggregate marks

R 9228 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 9228 – A Studentintake

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

RFaculty norms

As per RCI guidelines

R 9229 Fees structure

The fees structure of the M.Ed.Spl.Ed. (ID) 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.

R.....

Structure of the Program:

The entire programme of M.Ed.Spl.Ed. (ID) is of 80 credits. Each credit is of 30 learning hours. The programme of M.Ed.Spl.Ed. (ID) 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 skill based optional course from the course basket (C), totaling 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 8credits

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 <i>Persons</i> with Intellectual Disability	4	20	80	100
B9	I	Curriculum and Teaching Strategies for <i>Persons</i> with Intellectual Disability	4	20	80	100
E1	III	Teaching Practice	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	40	60	100
A4	I	Curriculum Design and Development	4	20	80	100
A5	I	Inclusive Education	4	20	80	100
B11	I	Therapeutics and Assistive Devices for <i>Persons</i> with Intellectual Disability	4	20	80	100
E2	III	Preparation and Administration of Teacher Made Test	4	200	Nil	200
Total			20	300	300	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 of Persons with Intellectual Disability	4	20	80	100
Skill-based Optional Course Basket (ANY ONE)						
C12 (i)	I	Educational Management OR	4	40	60	100
C12(ii)	I	Educational Technology OR				
C12(iii)	I	Guidance and Counseling				
D	II	Dissertation	NIL	NIL	NIL	NIL
F1	IV	Internship as a <u>Program Supervisor/Manager</u>	4	100	NIL	100
Total			20	200	300	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/ Internship	4	50	Nil	50	Nil	100
Total			20	100	50	100	50	300

Remark: Internal external proportion pattern is 80:20 except two courses in project mode which has 60:40 proportion.

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 dissertations 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.

Two copies of the dissertation submitted by the candidate (identity concealed) to the Head of the Institute/College shall be forwarded to the University at the end of the academic semester.

- (i) **EVALUATION OF DISSERTATION WORK:** The concerned BOS of the university will appoint external referee/s based on the number of dissertations to be evaluated. One external referee should be appointed for 7 to 8 dissertations for evaluation. The viva voce of the dissertation will be held jointly by the internal and external examiners and marks will be awarded jointly by them. The marks of each candidate will be forwarded to the University.

(ii) **R 9229 - A**

Standard of Passing the Examination:

- (i) A candidate will be declared pass when he/she has secured 50% in each course (Internal & External separately wherever 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. (ID) programme will be calculated on the basis of total marks obtained in all four semesters. The grade marks and grade points are as follows:

Grades and Grade Points

Grade Points	Grade	Performance	External (Out of 80)	Internal (Out of 20)
10	O	Outstanding	72 & above	18-20
9	A+	Excellent	64-71.99	16-17.99
8	A	Very Good	56-63.99	14-15.99
7	B+	Good	52-55.99	13-13.99
6	B	Above Average	48-51.99	12-12.99
5	C	Average	44-47.99	11-11.99
4	D	Pass	40-43.99	10-10.99
0	F	Fail	39.99 and below	9.99 and below

- (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 scores 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

Contact Hours:90

Credits: 04

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, Rights of Persons with Disabilities Act– 2016, 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 setup
- 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

Essential Reading

- Sharma, R.A (2002): *Teacher Education*, International Pub. House, Meerut
- Susan L. Gabel & Scot Danforth (2008) *Disability and the politics of education*: Peter Lang Publishing
- In, New York

- Jordern, Thomas E. *The Exceptional Child*, Ohio: Merril, 2007
- Dubbey, S.N. (2001). *Education Scenario in India – 2001*. Authors Press.
- Hegarty, S. & Alur, M. (Eds) (2002). *Education and Children with Special Needs: From Segregation to Inclusion*. New Delhi: Sage Publications
- Singh, J. P. & Das, M. K. (2005). *Disability development in India*. New Delhi: Kanishka Publishers
- Sonu Trivedi (2005), *a Handbook of International organization: Atlantic publishers and distributors*, New Delhi

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 21st 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
ContactHours:90

Credits: 04
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., NewDelhi.
- Maslow, A.M. (1954). Motivation and Personality. Harper Press, NewYork.
- Morgan, C.T. (1961). Introduction to Psychology. McGraw Hill,NewYork.
- Mussen, P.H., Conger, J.J., &Kagan, J.(1969). Child development and personality. Harper & Row, NewYork.

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. PrenticeHall,NewDelhi.
- Driscoll, P.M. (1994). Psychology of Learning for Instruction. Allyn&Becon,Boston.
- Hurlick, E.B. (1992). Child Development.Mc Grow Hill, New York.
- Joyce, M.,& Others (1992). Models of Teaching. Holt Rinehart and Winston,New York. Bruce R. Joyce (Author), Marsha Weil (Author), EmilyCalhoun
- Lindgren, H.C. (1976) Educational Psychology in the Classroom. John Wiley,New York.
- Mildred,C.R.F.(1978).Infants,Children:TheirDevelopmentandLearning.GranHill, New York. (Indian Reprint).
- Panda, K.C. (1997). Elements of Child Development. Kalyani Publishers, NewDelhi.
- Sharma, P. (1995). Basics on Development and Growth of a Child. Reliance Publication, NewDelhi.
- Slavin, E.R. (2003). Educational Psychology: Theory and Practice (7thed.). Allyn&Becon,Boston.
- Wilson, A.R.,Rockbeck, M.C.,& Michael, N.B. (1979). Psychological Foundations of Learning and Teaching. Mc Grand Hill,NewYork.

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.*
- *Undertake research based project work*
- *Develop skills in developing project proposals*

Module 1: Scientific Knowledge and Research 10 hrs

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

PROJECT WORK: Describe ethics in research including Plagiarism in research and submit the Report with Reflections (2 hrs, 4 marks)

Module 2: Types and Methods of Research 8 hrs

- 2.1 Types & Methods of research
- 2.2 Review of Literature, Variables, objectives & Hypotheses
- 2.3 Sampling (quantitative and qualitative), Tools for data collection & process of standardization

PROJECT WORK: Critically review any one research work done at Masters Level and prepare a Report with Reflections on the topic selected, objectives framed, hypotheses/research questions formulated, research method followed & Tool used (4 hrs, 10 marks)

Module 3: Methods of Quantitative Analysis 8 hours

- 3.1 Different Parametric and non-parametric tests
- 3.2 Descriptive & Inferential Statistical tools and analysis
- 3.3 Computer applications for analysis, Tabulation and graphic representations

PROJECT WORK: Critically review and compare the statistical analysis (quantitative) followed in any two research works done at Masters Level and prepare a detailed report with reflections (4 hrs , 10marks)

Module 4: Qualitative Research Methods and Analysis 6 hours

4.1 Qualitative methods, tools and analysis

PROJECT WORK: Critically review any one qualitative research work done at Masters Level and prepare a report with reflections on the topic selected, objectives framed, type of qualitative method followed, Tool used and analysis done(6 hrs, 10 marks)

Module 5: Preparing Research Proposal&Report 6 hrs

- 5.1 Components of research proposal and its presentation
- 5.2 Writing a dissertation& a technical paper (quantitative and qualitative) for publication

PROJECT WORK: (i) Prepare and present a research proposal relevant to the specialization field (ii) Review an article relevant to your field from an indexed journal and present focusing on the topic selected , format followed, content, mechanics of writing etc.(6 hrs , 10 marks)

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

- Review the dissertation works of Master level students and list out any 10 topics of study
- Review any five research work and identify the variables, hypotheses and research questions
- Review any two research work and study the research method, sample selected
- Review any 2 research work and study the process of tool development & standardization procedures followed
- Develop a technical paper based on a topic of your specialization

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 12 hrs

- 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 12hrs

- 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 12 hrs

- 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

Module4: Curriculum Development & Instructional Design 12 hrs

- 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 12 hrs

- 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)1credit

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, NewDelhi.
- Jacobs,H.H.(1997).MappingtheBigPicture:IntegratingCurriculumandAssessment 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 InternationalDevelopment.
- 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, NewJersey.

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 12 hrs

- 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 12 hrs

- 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), Right to PWD Bill 2016, National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA (2009), IEDSS (2013)

Module 3: Building Inclusive Schools 12 hrs

- 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 12 hrs

- 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 12 hrs

- 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) 12 hrs

- 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 12 hrs

- 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 12 hrs

- 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, weightage 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 12 hrs

- 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 12 hrs

- 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 a minimum 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).PolicyPerspectivesinTeacherEducation:CritiqueandDocumentation, NewDelhi.
- Saxena,N.R.,Mishra,B.K.,&Mohanty,R.K.(1998).TeacherEducation,R-LallBook 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 12 hrs

- 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 12 hrs

- 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 12 hrs

- 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 12 hrs

- 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 12 hrs

- 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 & Openbook

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 (6th Edition). Macmillan, New York.
- ☐ Hamayan, (1995). Approaches to alternative assessment. "Annual Review of Applied Linguistics," 15, 212-226.
- ☐ Headington (2003). Monitoring, Assessment, Recording, 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 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 on 10.4.2015
- UNICEF (2006). New trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/New_trends_Dev_Evaluation.pdf on 16.4.2015
- Wiggins, G. (1993) Assessing student 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

- 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), MJPRohilkhandUniversity.
- Meyer, C.A. (1992) .What is the difference between Authentic and Performance assessment? *EducationalLeadership*,49(8),39-40
- Mountain, A. (2005). Science assessment of deaf students: Considerations and implications of state accountability. Measurements. MSSE Masters Project. Submitted totheNationalTechnicalInstitutefortheDeaf,RochesterInstituteofTechnology,New York.
- Musselman,C.R.,Lindsey.P.H.,&WilsonA.K.(1988).Anevaluationofrecenttrends 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 materialon mastery of mathematical concepts related to time in children with hearing impairment. Unpublished Master Dissertation, University ofMumbai.
- Stiggins, R.J. (1994). *Student-Centered classroom assessment*. MacMillan, New York
- Tannenbaum,J.E.(1996).*PracticalIdeasonAlternativeAssessmentforESLStudents*. ERIC Clearinghouse on Languages and Linguistics Washington DC, ERIC Identifier ED395500,1-6.

PART I SPECIALIZATION COURSES (B)

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

IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH INTELLECTUAL DISABILITY

Course Code: B 8

Contact Hours: 90

Credits: 04

Marks: 100

Introduction

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

Objectives

After completing the course, teacher educators will be able to

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

Module 1: Overview of Intellectual Disability 12 hrs

1.1 Evolution and development of concept of Intellectual Disability

1.2 Etiological factors of Intellectual Disability

1.2.1 Biological, environmental factors

1.2.2 Pre-natal, natal, post-natal causes

1.3 Classification of Intellectual Disability- Medical, Educational, Psychological criteria for classification and issues and current practices in certification of Intellectual Disability (Osmania University)

1.4 Characteristics of Intellectual Disability

Intellectual Disability and Associated Conditions – Cerebral palsy, Autism,

1.5 Sensory impairments, ADD, ADHD, Epilepsy

Module 2: Screening, Identification, Assessment and Diagnosis 12 hrs

2.1 Introduction to existing screening, identification and assessment / techniques trends in the field of intellectual disability

2.2 Approaches and types of assessment

2.3 Methods and tools of assessment

2.3.1 Screening tools

2.3.2 Early identification

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

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

2.3.5 Social and Behavioral Tools: Behaviour Assessment System for Children, VSMS, BASIC-MR, BASAL-MR, Vineland Social Emotional Early Childhood Scales (Vineland SEEC).

2.3.6 Special educational – use of CRTs, construction, precautions to be taken for development with reference to programming

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

2.5 Implications of the above for Inclusion

Module 3: Identification of Needs 12 hrs

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

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

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

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

3.5 Implications of the above for Inclusion

Module 4: Use of Assessment Information

12 hrs

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

4.2 Interpretation of assessment information to develop training goals

4.3 Use of Support Needs Assessment for Person Centered Planning

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

4.5 Implications of the above for Inclusion

Module 5: Emerging and Future Issues 12 hrs

5.1 Critical analysis of Human, Civic and Economic Rights

5.2 Citizen and Self-advocacy

5.3 Current Gender Issues - Socio Cultural and Economic

5.4 Quality of Life

5.5 Implications of the above for Inclusion

Course Work/ Practical/ Field Engagement (Any One) 1 credit 30 hours

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

Transaction

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

Essential Readings

- ☐ Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor. University of Alberta, Alberta.
- ☐ Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System. Vijay Human Services, Chennai.
- ☐ King-Sears, H.E. (1994). Curriculum Based Assessment in Special Education. Singular publishing Group, San Diego.
- ☐ Mittler, P. (1976). Psychological Assessment of Mental and Physical Handicaps. Tavistock, London.
- ☐ Myreddi, V., & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.
- ☐ Narayan, J. (2003). Grade Level Assessment Device for Children with Learning Problems in Regular Schools. NIMH, Secunderabad.
- ☐ Panda, K.C. (1997) Education of Exceptional Children. Vikas, New Delhi.

Suggested Readings

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

CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH INTELLECTUAL DISABILITY

Course Code: B 9

Contact Hours: 90

Credits: 04

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 Intellectual Disabilities. The course is especially design to add on the specialised curricular requirements of children with Intellectual Disabilities and strategies in both special and inclusive classrooms.

Objectives

After completing the course teacher educators will be able to

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

Module 1: Curriculum Development

12 hrs

Paradigm shift in education: school, teacher, learner & curriculum for 21st century

- 1.1 Principles and Models of Curriculum development
- 1.2 Approaches to curriculum development – Child Centered, subject centered, problem centered and Human relation centered
- 1.3 Instructional design – Concept Scope and Types
- 1.4 Curricular Adaptation, Accommodation and Modification
- 1.5 Challenges and Implications for Inclusion

Module 2: Teaching Approaches

12 hrs

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

Module 3: Models of Teaching

12 hrs

- 3.1 Concept Attainment Model (CAM)
- 3.2 Cognitive Developmental Model
- 3.3 Role Play
- 3.4 Direct Instructional Model

3.5 3.5 Non-directive Teaching Model

Module 4: Curricular Domains & Levels

12 hrs

4.1 Motor

4.2 Language & Communication

4.3 Social & Self-care

4.4 Functional academics & Vocation

4.5 Leisure and Recreation

Module-5: Instructional Programs and Methods

12 hrs

5.1 Instructional planning (IEP & PCP) Individualized Instruction – Concept and Types

5.2 Group Education Plan: Concept and types

5.3 Collaborative Methods- Peer Tutoring, Co-operative Learning & Team teaching

5.4 Social Inclusion, Self Regulation, Community Living, Life Skill Education

5.5 Universal design of Learning – Definition and Principles

Course Work/ Practical/ Field Engagement (any one) 1 credit 30 hrs

- ☐ To present a report on adaptation of curriculum for a student with Intellectual Disability in Inclusive setting
- ☐ To develop curriculum for independent living and present a report
- ☐ To present a Seminar on any of the teaching approaches.
- ☐ To develop need based learning and functional aids for PwID

Transaction

Lecture cum demonstration, Self-learning & Workshop, Discussion

Essential Readings

- ☐ Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor. University of Alberta, Alberta
- ☐ Das, J.P., & Baine, D. (1978) Intellectual Disability for Special Educators. Springfield: Charles C. Thomas.
- ☐ John, W., & Smith, R. (1971). An Introduction to Intellectual Disability. McGraw Hill New York.
- ☐ Kauffman, J.M., & Paynes, J.S. (1960) Intellectual Disability: Introduction and Personal Perspectives. Charles & Merrill, Columbus.
- ☐ Longone, J. (1990) Teaching Retarded Learners: Curriculum and Methods for Improving Instruction. Allyn and Bacon, Boston.
- ☐ Narayan, J., & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded Persons.

Pre-Primary Level. NIMH, Secunderabad.

- ☐ Panda, K.C. (1997). Education of Exceptional Children. Vikas Publishers, New Delhi.
- ☐ Pehwaria, R., & Venkatesan, S. (1992). Behavioural retarded Children: A Manual for Teachers. NIMH, Secunderabad.
- ☐ Remington, B. (1991). The Challenge of Severe Mental Handicap. A Behaviour Analytic Approach. Wiley, New Jersey.
- ☐ Repp, A.C. (1983). Teaching the Mentally Retarded. Prentice Hall, New Jersey.

Suggested Readings

- ☐ Kauffman, J. M. (1988). Teaching Students with Learning and Behaviour Problems. Merrill Publishing Co.
- ☐ Kirk, S.A., & Gallagher, J.J. (1979). Educating Exceptional Children. Houghton & Mifflin, Boston.
- ☐ Lewis, R.B., & Doorlag, D.H. (2010). Teaching Students with Special Needs in General Education Classrooms. Pearson, London.
- ☐ Longone, J. (1990). Teaching Educable Mentally retarded Children. Allyn & Bacon, Boston.
- ☐ Mary, A. F. (1999). Curriculum and Teaching Strategies. Paul H. Brooks Publishing Co. Baltimore.
- ☐ Petersen, M.J., & Hattie, M.M. (2003). Inclusive Teaching: Creating Effective Schools For all Learners. Allyn & Bacon, Boston.
- ☐ West, C.K., Farmer, J.A., & Wolff, P.M. (1991). Instructional Design, Implications from Cognitive Science. Prentice Hall, New Jersey

ADULTHOOD AND FAMILY ISSUES OF PERSONS WITH INTELLECTUAL DISABILITY

Course Code: B 10

Contact Hours: 90

Credits: 04

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 Intellectual Disabilities. The learners are expected to appreciate the need for planning adulthood towards promoting their independent living, 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

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

Module 1: Human Growth & Development in Adulthood 12 hrs

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

Module 2: Family and Adult with Intellectual Disability 12 hrs

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

Module 3: Gender, Sexuality and Marriage Related Issues

12 hrs

- 3.1 Meaning & Concept of Sexuality and Marriage
- 3.2 Religious and Cultural effect on Sexuality and Marriage
- 3.3 Marriage & persons with intellectual disability: Myths & Facts
- 3.4 Sex Education
- 3.5 Adulthood relationship: physical, social and legal safety

Module 4: Disability Issues – Community 12 hrs

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

Module 5: Adulthood and Family Training 12 hrs

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

Course Work/ Practical/ Field Engagement (any One) 1 credit 30hrs

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

Transaction

Lecture-cum-demonstration, project, assignment, Inviting adults with Intellectual Disabilities & their parents to share their experiences & success stories.

Essential Readings

- ☐ Basu, S., Das, P., & Chakravarty, I. (2007). Family Life of the Disabled Aged, Ageing and Society. Indian Journal of Gerontology, 17 (3 & 4), 75 –81.
- ☐ Blacher, J. (1984). Severely Handicapped Young Children and Other Families: Research in Review. Academic Press Inc., Orlando.
- ☐ Blook, F. (1974). Our Deaf Children, Martins Publishers Ltd. London.
- ☐ Cramer, H., & Carlin, J. (2008). Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey. British Journal of Social Work, 38 (6), 1060 –1075.
- ☐ Dale, N. (2000). Working with families of Children with Special Needs: Partnership and Practice. Brunner- Routledge. East Sussex.
- ☐ Fewell, R., & Vadasy, P. (1986). Families of Handicapped Children: Needs and Supports across the Life-span. Rowland Inc. Texas.
- ☐ Findler, S. (2000). The Role of Grandparents in the Social Support System of Mothers

of Children with a Physical Disability, *Families in Society*, 81(4) 70–381.

- Garginolo, R.M. (1985). *Working with Parents of Exceptional Children: A Guide for Professionals*, Houghton-Mifflin, Boston.
- Kashyap, L. (1991). Research on Families with Disabled Individuals: Review and Implications, in *Unit for Family Studies (Ed.) Research on Families with Problems in India. Vol. II* (pp. 269-289). Tata Institute of Social Sciences, Bombay.
- Kashyap, L. (1996). Measurement Issues in Family Centered Social Work, in *Bharat, .S. (Ed.) Family Measurement in India*, Sage Publications. New Delhi.

Suggested Readings

- Giffiths, M., & Russle, P. (Eds.) (1985). *Working Together with Handicapped Children: Guidelines for Parents and Professionals*. Souvenir Press, London.
- Glendinning, C. (1986). *A Single Door: Social Work with the Families of Disabled Children*. Allen and Unwin Ltd., London.
- Grinker, R. (1971). *They grow in silence: the deaf child and his family*. National Association of the Deaf, Maryland.
- Hartman, A. (1979). *Finding Families: An Ecological Assessment in Adoption*. Sage Publications, Beverly Hills.
- Hartman, A., & Laird, J. (1983) *Family Centred Social Work Practice*. The Free Press, New York.
- Hewett, S., Newson, J., & Newson, E. (1970). *The Family and the Handicapped Child: A Study of Cerebral Palsied Children in Their Homes*. Allen and Unwin Ltd., London.
- Hornby, G. (1994). *Counselling in Childhood Disability: Skills for working with Parents*. Chapman and Hall, London.
- Kashyap, L. (1986). *The Family & Adjustment to their Hearing-Impaired Child*. *The Indian Journal of Social Work* 47(1), 28-36.
- Powell, T. H. (1985). *Brothers and Sisters: A Special Part of Exceptional Families*. Paul Brooks, London.
- Ross, A. (1972). *The Exceptional Child in the Family*. Grune and Stratton, New York.

THERAPEUTICS AND ASSISTIVE DEVICES FOR INDIVIDUALS WITH INTELLECTUAL DISABILITIES

Course Code: B 11
Contact Hours: 90

Credits: 04
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

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

Module 1: Language Speech and Communication 12 hrs

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

Module 2: Physiotherapy

12 hrs

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

Module 3: Occupational Therapy 12 hrs

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

Module 4: Behaviour Modification 12 hrs

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

Module 5: Assistive Devices 12 hrs

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

Course Work/ Practical/ Field Engagement (any One) 1 credit 30hrs

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

Transaction

Self learning, Lecture-cum-demonstration & Workshops

Essential Readings

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

Suggested Readings

- American Physical Therapy Association Section on Clinical Electrophysiology and Wound Management. "Curriculum Content Guidelines for Electrophysiologic Evaluation" (PDF). Educational Guidelines. American Physical Therapy Association. Retrieved 29 May 2008.
- Clark, D. M., & Fairburn, C.G. (1997). Science and Practice of Cognitive Behaviour Therapy. Oxford University Press. New York.
- Lindsley, O., Skinner, B.F., & Solomon, H.C. (1953). "Studies in behavior therapy (Status Report I)". Metropolitan State Hospital. Waltham.
- Martin, G.; & Pear, J. (2007). Behavior modification: What it is and how to do it (Eighth Edition). Pearson Prentice Hall, New Jersey.
- O'Leary, K.D., & Wilson, T.G. (1975). Behavior Therapy: Application and Outcome, 12-14.: Prentice-Hall, New Jersey.
- Thorndike, E.L. (1911), "Provisional Laws of Acquired Behavior or Learning", Animal Intelligence. The McMillan Company, New York.
- Wolpe, J. (1958). Psychotherapy by Reciprocal Inhibition. Stanford University Press, California.

PART-I: SKILL-BASED OPTIONAL COURSE BASKET (C)
ANY ONE

COURSE	TITLE	CREDIT	MARKS
C12 (i)	Educational Management	4	100
C12 (ii)	Educational Technology	4	100
C12 (iii)	Guidance and Counseling	4	100

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 project based 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 12 hrs

- 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 8 hrs

- 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

PROJECT WORK: Select any one tool available and assess any one educational institution (special/inclusive school) and submit the report with reflections **(4 hrs, 10 marks)**

Module 3: Human Resource Management 8 hrs

- 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

PROJECT WORK: Visit any one special/inclusive school and study the employee benefits, welfare activities and performance appraisal system followed. Submit the report with reflections (**4hrs, 10 marks**)

Module4: Educational Management Information Systems (EMIS) 8 hrs

- 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

PROJECT WORK: Identify any one national agency for EMIS and study the activities in terms of stake holders , tools for collecting , disseminating and publication of data. Submit the report with reflections (**4 hrs , 10 marks**)

Module5: Financial Management 8 hrs

- 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 mobilization & allocation
- 5.5 Proposal writing for funding in educational institutes

Project work : Visit a special school and study the financial management in terms of (i) budget, (ii) resource mobilisation & allocation to various activities. Submit the report with reflections (**4hrs , 10 marks**)

Transaction

Lectures, Field visits, Self-study, project work

Course Work/ Field Engagement (all) 1 credit 30 hrs

- 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

Introduction

The project based course will assist learners to know about the foundations in educational technology. The course also envisages to arouse curiosity amongst learners about various technological advancements and developments in the said area.

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 10 hrs

- 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 model
 - 1.5.3 Interaction analysis: Equivalent Category System and Flanders' Interaction Analysis System

PROJECT WORK: Prepare an observation report of classroom teaching based on Flanders Interaction analysis (2hrs , 5 marks)

Module 2: Instructional Technology 8 hrs

- 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

PROJECT WORK: Develop an instructional design for class I/II students for teaching a subject of your choice based on module 2.3 (4 hrs, 10 marks)

Module 3: Instructional and Interactive Learning 10 hrs

- 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)

PROJECT WORK : Develop an interactional learning material for primary class students based on a unit of your choice (2 hrs, 5 marks) and submit the soft copy

Module 4: ICT For Inclusion 8 hrs

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

PROJECTWORK: Survey and report with reflections on the various technology based products and services available for deaf & hard of hearing (4 hrs, 10 marks)

Module 5: Recent Trends in Technology 8 hrs

5.1 Online Learning

5.2 Blended Learning

5.3 M-Learning

5.4 MOOC

5.5 OER

PROJECT WORK: Survey and list out the various online (i) educational programmes and (ii) journals available pertained to rehabilitation field (4 hrs, 10 marks)

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

- Review an observation report of classroom teaching developed 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, NewYork.
- Sallis, E., & Jones, G. (2002). Knowledge Management in Education London: KoganPage Ltd.
- Santhosh, V. (2009). Information communications technology for teacher education.Kanishka Publisher, NewDelhi.
- Schank, R.C. (2001). Virtual Learning.McGraw Hill.London.
- Shehzad, A. (2007). Teacher's Handbook of Educational Technology. Anmol, Pubishing Pvt. Ltd., NewDelhi.
- Singh, T. (2009). ICT Skill Development.Tandon Brothers,Ludhiana.
- Venkataiah, N. (2002), Educational Technology. APH Publication Corporation, NewDelhi.

GUIDANCE AND COUNSELING

Course Code: C 12 (iii) Credits: 04

Contact Hours: 90

Marks: 100

Introduction

The project based course will assist learners to know about concept and processes of guidance and counseling. The course also envisages to assist the learners in understanding the methods, techniques and assessment tools followed for guidance and counseling.

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Education and Career Guidance 10 hrs

- 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

PROJECT WORK : Visit any one education guidance centre and study the activities, assessment techniques and tools used, Submit the report with reflections (2 hrs, 5 marks)

Unit 2: Vocational Guidance 8 hrs

- 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.

PROJECT WORK : Visit any one vocational guidance centre and study the activities

assessment techniques and tools used, Submit the report with reflections (**4 hrs, 10 marks**)

Unit 3: Fundamentals of Counseling 8 hrs

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

PROJECT WORK : Visit any one counseling centre and observe the counseling given to the child and his/her parents by the counselor. Submit the report with reflections (4 hrs, 10 marks)

Unit 4: Group approaches in Vocational Counseling and Guidance 8 hrs

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

PROJECT WORK : Visit a special/inclusive school and study the individual/group guidance & counseling services offered to them. Submit the report with reflections (**4 hrs, 10 marks**).

Unit 5: Assessment in Educational and Vocational Guidance and Counseling 8 hrs

- 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 counselor in the contemporary context

PROJECT WORK : Visit a education/vocational guidance and counseling centre and study the assessment report of any 5 candidates . Submit the report with reflections (**4 hrs, 10 marks**)

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

- Review a film on counseling
- 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). Counseling Skills for Educationists. Soujanya Books, New Delhi.
- Nayak, A.K. (1997). Guidance and Counseling. APH Publishing, Delhi.
- Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel

- andActivities. Soujanya Books, New Delhi.
- Shah, A. (2008). Basics in Guidance and Counseling.Global VisionPublishingHouse.
- Sharma, V.K. (2005). Education and Training of Educational and VocationalGuidance.Soujanya Books, New Delhi.
- **Suggested Readings**
- Kapunan, R.R. (2004). Fundamentals of Guidance and Counseling. Rex PrintingCompany, Phillipines.
- Pal, O.B. (2011). Educational and Vocational Guidance and Counseling.SoujanyaBooks, NewDelhi.

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 recognized 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 Read the previous dissertations 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 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. Start working on writing Introduction, Review of literature and Methodology Complete development /adaptation of tool/s , finalising the research participants, obtaining consents Complete data collection and data analysis. Complete reporting the research in the form of dissertation. Introduction, Review of Literature, Statement of problem, Methodology, Results, Discussion, Summary & Conclusion Thesis Submission to University at the end of the academic semester

PART III PRACTICAL COURSES (E)

SEMESTER I

CourseCode:E1

Credits: 04

Hours:120

Marks: 200 A. Teaching Pra

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

Lectures 8 lectures 160 marks (20 marks per lecture)

Peer observation 04 – 40 marks report on format (10 marks per peer observation report)

Committee Recommendations:

- ***Above motioned changes may be included***

SEMESTER II

CourseCode:E2

Credits: 04

Hours: 120

Marks: 200

Each Teacher Educators is expected to prepare and administer the TMT (04 TMT under different subject areas) under the guidance of a Supervisor. Student Trainees are expected to submit 2 copies of typed report on the same in detail consisting of conceptual background, rationale, methodology adopted in preparation of TMT. Students must present the same in a seminar mode. The performance will jointly be evaluated by the external and internal examiners followed by viva-voce.

PART IV -FIELD ENGAGEMENT/ INTERNSHIP AS A TEACHER EDUCATOR (F)

SEMESTER III

CourseCode:F1

Credits: 04

Hours:120

Marks: 100

Internship as a Teacher Trainer

Internship involves a compulsory placement with a teacher training institute/college running courses of the specialization. Internship will be organized for duration of four weeks. Each student trainee is expected to teach 10 lessons and do practical supervision to student trainees undergoing training in Diploma/B.Ed. Spl. Ed. Level in topics from the respective curriculum. The student has to undertake any such duties as assigned by the Principal/Incharge/HOD of the teacher training institute.

SEMESTER IV

CourseCode:F2
100

Credits: 04

Hours:120

Marks:

Field Engagement/ Internship as a Program Supervisor/Manager

This part of internship involves associating with a field site relevant to the area of specialization. Students will take up internships in organizations working in the field of Intellectual Disability/Disability Rehabilitation for duration of four weeks.

These may include Govt./Autonomous organizations/NGOs,/CBR projects/Special Schools/Inclusive schools, etc. The internship should be guided by faculty supervisor of the organization who should focus on enabling the student to develop linkages between “Specialization-required courses” and “Specialization-elective courses”. The organisation of internship may be conceived in such a fashion that the students get opportunities to observe relevant activities in the fields such as:

1. *Elicit information about organization and its structure.*
2. *Assess the organization with appropriate tool.*
3. *Write a comprehensive assessment report by analyzing and interpreting the data collected as above*
4. *Write a report HR and Recruitment policy of the organization; performance appraisal system.*
5. *Write a report funding and expenditure pattern*

After completion of the internship, the marks will be submitted by the head of the organisation as per format sent by the institute/college.

