Syllabus

Master of Education Special Education(Visual Impairment)

Syllabus of Master of Education Special Education (Visual Impairment)
M.Ed.Spl.Ed.(VI)

I,II, III, & IV Semesters respectively for Sridev Suman Uttarakhand University, Badshahithaul (Tehri Garhwal) and its affiliated College/Institute with effect from academic session 2022-23.

Syllabus checked & modified by following President/Members of BoS (Board of Studies) on Thursday, 11th August, 2022

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Curriculum Framework

Master of Education - Special Education

M.Ed.Spl.Ed.

Norms, Regulations & Course Content

May, 2015

Effective from Academic Session 2015-16
Two Years Duration

भारतीय पुनर्वास परिषद

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PREFACE

Rehabilitation Council of India has been running B.Ed and M.Ed Programme in Special Education for more than a decade and half with degrees recognised by the UGC through Notification of July 5, 2014 as well as Notification of May 2009. It has always made efforts to keep parity with NCTE recommended framework so as to facilitate the role requirement of special teachers/special educators for all types of school setting in which children and young persons with disability are educated. As of today this covers inclusive schools, resource room, home- based education as well as special schools through which the educational needs of children with disabilities are being met.

NCTE vide its Notification of December 2014 increased the duration of B.Ed. and M.Ed. level courses to 2 years each beside recommending integrated programme leading to 4 years BA/B.Com/B.Sc degree as well as B.Ed. /M.Ed. (3 years Integrated programme) leading to integrated degrees. It also needs to be mentioned that duration of the education programme through open and distance learning system leading to B.Ed. programme remained unchanged so far by NCTE.

RCI was already in the process of revising its courses leading to diploma and degree in special education during last one year through the Core Committees constituted out of the Expert Committees as mandated by the Act. However, a policy decision was made at the level of the Department of Empowerment of Persons with Disabilities, MoSJ&E as well as RCI through its competent bodies that RCI will also increase the duration of B.Ed./M.Ed. Special Education to two years from the academic session 2015-16. RCI has decided through a consultative process to expand B.Ed. Spl. Ed. (ODL) to Five Semesters (Two Years and Six Months) effective from the academic session 2015-16.

For this purpose RCI has been continuously working since December 2014 to make it a reality and implement the programme w.e.f. the academic session 2015-16. This involves a continuous work of a team at RCI as well as the professionals support drawn through the Expert Committees and the Special Invitees. RCI's competent bodies like General Council (GC) and Executive Council (EC) have been duly informed and have been supportive.

As of today RCI has been able to circulate the framework for the two years B.Ed. Special Education and M.Ed Special Education Programme to all implementing agencies and has shared with larger public through its website. Meeting at RCI for the Core and Common Courses and parallel meetings at all the related National Institutes (AYJNIHH, NIVH, NIMH, NIEPMD) as well as SNDT Women's University, Juhu Campus were conducted during April 2015. Meeting of all the Universities offering these courses through Distance/ODL mode as per MoU signed with RCI has also been accomplished on 7-8 May 2015. Now we are ready to share this comprehensive document for further processing for initiating the session 2015-16 onwards by the respective RCI recognized institutions.

I record appreciation for all the members of the Expert Committees dealing with B.Ed. and M.Ed. courses as well as other Committee Members dealing with diploma level courses. Their inputs have been valuable to this exercise. Members of Expert Committee also shared their views and approval for these finalized courses through emails; RCI appreciates their valuable support and inputs. It is not possible to put all the names here but I am sure everyone will appreciate the sentiments of our gratitude for the members as well as the invitees for this healthy and fruitful partnership (Please see annexure for the list of all such professional partners).

I also take this opportunity to put on record my appreciation for the team at RCI which has worked continuously to make it a reality in such a short time of less than five months to bring it up to this stage. It was a great pleasure to lead the lead the team and work with all the partners. RCI specifically acknowledge Shri Suman Kumar, Dy. Director (Programme) and Shri Sandeep Tambe, Assistant Director (Recognition) for working out the framework and details for B.Ed. and M.Ed. Special Education through regular mode; needless to say RCI could accomplish this task because of team work with support from RCI's Administrative staff beyond office hours and holidays.

I will also like to express my appreciation of the contribution and support of Shri D N Sreenivasappa, Member Secretary till 10.3.2015 and Shri Satish Kumar Srivastava, Member Secretary who have continuously supported this intense and intensive exercise of curriculum development at such a short notice with their administrative support and valuable suggestions from time to time.

Last but not the least I also take this opportunity to express my gratitude to the officials of Dept. of Empowerment of Persons with Disabilities specially Shri Awanish Kumar Awasthi, Joint Secretary who is also a member of RCI General Council and Executive Committee for continuously supporting RCI towards all its commitments and aspirations.

Prof. Sudesh Mukhopadhyay

Chairperson, RCI

18 May, 2015

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

I. PREAMBLE

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

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

While the revised B.Ed.Spl.Ed. programme will provide a strong initial foundation essential to equip new teachers with the knowledge, competencies, skills, attitudes, awareness and confidence required to teach children in general and special education classrooms, the M.Ed.Spl.Ed. programme aims to prepare professionals with the ability for curriculum and instructional planning, educational management, technology, research and human resource development. They will also be trained to foster collaborative work with key professionals including parents and other professionals as part of a trans-disciplinary team.

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

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

The knowledge of research methods and statistics is integral to any Master's level program. A teacher with M.Ed. Spl.Ed. degree may become educational manager or curriculum planner or teacher educator, research remains a common thread in all or any of these roles. The

research component in the M.Ed. Spl.Ed. program produces reflective practitioners, efficient managers and professionals engaged in academic pursuits.

II. Aim

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

III. Objectives of the program

The M.Ed.Spl.Ed. program supports three shared philosophical stances underlying long-standing 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.

IV. NOMENCLATURE

Nomenclature of M.Ed. Spl.Ed. programme should be as per UGC Notification of 2009 and 2014 and the new nomenclature will be M.Ed.Spl.Ed. (Name of Specialization in Disability) such as, for Visual Impairment the nomenclature will be M.Ed.Spl.Ed. (VI).

V. GENERAL FRAMEWORK OF THE COURSE

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

The Course structure has three sets of courses

1. Core courses in every semester
2. Elective course which can be chosen from pool of papers in order to;
   a. Support the discipline of study
   b. Provide an expanded scope

c. Exposure to some other discipline/domain (*this will depend on the options available with the implementing university and institution*)
d. Nurturing student proficiency/skills

3. Elective Foundation courses are value-based

RCI will follow the 10-point grading system following letter grades recommended by the UGC[1] as given below:

Table 1: Grades and Grade Points

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

a. A student obtaining Grade F shall be considered fail and will be required to reappear in the examination.
b. For non-credit courses 'Satisfactory' or "Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/ CGPA.
c. The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE, etc.
d. The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, science, commerce, etc., is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly cut-off marks shall be fixed for grade B and B+ based on the recommendation of the statutory bodies (AICTE, NCTE etc.,) of the relevant disciplines.

RCI as Statutory Body recommends that the cut-off marks for Grade B shall not be less than 50% and for Grade B+, it should not be less than 55% under the absolute grading

[1] http://www.ugc.ac.in/pdfnews/9555132_Guidelines.pdf

system. Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.

Duration

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

Year 1- 16-18 weeks for two semesters + 2 weeks in summer
Year 2- 16-18 weeks for two semesters + 2 weeks in inter-semester breaks

This comes to 64-72 weeks + 6 weeks for field activities/skill development with 40 credits in each year.

V. PROGRAMME STRUCTURE

STRUCTURE FOR 4 SEMESTERS (2 YEARS)

Code	Area	Courses	Credits
A	Core courses	7	28
B	Specialization Courses	4	16
C	Elective Courses	1	04
D	Dissertation	1	16
E	Practical I	2	08
F	Practical II	2	08
	Total	**17**	**80**

Specialisation offered (with specific reference to Area B)

The M. Ed. Spl. Ed. programme is presently[2] being offered in following specializations:

I. Hearing Impairment (HI)
II. Learning Disability(LD)
III. Mental Retardation / Intellectual Disability[3] (MR/ID)
IV. Visual Impairment (VI)

[2] *Course planning for other disability area will be initiated in 2016.*

[3] *Mental Retardation/ Intellectual Disability is being suggested as per Draft RPWD Bill, 2014.*

AREA A - CORE COURSES

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

AREA B - SPECIALIZATION COURSES

Course Code	Title	Credit	Marks
B8	Identification, Assessment and Needs of Children with.....*	4	100
B9	Curriculum And Teaching Strategies for Children with.....*	4	100
B10	Adulthood and Family Issues	4	100
B11	Therapeutics and Assistive Devices**	4	100
	Total	**16**	**400**

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

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

AREA C - ELECTIVE COURSES

Note: Any one to be offered

Course Code	Title	Credit	Marks
C12	Educational Management	4	100
C13	Educational Technology	4	100
C14	Guidance and Counselling	4	100
	Total	**4**	**100**

AREA D - DISSERTATION

Course Code	Title	Credit	Marks
D	Dissertation	16	400

AREA E - PRACTICAL RELATED TO SPECIFIC DISABILITY

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

AREA F - PRACTICAL II

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

SEMESTER-WISE STRUCTURE

SEMESTER I

COURSE CODE	COURSE TITLE	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
A1	Developments in Education and Special Education	4	20	80	100
A2	Psychology of Development and Learning	4	20	80	100
B8	Identification, Assessment and Needs of Children with.....	4	20	80	100
B9	Curriculum And Teaching Strategies for Children with.....	4	20	80	100
E1	Practical related to disability	4	100	00	100
	TOTAL	**20**			**500**

Engagement with field as part of courses indicated below:

Sl. No.	Task for the Teacher Educators	Course	Place
1	Assignment / Project	A1	Institute
2	Assignment / Project	A2	Institute
3	Assessment & Identification of Needs	B7 & B8 (Specific disabilities)	Clinic / School, etc

SEMESTER II

COURSE CODE	COURSE TITLE	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
A3	Research Methodology and Statistics	4	20	80	100
A4	Curriculum Design & Development	4	20	80	100
A5	Inclusive Education	4	20	80	100
B11	Therapeutics and Assistive Devices	4	20	80	100
E2	Practical related to disability	4	100	00	100
	TOTAL	**20**			**500**

Engagement with field as part of courses as indicated below:

Sl. No.	Task for the Teacher Educators	Course	Place
1	Assignment / Project / Presentation	A3	Institute
2	Assignment / Project / Presentation	A5	Institute/ Special/ Inclusive school
3	Assignment / Project / Presentation	A6	
4	Assignment / Project / Presentation	B10	

SEMESTER III

COURSE CODE	COURSE TITLE	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
A6	Perspectives in Teacher Education – In-service & Pre-service	4	20	80	100
A7	Educational Evaluation	4	20	80	100
B10	Adulthood and Family Issues	4	20	80	100
	ELECTIVE COURSES (Any one):	4	20	80	100
C12	Educational Management				
C13	Educational Technology				
C14	Guidance and Counselling				
D	Dissertation*	2			--
F1	Field Engagement/ Internship as a Teacher Educators	4	100	00	100
	TOTAL	**22**			**500**

**Marks to be allocated in the fourth semester. Teacher Educators need to select a problem for investigations and provide the necessary supportive and explanatory information as needed. Teacher Educators need to present the synopsis of their work.*

Engagement with field as part of course as indicated below:

Sl. No.	Task for the Teacher Educators	Course	Place
1	Assignment/ Project/ Presentation	A4	Institute/School
2	Assignment/ Project/ Presentation	B9	Institute/School
3	Assignment/ Project/ Presentation	C11	Institute/School
4	Assignment/ Project/ Presentation	C12	Institute/ School
5	Assignment/ Project/ Presentation	D13	Institute/ School
6	Assignment/ Project/ Presentation	D14	Institute/ School

SEMESTER IV

COURSE CODE	COURSE TITLE	CREDITS	INT MARKS	EXT MARKS	TOTAL MARKS
D	Dissertation*	14	200	200	400
F2	Field Engagement / Internship as a Teacher Trainer	4	50	50	100
	TOTAL	**18**			**500**

*** Note: Suggestive/As per the University Regulations**

- Complete a review of related research literature in accordance with the research problems.
- Explain and describe the methodology used to conduct the research problem.
- Explain the significance of the results obtained after conducting the research study.
- Summarize the results, explain the corresponding conclusions derived and the subsequent recommendations formulated for further research and practice.
- Provide a list of references, other supportive documentation used for the study.
- Make an oral presentation on the completed work.

Area E- Practical Related to Disability

1. Elicit information from parents and professionals the relevant information about one child with Specific Disability.
2. Assess the child with Specific Disability, using formal and informal tools and identify the specific learning problems.
3. Write a comprehensive assessment report by analyzing and interpreting the data.
4. Develop an appropriate educational plan (current level, annual goals, short term objectives, methods and material and evaluation).
5. Collaborate with the class teachers and related professional to implement the IEP.
6. Implement IEP for a period of minimum 15 sessions (each session lasting for not less than 45 minutes).
7. Make class visits to support the student when the regular teacher teaches and collaborate with the class teachers.
8. Evaluate the child and write a report.

Area F- Field Engagement/ Internship as Teacher Educators

Each student trainee is expected to teach 10 lectures in Third & Fourth Semester to student trainees undergoing training in B.Ed.Spl.Ed. level in topics from the curriculum of B.Ed. Spl. Ed.

VII. ADEQUACY OF THE SPECIAL EDUCATION SYLLABUS

The syllabus prescribed at the M.Ed.Spl.Ed. level is on the basis of minimum requirements and therefore, Universities and Colleges of Education/ Institutes implementing the

M.Ed.Spl.Ed. programme can exercise flexibility in opting the number of papers without compromising on the adequacy and validity of the contents prescribed by the RCI.

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

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

IX. DURATION OF THE COURSE

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

X. WORKING DAYS AND ATTENDANCE

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

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

XI. ELIGIBILITY FOR ADMISSION

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

a) A candidate who has successfully passed B.Ed Spl.Ed. with minimum 50% marks in respective disability area from a recognized university or any other degree considered equivalent to B.Ed Spl. Ed. from an affiliating university and/ or teaching department under any University recognized by U.G.C. with RCI registration.

b) A candidate who has successfully passed the B.Ed. General course and has successfully completed Diploma in Education Special Education in respective disability area recognized by the Rehabilitation Council of India with minimum 50 percent marks in each course.

c) A candidate having passed PG Diploma[4] (Till Academic session 2014-15)

d) A candidate with B.Ed. in particular specialization may be allowed for M.Ed. cross disability/ multicategory (as and when offered) but the reverse is not allowed. B.Ed. with multi-category should not be admitted for specialization in a single disability at the M.Ed. level, however; as part of CBCS, these can be admitted to B.Ed. Spl. Edu. Area C Courses

[4] *RCI's Communication of 20/04/15 & 09/10/09 Regarding Equivalence of Programme with B.Ed.Spl.Ed.(See Annexure-1)*

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

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

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

XII. ADMISSION

Admission Procedure: as per University norms.

XIII. PROGRAMME PATTERN

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

XIV. PASSING MINIMUM

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

XV. NATURE OF EVALUATION

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

XVI. TRANSITORY REGULATIONS

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

XVII. FACULTY-STUDENT RATIO

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

XVIII. FACULTY NORMS

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

XIX. INFRASTRUCTURAL FACILITIES

It is desirable that institutions have their own building. The building & the plot should ideally be in the name of Institution/ Society/ Trust. In case of rented building, the institution must have a rent agreement for a period extending up to the date of completion of the proposed training program (whenever the training program is proposed to be started). However, in either case, the institution should have minimum 1000 sq. metres area and shall consist of 500 sq. metres built up area for the first proposed training program. For each additional course, 300 sq. metres additional built up area is required. For example, for one course 500 sq. metres built up area, for two courses (500+300) sq. metres and so on.

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

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

XX. CERTIFICATION AS A REGISTERED PROFESSIONAL

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

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

XXI. AWARD OF DEGREE

The affiliating Universities will award degree in **Master of Education Special Education (Area of Specialisation)**. The areas of specialisation provided are Hearing Impairment (HI)/ Learning Disability (LD)/ Mental Retardation (MR)/ Visual Impairment (VI). For example in the area of hearing impairment the degree awarded will be ***M.Ed.Spl.Ed. (HI)***. While issuing degree certificate, the Universities should clearly spell out the area of specialization

XXII. PRACTICING SCHOOLS

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

Special Schools for LD and ASD is not an essential condition. Institutions offering more than one programme in Special Education must have own Special School and MoU with other Special/Inclusive School for school engagement and field experience[5].

[5] Not applicable for National Institutes and Universities.

Course Details

AREA A

CORE COURSES

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

DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION

Course Code: A 1 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: An Overview of Development of Education System

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

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

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

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

3.1 National Legislations (RCI Act 1992, PWD Act 1995, National Trust Act, 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

Unit 4: Quality Issues in Education

4.1 Indicators of quality related to teaching - learning strategies, classroom environment, and Student Assessment

4.2 Linking pedagogy with curriculum, contextual constructivism

4.3 Ensuring standards in Open & Distance Learning system – Non-formal education, face-to-face *vs.* Distance mode

4.4 Special and Inclusive education - Adopting flexible strategies for the acquisition and use of inputs and monitoring performance in inclusive set up

4.5 Quality enhancement in service delivery and community rehabilitation

Unit 5: Current Trends and Future Perspective

5.1 Education as a development indicator, and enhancer of development indicators

5.2 Education for sustainable development & Right based approach

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

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

Suggested Readings

- Anand, C.L. et.al. (1993). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.

- Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.
- Education Commission. (1964-1966). Ministry of Education, Government of India, New Delhi.
- Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, New Delhi.
- Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). Including Children with Special Needs: Primary Stage. NCERT, New Delhi.
- Kumar, A. (2003). Environmental challenges of the 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
Contact Hours: 60

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.*

Unit 1: Overview Educational Psychology

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

Unit 2: Understanding the Development of the Learner

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

Unit 3: Cognition and Information Processing

3.1 Sensation, Perception and Attention
3.2 Memory - Nature and types, factors affecting memory

3.3 Thinking: Concept Formation, Reasoning, Problem solving
3.4 Intelligence: Nature, types, theories and assessment
3.4.1 Creativity
3.5 Individual differences and its educational implications for children with disabilities

Unit 4: Motivation, Learning and Personality

4.1 Concept, definition and theories of Motivation
4.2 Classical and Contemporary Learning Theories: 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

Unit 5: Psychological Aspects of Teaching

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

Course Work/ Assignments/ Practicum

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

Transaction

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

Essential readings

- Agarwal, I.J.C (1994). Essentials of Educational Psychology. Vikas Publishing House, Pvt.Ltd., New Delhi.
- Chatterjee, S.K. (2000). Advanced Educational Psychology. Arunabhasen Books and ALLIED(P) Ltd.,
- Freud, S (1935). A general Introduction to psychoanalysis. Live right, New York.
- Mangal, S.K. (1997). Advanced Educational Psychology. Prentice Hall of India Pvt., Ltd., New Delhi.

2.5 Standardization of research instrument- Selection of items, reliability and validity and norms

Unit 3: Methods of Quantitative Analysis

3.1 Parametric and non-parametric tests: Concept and difference

3.2 Descriptive Statistics:

- Measures of Central Tendency
- Correlations; Product-moment, Biserial-r, Point-biserial, Phi-coefficient, Regression analysis

3.3 Inferential statistics

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

3.4 Computer applications for analysis

3.5 Tabulation and graphic representation

Unit 4: Qualitative Research Methods and Analysis

4.1 Grounded theory

4.2 Ethnography and case study

4.3 Narrative/discourse and visual methodologies

4.4 Mixed method

4.5 Themes, coding and presentation

Unit 5: Preparing Research Proposal & Report

5.1 Components of research proposal

5.2 Presentation of proposal

5.3 Writing of thesis/dissertation

5.4 Writing technical paper for publication

5.5 Research management

Assignments/ Course Work/ Practicum

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

Transaction

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

Essential Readings

- Agarwal, A.N. (2002). Quantitative Methods. Vrinda Publishing, New Delhi.
- Best, J.W., & Kahn, J.V. (1996). Research in Education. Prentice-Hall, New Delhi.
- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
- Desu, M.M., & Raghavarao, D. (1990) Sample Size Methodology. Academic Press, Boston.
- Dooley, D. (1997). Social Research Methods. Prentice-Hall, New Delhi.
- Gaur,A.S., & Gaur, S. S.(2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. Sage Publishers, New Delhi.
- Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication, London.
- Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
- Guptha, 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, Thiruvananathapuram.
- 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

Credits: 04

Course Code: A 4

Marks: 100

Contact Hours: 60

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Nature of Curriculum

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

Unit 2: Approaches & Types of Curriculum Development

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

Unit 3: Principles of Curriculum Construction

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

Unit4: Curriculum Development & Instructional Design

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

Unit 5: Critical Issues in Curriculum

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

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

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

INCLUSIVE EDUCATION

Course Code: A 5

Marks: 100 **Credits: 04**

Hours: 60

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Perspectives in Inclusive Education

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

Unit 2: Covenants and Policies Promoting Inclusive Education- A Critique

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

Unit 3: Building Inclusive Schools

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

Unit 4: Building Inclusive Learning Environments

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

Unit 5: Planning for Including Diverse Learning Needs

5.1 Universal design of learning
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 impairment
5.6 Adaptations and accommodations for gifted children

Unit 6: Collaborations

6.1 Models of collaboration
6.2 Working with Parents
6.3 Managing Conflict
6.4 Co-teaching
6.5 Mentoring and Coaching

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman Publishing, London.
- Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.
- Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.
- Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). Essential best practices in inclusive school. Institute on Disability/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 Jersery.
- 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 Jersery.

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 Jersery.
- 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: 60 **Marks: 100**

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Understanding Teacher Education (TE)

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

Unit 2: TE and Education of Children with Disabilities

2.1 Early Initiatives in preparing teachers for children with disabilities in India
2.2 Establishment of various national institutes and development of TE in special education
2.3 Establishment of RCI as a statutory body in standardizing and promoting TE in special education

2.4 Changes in School Education for Children with Disabilities and its Impact on TE
2.5 Paradigm shift from Segregation to Inclusion Impacting TE

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

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

Unit 4: Continued Teacher Development Program

4.1Need 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

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

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

Course Work/ Practical/ Field Engagement

- Prepare a checklist/schedule to collect information about curriculum transaction either in Diploma or B.Ed. in Special Education Courses in any Training Institute. Take interview of at least 10 student teachers and analyse the data to suggest improvement in quality of training
- Prepare a checklist/schedule to collect information from employer about competency of passed out student teachers. Take interview of at least 5 principals of schools

having children with disabilities and analyse the data to suggest improvement in quality of training and the need for in-service training

Suggested Readings

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

EDUCATIONAL EVALUATION

Credits: 04

Course Code: A 7 **Marks: 100**

Contact Hours: 60

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Foundations in Evaluation

1.1 Concept 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

Unit 2: Scope of Evaluation

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

Unit 3: Teaching-learning and Evaluation

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

Unit 4: Programme Evaluation & Review

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

Unit 5: Current Trends in Evaluation

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

Transaction & Evaluation

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

Practicum

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

Essential Readings

- Airasian, P.W. (1991). Classroom Assessment. Mc Graw-Hill, New York.
- American Educational Research Association, American Psychological Association, and National Council on Measurement and Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.
- American Federation of Teachers, National Council on Measurement in Education, and the National Education Association. (1990). Standards for teacher competence in educational assessment of students. Washington, DC: Author.
- Gipps, (1996). Assessment for learning. In Little, A. and Wolf, A. (eds) Assessment in transition: Learning, monitoring and selection an international perspective. Oxford Pergamon Press, London.
- Gronlund, N.E., & Linn, R. (1990). Measurement and evaluation in teaching (6th Edition). Macmillan, New York.

- Hamayan, (1995). Approaches to alternative assessment. "Annual Review of Applied Linguistics," 15, 212-226.
- Headington (2003). Monitoring, Assessment, Recordin[g] 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
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Suggested Readings

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AREA B

SPECIALIZATION COURSES

Course Code	Title	Credit	Marks
B8	Identification, Assessment and Needs of Children with .....*	4	100
B9	Curriculum and Teaching Strategies of Children with .....*	4	100
B10	Adulthood and Family Issues	4	100
B11	Therapeutics and Assistive Devices **	4	100

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

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

Disability Specialization

VISUAL IMPAIRMENT

IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH VISUAL IMPAIRMENT

Course Code: B 8 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

Assessment is a multifaceted process of gathering information by using appropriate tools and techniques in order to make educational decisions about placement and the educational programme for that student. A comprehensive functional assessment employs a combination of tools and techniques selected to be consistent with the purposes of the assessment. The interpretation and integration of information gathered from these various sources is a key factor in comprehensive assessment of visually impaired children to make informed decisions about their individualized education programme. To participate fully in this process, the learners must have an understanding of the needs of children with visual impairment and those with additional disabilities, at different stages of the growth and development; knowledge of the potential impact of the visual impairment on behaviour and functioning; and a thorough understanding of the assessment instruments and procedures.

Objectives

After completing the course teacher educators will be able to

- *Trace the historical development of visual impairment and discuss the attitudinal change of society over time.*
- *Describe the causes and implications of different eye disorders.*
- *Critically examine the needs arising at different stages of persons with visual impairment.*
- *Develop skills to identify and assess children with blindness, low vision, and children with VIMD.*
- *Develop skills to plan and implement vision efficiency training for children with low vision.*

Unit 1: Evolving Concept and Definition of Visual Impairment

1.1 History of visual impairment

1.2 Attitudinal and behavioural change of the society towards the persons with visual impairment

1.3 Paradigm shift from charity through medical and social to right based approach

1.4 Factors affecting changing societal attitude and policy perspectives with reference to persons with visual impairment: Self-help movements, Service delivery organizations, Judiciary and quasi-judicial bodies, UN Bodies, and media

1.5 Classification of visual Impairment: WHO, International Classification of Functioning, Disability and Health (ICF), and domestic legislations

Unit 2: Eye Disorders: Etiology and Implications

2.1 Neurological causes of visual impairment: cortical visual impairment

2.2 Disorder related to refraction: myopia, hyperopia, presbyopia, astigmatism

2.3 Disorders related to receptive aspects of the eye: retinal detachment, retinitis pigmentosa, Retinipathy of prematurity,optic atrophy, aninidia, and macular degeneration, and albinism

2.4 Muscular and related disorders: nystagmus, strabismus, amblyopia

2.5 Vitamin A deficiency, cataract, glaucoma, corneal ulcer, trachoma, and colour blindness

Unit 3: Identification and Assessment Procedures of Children with Blindness and Low Vision

3.1 Methods and tools for assessment of children with blindness: Functional Skills Inventory for the Blind, Oregon project for visually impaired and Pre-schoolers, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept development for blind Children, Reading Preference Test, Cornell Medical Index on Visually Handicapped children

3.2 Identification of children with low vision and psychosocial implications of low vision

3.3 Functional vision assessment: selection of methods and tools for functional vision assessment of persons with low vision: low vision assessment by Jill Keeffe, Lea Tests

3.4 Concept and methods of visual efficiency training

3.5 Preparation of teacher made tools for functional assessment of vision and skills

Unit 4: Identification and Assessment Procedures of Children with Visual Impairment and Multiple Disabilities

4.1 Concept of VIMD

4.2 Role of multidisciplinary team of professionals in assessment of children with VIMD

4.3 Functional assessment methods and tools for VIMD: physical, vision, hearing, tactual, and communication skills assessment

4.4 Implications of vision loss in adapting available tools of assessment for persons with Visual impairment

4.5 Preparation of teacher made tools for functional assessment of VIMD

Unit 5: Needs of Persons with Visual Impairment

5.1 Infancy and early childhood: early stimulation and early intervention

5.2 School age: placement alternatives, collaboration of special and regular teacher

5.3 Transition Period: self-identity, self-esteem, and self-image

5.4 Vocational Development: emerging job opportunities

5.5 Adulthood issues: sexuality and marriage, recreation and leisure; geriatric groups: disintegrating family system, social security, CBR and community support

Course Work/ Practical/ Field Engagement (Any Three)

- Prepare a questionnaire to identify the approach followed by an inclusive school towards the education of children with disabilities
- Visit an eye hospital/primary health centre/ compository rehabilitation camp and observe persons with different eye disorders and write a report
- Prepare and administer a teacher made tool for functional assessment of vision and visual skills of a child with low vision and submit a report
- Prepare and administer a teacher made tool for functional assessment of Vision, Hearing, Tactual, Communication and functional skills of children with VIMD and submit a report
- Critically analyse any psychological test you have studied for its applicability and identify items to be adapted for the persons with visual impairment in Indian context

Essential Readings

- Barraga, N. C. (1980). Sequences of Visual Development. University of Texas. Austin.
- Bhan, S., & Swarup, S. (2010). Functional skills inventory for the blind. National association for the blind,Mumbai.
- Bhandari, R., & Narayan J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. Voice and vision: India.
- Corn, A. L., & Koenig, A.J. 2000. Foundation of Low Vision: Clinical & Functional Perspective. AFB Press, New York.
- Dimri, A. (2002). Prepration of Norms of WISC-R (Verbal) for the Visually Handicapped. NIVH, Dehradun.
- Hyvarinen, L., & Jacob, N. (2011).What and how does this child see: assessment of visual functioning for development and learning. Vistest Ltd. Finland.
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- Lueck, A. H. (2004). Functional Vision- A practitioner guide to Evaluation & Intervention,.AFB Press. New York.
- Mani, M.N.G. (1992). Concept development of blind children. SRK Vidyalaya. Coimbatore.
- Mani, M.N.G. (1993).Concept Development of Blind Children: A Research Study. Shri Ramakrishna Mission Vidyalaya. Printing Press. Coimbatore.
- Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low Vision. Coimbatore: International Human Resource Development Centre for the Disabled.

Unit 2: Eye Disorders: Etiology and Implications

2.1 Neurological causes of visual impairment: cortical visual impairment
2.2 Disorder related to refraction: myopia, hyperopia, presbyopia, astigmatism
2.3 Disorders related to receptive aspects of the eye: retinal detachment, retinitis pigmentosa, Retinipathy of prematurity,optic atrophy, aninidia, and macular degeneration, and albinism
2.4 Muscular and related disorders: nystagmus, strabismus, amblyopia
2.5 Vitamin A deficiency, cataract, glaucoma, corneal ulcer, trachoma, and colour blindness

Unit 3: Identification and Assessment Procedures of Children with Blindness and Low Vision

3.1 Methods and tools for assessment of children with blindness: Functional Skills Inventory for the Blind, Oregon project for visually impaired and Pre-schoolers, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept development for blind Children, Reading Preference Test, Cornell Medical Index on Visually Handicapped children
3.2 Identification of children with low vision and psychosocial implications of low vision
3.3 Functional vision assessment: selection of methods and tools for functional vision assessment of persons with low vision: low vision assessment by Jill Keeffe, Lea Tests
3.4 Concept and methods of visual efficiency training
3.5 Preparation of teacher made tools for functional assessment of vision and skills

Unit 4: Identification and Assessment Procedures of Children with Visual Impairment and Multiple Disabilities

4.1 Concept of VIMD
4.2 Role of multidisciplinary team of professionals in assessment of children with VIMD
4.3 Functional assessment methods and tools for VIMD: physical, vision, hearing, tactual, and communication skills assessment
4.4 Implications of vision loss in adapting available tools of assessment for persons with Visual impairment
4.5 Preparation of teacher made tools for functional assessment of VIMD

Unit 5: Needs of Persons with Visual Impairment

5.1 Infancy and early childhood: early stimulation and early intervention
5.2 School age: placement alternatives, collaboration of special and regular teacher
5.3 Transition Period: self-identity, self-esteem, and self-image
5.4 Vocational Development: emerging job opportunities
5.5 Adulthood issues: sexuality and marriage, recreation and leisure; geriatric groups: disintegrating family system, social security, CBR and community support

Course Work/ Practical/ Field Engagement (Any Three)

- Prepare a questionnaire to identify the approach followed by an inclusive school towards the education of children with disabilities
- Visit an eye hospital/primary health centre/ compository rehabilitation camp and observe persons with different eye disorders and write a report
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- Critically analyse any psychological test you have studied for its applicability and identify items to be adapted for the persons with visual impairment in Indian context

Essential Readings

- Barraga, N. C. (1980). Sequences of Visual Development. University of Texas. Austin.
- Bhan, S., & Swarup, S. (2010). Functional skills inventory for the blind. National association for the blind,Mumbai.
- Bhandari, R., & Narayan J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. Voice and vision: India.
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- Mukhopadhyay, M., Jangira, N.K., Mani M.N.G., & RoyChoudary, M. (1988). Source Book For Training Teachers Of Visually Impaired. NCERT. New Delhi.
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- Scheiman, M., Scheiman, M., & Whittaker, S.G. (2007). Low Vision Rehablitation, SLACK Incorporated: USA.
- Scholl, G. T. (Ed.) (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press. New York.
- Singh, T.B. (1986). A short Scale I.Q Measure for the Visually Handicapped. NIVH, Dehradun.
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- Singh, T.B. (1986).Standardisation of Cornell Medical Index on Visually Handicapped children. NIVH, Dehradun.
- Singh, T.B., & Sati, G. (1992). Use of Blind Learning Aptitude Test as a performance measure for the assessment of Visually Handicapped Children in India. NIVH Dehradun.
- Warren, D.H. (1983). Blindness and Early Childhood Development.: AFB Press, New York.

Suggested Readings

- Aitken, S., Buultjens, M., Clark, C., Eyre, J.T. (2000), Teaching Children who are Deaf blind. David Fulton Publisher: London,
- Batshaw, M.L., Pellegrino, L., & Roizen, N.J. (2007), Children with Disabilities. Paul. H. Brookes: Maryland,
- Holbrook M. C. &Koenig A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments, (2nd Ed): AFB Press, New York.
- Kundu, C.L. (2000). Status of Disability in India. Rehabilitation Council of India, New Delhi.
- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind, NIVH Dehradun.
- Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. Ashish Publishing House, New Delhi.

CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH VISUAL IMPAIRMENT

Course Code: B 9

Contact Hours: 60

Credits: 04

Marks: 100

Introduction

The purpose of the curriculum is encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The general education curriculum should be universally designed to meet the educational needs of most students, including those with visual impairment. However, some adaptations to the learning materials and the teaching approaches have to be made so that the learning needs of visually impaired children can be met. This course prepares the learners to develop a balanced curriculum with due consideration given to the children's intellectual, personal, emotional and social developments. Learners will acquire skills to adopt a consistent, realistic and flexible approach in curriculum planning and implementation. They will be able to plan possible adaptations to the curriculum, taking into account the children's visual impairment, their abilities and learning needs.

Objectives

After completing the course teacher educators will be able to

- *Appreciate the importance of various basis to curriculum development.*
- *Develop an expanded core curriculum for children with visual impairment on the basis of situational analysis.*
- *Adapt the school curriculum keeping in mind the principles of curriculum adaptation in different curricular skill areas.*
- *Demonstrate appropriate teaching strategy in teaching reading, writing, and math*
- *Critically examine approaches to curriculum development for VIAD.*

Unit 1: Basic Curriculum Areas and Skills

1.1 Curricular skills related to cognitive domain
1.2 Curricular skills related to psychomotor domain
1.3 Curricular skills related to affective domain
1.4 Core curriculum, collateral curriculum, and support curriculum
1.5 Curriculum adaptation: Need and principles

Unit 2: Introduction to Expanded Core Curriculum

2.1 From plus curriculum to expanded core curriculum and Introduction and Orientation to Unified English Braille
2.2 Philosophical basis
2.3 Psychological basis

2.4 Sociological basis
2.5 Ethical considerations

Unit 3: Steps in Expanded Core Curriculum Development

3.1 Assessment of needs with reference to accessing school curriculum
3.2 Designing a need based curriculum: situational analysis for selection of skills and method of teaching
3.3 Developing a collaborative curriculum
3.4 Implementation of the curriculum
3.5 Critical evaluation of the curriculum

Unit 4: Strategies for Teaching

4.1 Specific teaching strategies: task analysis, co-activity, pre teaching, self-verbalization, direction giving, generalization, feature enhancement, and use of kinaesthetic movement
4.2 Teaching reading to students with visual impairment: Reading aloud, peer reading, organic reading, and whole language approach
4.3 Strategies for writing skills: guided and independent writing
4.4 Strategies for teaching math: concrete, experiential, role play, and origami
4.5 Strategies for teaching use of ICT: demonstration, verbal instruction, and peer tutoring

Unit 5: Approaches to Curriculum Development for VIAD

5.1 Ecological
5.2 Multisensory
5.3 Thematic
5.4 Functional
5.5 Experiential

Course Work/ Practical/ Field Engagement (Any Two)

- Identify and present various curricular domains in the given chapter from a text book
- Adapt the school curriculum in any one subject keeping in mind the principles of curriculum adaptation
- Design the curriculum for a child with visual impairment
- Develop a thematic curriculum for a child with VIAD

Essential Readings

- Aggarwal, J.C. (2005). Curriculum development 2005. Shipra Pub. Delhi.
- Bhandari, R., & Narayan J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deaf-blindness. Voice and vision: India.

- Biwas, P.C. (2004). Education of children with Visual Impairment: in inclusive education. Abhijeet Publication, Delhi.
- French, S., & Swain, J. (1997). From a different view point: the lives and experiences of visually impaired people. Jessica Kinsey Pub, London.
- Grover , U., & Chaudhari. M. (2009). Curricular Strategies. Kanishka Publication, New Delhi.
- Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory and motor impairment. Cambridge Uni. Press, New York.
- Jain, P. (2006). Curriculum & teaching. Kanishka Publication, New Delhi.
- Joyce, B., Weil, M., & Calhoun, E. (2009). Model of teaching. PHI learning Pvt. New Delhi.
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.
- Mangal. S.K. (2007). Educating exceptional children-an introduction to special education. PHI Learning Pvt. New Delhi.
- Rao, V. (2009). Curriculum development. Saurabh Pub, New Delhi.
- Scholl, G.T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Sharma, R.A. (2011). Curriculum development and instruction. R. Lal Book Depot, Meerut.
- Shrivastava, N. (2010). Blind and mentally handicapped children: problems and coping strategies. Ritu Publication, Jaipur.
- Srivastava, H.S. (2011). Curriculum & method of teaching. Shipra Pub., Delhi.
- Vijayan, P., & Victoria, G. (2009). Education of visually impaired children with additional disabilities. Kanishka Publication, New Delhi.

Suggested Readings

- Agrawal, S. (2004). Teaching mathematics to blind students through programmed learning strategies. Abhijeet Publication, Delhi.
- Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi.
- Bhan, S., & Swarup, S. (2010). Functional skills inventory for the blind. National association for the blind, Mumbai.
- Maitra, K. (2010). Inclusion: Issues and Perspective. Kanishka Publication, New Delhi.
- Mani, M.N.G. (1992). Concept development of blind children. SRK Vidyalaya: Coimbatore.
- Mani, M.N.G. (1992). Techniques of teaching blind children. Sterling Publishers Pvt. Ltd. New Delhi.

- Mukhopadhyay, M., Jangira, N.K., Mani M.N.G., & RoyChoudary. M. (1988). Source Book For Training Teachers Of Visually Impaired. NCERT. New Delhi.
- Niemann, S., & Jacob, N. (2009). Helping children who are blind. California: The Hesperon/ Chetana Charitable Trust, Chennai.
- Pandey,V.P. (2004). Teaching of mathematics. Sumit Publication, New Delhi.
- Punani, B., & Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.
- Adaptations to the curriculum for the visually impaired children, Retrieved on May 28th 2015, from URL: https://cd.edb.gov.hk/la_03/chi/curr_guides/Visually/ev-3.htm

ADULTHOOD AND FAMILY ISSUES

Course Code: B 10 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

Parents are advocates, teachers, and nurturers for their children. Family members of any person with visual impairment are at a risk for emotional difficulties if their support systems or coping skills are inadequate. Learners must understand the challenges that are often associated with a family of a person with visual impairment from birth till adulthood focussing on periods of transition. Learners should be able to empower the parents with information regarding the array of educational services and supports available to the families of children with visual impairment.

Objectives

After completing the course teacher educators will be able to

- *Analyze the role of family as a support system from birth to adulthood.*
- *Discuss the concerns of the family of a person with visual impairment.*
- *Meet the challenges faced at different stages of transition of a person with visual impairment.*
- *Develop the skills to prepare an ITP and IFSP.*
- *Develop a critical understanding of schemes for equal opportunities.*

Unit 1: Role of Family in the Continuum of Support System

1.1 Adjustment and accommodation to the birth of a special child
1.2 Organization and family functioning
1.3 Family involvement in infancy and early childhood
1.4 Family involvement in school age
1.5 Family involvement in transition to adulthood

Unit 2: Transition Issues

2.1 Transition from home to school
2.2 Transition from school to college
2.3 Transition from education to work
2.4 Meaning and Definition of Individualized Transition Plan (ITP)
2.5 Role of family in developing ITP

Unit 3: Family Issues in Adulthood

3.1 Higher Education
3.2 Career Education
3.3 Life Skills Education

3.4 Marriage and home skill management
3.5 Rehabilitation of adventitious visually impaired

Unit 4: Planning Family Support Services

4.1 Concept and objectives of family support services
4.2 Components of family support services
4.3 Identifying family needs
4.4 Individualized Family Service Plan (IFSP) under PL 99-457
4.5 Preparing an IFSP in Indian context

Unit 5: Equal Opportunity Provisions: Schemes and Facilities

5.1 Schemes for education of children from pre-school to higher and tertiary education
5.2 Schemes and facilities for vocational training and skill development
5.3 Schemes and statutory provisions to promote employment, self-employment, and livelihoods
5.4 Concessions for persons with visual impairment
5.5 Concept and types of parent family partnerships

Course Work/ Practical/ Field Engagement (Any Two)

- The teacher trainees should develop an individualized transition plan for a given person with visual impairment
- The teacher trainees should develop an individualized family service plan for a family of a person with visual impairment
- The teacher trainees should critically examine any two schemes under equal opportunity schemes

Essential Readings

- Bhandari, R., & Narayan, J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. Voice and vision: India.
- Educational Concessions and Facilities for Blind Students. National Association for the Blind: Mumbai Foundation for the Blind.
- Kirk, S.A., Gallagher, J.J., & Anstasiow, N.J. (2000). Educating Exceptional Children. Houghton Mifflin Company: New York
- Lowenfeld, B. (1973).Visually Handicapped Child in School. American Foundation for the Blind. New York.
- Lowenfeld, B. (1975). The Changing Status of the Blind from Separation to Integration. Charles C. Thomas, Springfield.
- Narayan, J., & Riggio, M. (2005). Creating play environment for children. Hilton/Perkins: USA.

- Patil, H.J. (2008). (5 Ed). Concession for the Blind. National Association for the Blind: Mumbai
- Shah, A. (2008). Basics in guidance and Counselling. Global Vision Publishing House, New Delhi.
- Smith, D. D. & Luckasson, R. (1995). Introduction to Special Education – Teaching in an age of Challenge. (2 Ed). Allyn & Bacon, Boston.

Suggested Readings

- Fernald, L.D. & Fernald, P.S. (2001). Introduction to Psychology (5th ed.). A.I.T.B.S Publishers, New Delhi.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2002). Introduction to Psychology. (7Ed.). Tata McGraw Hill Publishing, New Delhi.
- Kundu, C.L. (2000). Status of Disability in India 2000, RCI: New Delhi.
- Lowenfeld, B. (1971). Psychological problems of children with impaired vision, Prentice-Hall, New Jersey.
- Furlong, M.J., Gilman, R. & Huebner, E.S. (2014). Handbook of Positive Psychology in Schools. Routledge, New York.
- Hilgard, E.R., Atkinson, R.C. & Atkinson, R. L. (1975). Introduction to Psychology (6th ed.) Oxford, New Delhi.

APPLICATION OF ADVANCED TECHNOLOGY AND PERSONS WITH VISUAL IMPAIRMENT

Course Code: B 11

Contact Hours: 60 **Credits: 04**

Marks: 100

Introduction

Developments in the sphere of assistive technologies and ICT have opened up a wide array of exciting opportunities and possibilities for persons with visual impairment. These technologies must, now, form the basis of all activities for effective empowerment of the visually impaired.

It is, therefore, in the fitness of things that technology solutions should form the subject-matter of the present course. The course familiarizes the M.Ed. students with devices in the fields of education, independent living, employment and related aspects. So extensive, in fact, is the scope and range of technology applications for the visually impaired, today that it is well-neigh impossible to list each and every solution here. Therefore, the course seeks to present a representative sampling with a view to providing the students an indication of the trends and developments in the field. It is hoped that the students would find the devices most fascinating and would be motivated to move further ahead on their own to know of various other technology applications.

The course also focuses on enabling the students to develop the capacity of ascertaining the efficacy of these devices in the Indian conditions. It also provides them an insight on how they could help in resource-mobilization for the acquisition of these technologies, many of which are extremely costly from the Indian perspective.

Objectives

After completing the course teacher educators will be able to

- *Explain the relevance of technology for persons with visual impairment.*
- *Illustrate various devices to facilitate the education of persons with visual impairment.*
- *Describe various technological devices for promoting quality of life of persons with visual impairment.*
- *Critically analyse suitability/ appropriateness for various technological devices for persons with visual impairment.*
- *Discuss various trends in research on technology for persons with visual impairment.*

Unit 1: Introduction to Technology for the Visually Impaired

1.1 Historical perspective of assistive technology in the rehabilitation of persons with visual impairment

1.2 Concept, need and importance of assistive technology with specific reference to the Indian context

1.3 Types of Assistive Technologies

1.4 Special roles of technology for facilitating empowerment of persons with visual impairment

1.5 Hardware, software, cybernetics and systems, with special reference to persons with visual impairment- an overview

Unit 2: Technological Devices– Traditional and Modern for the Education of the Visually Impaired

2.1 Writing Technologies: Braille Slates of different types, Brailler– mechanical and electrical, computers with screen readers and computer-based screen magnifiers and screen readers for Indian languages, Braille Note takers and Smart Brailler

2.2 Reading Technologies: Braille, Refreshable Braille Displays, Stand-Alone reading machines, OCR systems, scanner/ camera-based OCR systems, Indian languages scanning software and Text to Speech (TTS), screen readers for phones and tablets, Smart Phone and DAISY players

2.3 Technology for Mathematics and Science Education: Abacus, Taylor Frame, Geo Kit, measuring tapes-- strengths and limitations; softwares for accessing Mathematics and Science text, hardwares and softwares for making Science Lab accessible: Automatic Stir Station (hardware), Drop Counter(hardware), Sci-Voice (software),Talking Interferential Therapy Machine(hardware), Talking Lab Quest and Talking Logger

2.4 Braille Production Technologies: Stero typing Machines- mechanical and electrical, Braille translation software with special reference to Indian languages, embossers and printers, Braille labeling systems, tactile diagrams and graphics production devices

2.5 Critical analysis of the devices mentioned under Unit 2.1 to 2.4 in the context of the Indian situation

Unit 3: Technologies for Facilitating Independent Living for Persons with Visual Impairment

3.1 Mobility Devices: canes - rigid, collapsible, folding and Smart Canes; Global Positioning Systems (GPS), ultra sonic devices, vibrating technologies

3.2 Fitness and Health: Thermometer - tactile and audio, Talking Blood Glucose Meter, Talking Blood Pressure Device, Talking Medcenter Pill Organizer System, Talking Pedometer, weighing machine- Braille and Talking

3.3 Recreational Devices - Chess Board, playing cards, adapted Ludo and Snakes and Ladders, adapted Scrabble, adapted puzzles, Talking Chess, audio Cricket Ball and audio Football, adapted Table Tennis/ Show Down, Goleball, adapted Volley Ball

3.4 Home management Devices: audible/ vibratory Liquid Level Indicator, Talking Measuring Cup, Talking Food Thermometer, Talking Kitchen Scale, Talking Microwave Oven, Talking Timer, Braille and Talking Alarm Clocks and Watches, Needle Threader

3.5 Critical analysis of devices mentioned under Unit 3.1 to 3.4

Unit 4: Employment-related Technologies for the Visually Impaired

4.1 Braille Shorthand Machine
4.2 Dictaphone
4.3 Dictation Software
4.4 Application of screen reading technologies for promoting/ diversifying employment opportunities
4.5 Making workplaces and available workshop equipment and other machines accessible to persons with visual impairment– Guidelines and Principles

Unit 5: Procurement and Assessment of Technological Devices for Persons with Visual Impairment

5.1 Sources of availability and maintenance of technology devices
5.2 Resource mobilization for procurement of devices
5.3 ADIP scheme of the Government of India, Department of Empowerment of Persons with Disabilities
5.4 Parameters for assessing efficacy/ suitability of devices in the Indian context
5.5 Recent trends in research on technology for visually impaired

Course Work/ Practical/ Field Engagement

- Analyze critically the efficacy of any two traditional/modern devices from Unit 2 to Unit 4
- Draw up a list of addresses of suppliers of technological devices for persons with visual impairment
- Survey the availability and use of technology in one special school and one inclusive school and prepare a critical report

Essential Readings

- Taraporevala, S., & D'Sylva, C. (2014). Equip Your World: A Synoptic View of Access Technology for the Visually Challenged. Joint Publication of NIVH, Dehradun & XRCVC, Mumbai.
- Mani. M.N.G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.
- Singh, J.P. (2003). Technology for the Blind- Concept and Context, Kanishka Publication, New Delhi.
- Proceedings: Asian Conference on Adaptive technologies for the Visually Impaired (2009). Asian Blind Union, New Delhi.

Suggested Readings

- Fernandez, G., Koening. C., Mani. M.N.G., & Tensi, S. (1999). See with the Blind. Books for Change, Banglalore.

- Scheiman, M., Scheiman, M., & Whittaker, S.G. (2007). Low Vision Rehabilitation. SLACK Incorporated, New Jersey.
- https://www.afb.org/prodmain.asp
- http://www.independentliving.com/products.asp?dept=141&deptname=New-Products
- http://shop.rnib.org.uk
- http://shop.lighthouseguild.org

Practicum – VI

SEMESTER I

Course: E1 **Credits: 04** **Marks: 100**

- Learning of Unified English Braille (UEB) literary code and use of advance Braille Mathematics and Science Code.

SEMESTER II

Course: E2 **Credits: 04** **Marks: 100**

- 5 lectures with B.Ed. students (1 in pedagogy subject, 1 in inclusive education, and 3 in specialization papers) -- 50 Marks (@ 10)
- Teaching of ICT to B.Ed. students 5 classes -- 50 marks

SEMESTER III

Course: F1 **Credits: 04** **Marks: 100**

One Month Internship

- Internship 15 days in B.ED special education(VI). During this period the students will teach two lectures on core papers, 4 lectures in specialization papers and 2 lectures each in 2 pedagogy papers. (50 Marks each)
- Plan and demonstrate cooperative teaching strategy 7 lessons in inclusive School. -- (50 Marks each)
- Submit a comprehensive report on challenges faced during internship and strategies followed to address them.

SEMESTER IV

Course: F2 **Credits: 04** **Marks: 100**

Field engagement

- Prepare community participatory programme (workshops for awareness programmes for public using multimedia/charts/street plays etc.) -- (50 Marks)
- conduct seminar on ICT -- (25 Marks)
- Guide and observe B.Ed. trainees in their practice lessons (at least 5 lessons) – (25 Marks @ 5)

OR

Work out a critical study of the teachers' training institute on quality management, resources, time table, etc. – (25 Marks)

- Prepare a Report

AREA C

ELECTIVE COURSES

Note: Any one to be offered

Course Code	Title	Credits	Marks
C12	Educational Management	4	100
C13	Educational Technology	4	100
C14	Guidance and Counselling	4	100

EDUCATIONAL MANAGEMENT

Credits: 04

Course Code: C 12 **Marks: 100**

Contact Hours: 60

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Foundations in Educational Management

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

Unit 2: Total Quality Management in Education

2.1 Concept of Quality and issues in Quality management of educational institutes
2.2 Educational applications
2.3 Assessment of educational institutions
2.4 Strategic planning & Sustainable development
2.5 Implementing TQM

Unit 3: Human Resource Management

3.1 Manpower planning, talent acquisition & management
3.2 Employee benefits, welfare & Performance appraisals systems- 360 degree approach

3.3 Training, development & capacity building
3.4 Organisational behaviour; climate & culture
3.5 Individual & group dynamics, conflict management & negotiations

Unit 4: Educational Management Information Systems (EMIS)

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

Unit 5: Financial Management

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

Transaction

Lectures, Field visits, Self-study

Course Work/ Field Work

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

Suggested Readings

- Bhardwaj, K. S., (2014). Human Resource Development in Education. Partridge Publication, Gurgaon.
- Bush, T., & Paul, L. S. (2006). Principles and Practice of Educational Management. Chapman A Sage Publications Company, London.
- Chatterjee, B. K. (2011). Finance for Non – Finance Managers. Jaico Publishing House, New Delhi.
- Deshmukh, A.V., & Naik. A. P. (2010). Educational Management. Himalaya Publishing House Pvt. Ltd., Mumbai.
- Dessler, G. (2012). Human Resource Management. Prentice Hall, London.
- Dimmock, C. (2012). Leadership in Education: Concept, Themes and Impact. Routledge, New York.
- Leithwood, K., & Jantzi, D. (1999). Changing Leadership for Changing Times. Open University Press, London.

- Lewls, T. (2012). Financial Management Essentials: A Handbook for NGOs.
- Mathis, R. L., & Jackson, J. H. (2010). Human resource management (13th ed.).
- Mukhopadhya, 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 13

Contact Hours: 60

Credits: 04

Marks: 100

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Educational Technology

1.1 Concept, Definition and Scope of Educational Technology
1.2 Need and Role of Educational Technologists in India
1.3 Growth of conceptual framework of Educational Technology: ET1, ET2, ET3 …
1.4 Systems Approach; Meaning, Scope and Components
1.5 Communication Process
  1.5.1 Meaning and components
  1.5.2 Models of communication: Simple, Osgood and Schramm, Gerbner's mode
  1.5.3 Interaction analysis: Equivalent Category System and Flander's Interaction Analysis System

Unit 2: Instructional Technology

2.1 Concept and Definition of Instructional Technology
2.2 Theories and Models of ISD: Dick & Carrey, Gagne, Kirk and Guftason
2.3 Steps in developing Instructional design :Learner analysis, Content analysis, Deciding entry and terminal behaviour, Preparing test, Selection of method, Selection of media, Development of material, Tryout, Formative and summative evaluation
2.4 Methods & Models Instructional designs for Large Group and Individual Instructions
2.5 Co-operative and Individual Learning Strategies for children with disabilities

Unit 3: Instructional and Interactive Learning

3.1 Interactive learning: concept, need and components
3.2 Instructional Media for children with Special needs
3.3 Interactive learning Material for children with disabilities
3.4 Development of Interactive learning Material
3.5 Integrating ICTs for children with special needs (e.g. Social Media, Collaborative tools and techniques such as Blogging, ICT tools for research, bibliography, etc)

Unit 4: ICT For Inclusion

4.1 ICT for 21st century learning
4.2 Dilemmas and Realities about applications in ICT in inclusive education
4.3 Potentials of ICT in inclusive education-Access, equity, participation, Skill development and life- long learning
4.4 ICT for teaching-learning
4.5 Role of ICT in curriculum transaction

Unit 5: Recent Trends in Technology

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

Course Work/ Practical/ Field Engagement

- Prepare an observation report of classroom teaching based on Flanders Interaction analysis
- Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics
- Prepare a story board in any one unit of a subject for a child with disability
- Present a research paper on appilcation 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, Gurusar Sadhar.
- Mukhopadhyay, M (1990). Educational Technology Challenging Issues. Sterlings Publisher's Pvt. Ltd. New Delhi.
- Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York.
- Sallis, E., & Jones, G. (2002). Knowledge Management in Education London: Kogan Page Ltd.
- Santhosh, V. (2009). Information communications technology for teacher education. Kanishka Publisher, New Delhi.
- Schank, R.C. (2001). Virtual Learning. McGraw Hill. London.
- Shehzad, A. (2007). Teacher's Handbook of Educational Technology. Anmol,

Pubishing Pvt. Ltd., New Delhi.

- Singh, T. (2009). ICT Skill Development. Tandon Brothers, Ludhiana.
- Venkataiah, N. (2002), Educational Technology. APH Publication Corporation, New Delhi.

GUIDANCE AND COUNSELING

Credits: 04

Marks: 100

Course Code: C 14

Contact Hours: 60

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Education and Career Guidance

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

Unit 2: Vocational Guidance

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

Unit 3: Fundamentals of Counselling

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

Unit 4: Group approaches in Vocational Counselling and Guidance

4.1 Types, areas and approaches of Counselling
4.2 Steps and skills in the counselling process
4.3 Advantages and Disadvantages of Group Guidance techniques
4.4 Essential services in school and community based guidance programs

4.5 Placement, research, evaluation services and Job study- i) Job description, ii) Job specification, iii) Job analysis, iv) Job satisfaction

Unit 5: Assessment in Educational and Vocational Guidance and Counselling

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

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

AREA D
DISSERTATION

DISSERTATION

Total Credits: 16

Marks: 400

Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the HOD/Principal of the Department/ College. Students are expected to complete the Dissertation work in four phases in four semesters.

Phase 1: Synopsis Submission

In the first semester the students have to develop the Research proposal (Synopsis) and present the same in the Faculty Seminar at the end of the first semester.

Phase 2: Review of Literature and Development of Tools

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

Phase 3: Data collection

In phase three, students must complete data collection and data analysis.

Phase 4: Data analysis, Results Discussion and Thesis Submission

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

MINIMUM QUALIFICATIONS FOR THE APPOINTMENT OF FACULTY IN SPECIAL EDUCATION

MINIMUM QUALIFICATIONS FOR THE APPOINTMENT OF FACULTY IN SPECIAL EDUCATION

S.N.	Designation	Essential Qualification	Desirable Qualification
1.	**Professor (Disability papers)**	1) Masters Degree in any discipline with not less than 50% of marks* 2) M.Ed. Degree in specific disability area with not less than 55% of marks Or an equivalent grade of B+ in 10- point scale of UGC OR An equivalent degree from a foreign university recognized by RCI. 3) Ph.D in Special Education or Education with research emphasis on Special Education. 4) Should have completed at least 10 years of teaching experience as faculty out of which minimum 5 years should be in specific disability area. 5) Should have completed at least one general orientation course and two refresher courses in education / special education of UGC Valid registration with RCI u/s 19 of RCI Act 1992 is essential **RCI as Statutory Regulatory Body prescribes 50% as per the UGC Regulations Gazette dt. September 18, 2010 section 1.1.1*	**Desirable:** Minimum 5 publications pertaining to Special Education in indexed journals and research experience
2.	**Associate Professor/ Reader (Disability papers)**	1) Masters Degree in any discipline with not less than 50% of marks* 2) M.Ed. Degree in specific disability area with not less than 55% of marks Or an equivalent grade of B+ in 10- point scale of UGC OR An equivalent degree from a foreign university recognized by RCI. 3) Ph.D in Special Education or Education with research emphasis on Special Education. 4) Should have completed at least 08 years of teaching experience as faculty out of which	**Desirable:** Minimum 3 publications pertaining to Special Education in indexed journals and research experience

		minimum 05 years should be in specific disability area. 5) Should have completed at least one general orientation course and two refresher courses in education / special education of UGC 6) Valid registration with RCI u/s 19 of RCI Act, 1992 is essential **RCI as Statutory Regulatory Body prescribes 50% as per the UGC Regulations Gazette dt. September 18, 2010 section 1.1.1*	
3.	**Assistant Professor/ Lecturer (Disability papers)**	1) Masters Degree in any discipline with not less than 50% of marks* 2) M.Ed. Degree in specific disability area with not less than 55% of marks Or an equivalent grade of B+ in 10- point scale of UGC OR An equivalent degree from a foreign university recognized by RCI. Valid registration with RCI u/s 19 of RCI Act, 1992 is essential ***RCI as Statutory Regulatory Body prescribes 50% as per the UGC Regulations Gazette dt. September 18, 2010 section 1.1.1*	**Desirable:** M.Phil / Ph.D in Special Education or Education with research emphasis on Special Education; Experience for a period of at least 2 years as teacher or researcher in the area of specific disability
4.	**Course Coordinator/ HoD For M.Ed. Programme**	No separate designations such as Coordinator, Director, Administrator, etc., prescribed by the RCI. The qualifications of the head of the B.Ed.Spl.Ed. / M.Ed.Spl.Ed programme should be as that of the Professor / Reader as laid down by the RCI with a Valid registration with RCI u/s 19 of RCI Act 1992.	**Not applicable**
	Course Coordinator/ HoD For B.Ed. Spl.Ed. Programme	No separate designations such as Coordinator, Director, Administrator, etc., prescribed by the RCI. B.Ed.Spl.Ed. programme, the Senior most faculty will be treated as Head of the Department/ Course Coordinator Valid registration with RCI u/s 19 of RCI Act 1992 is essential	**Not applicable**

Note:

1. *The qualifications prescribed above are valid for five years only i.e., up to May 2020.*
2. *The teacher – student ratio is 1:10.*
3. *The specific disability area mentioned in this document refers to Visual Impairment, Hearing Impairment, Mental Retardation, Learning Disability, Multiple Disability, Locomotor Disability, etc. The specific disability areas are not interchangeable as a measure of maintenance of standards in Special Education. For example, a person who has specialized in B.Ed. Special Education in visual impairment cannot get admission in M.Ed. mental retardation, etc. The above condition applies to the Lecturers also who are recruited in these programmes.*
4. *For specialization in VI area, Masters degree in school subject will be required. Similarly for specialization areas in Mental Retardation and Hearing Impairment, Masters Degree in Psychology, Child Development/ Human Development, Sociology, Linguistics and Education will be preferred.*
5. *Part-time faculty is one who is on the rolls of the institute for taking a fixed number of classes per week/per month basis whereas a visiting faculty is invited as and when required or as per the availability of the faculty on hourly basis.*
6. *There is no separate designations such as Coordinator, Director, Administrator, etc., prescribed by the RCI for running teacher preparation courses. The qualifications of the head/ co-ordinator of the B.Ed.Spl.Ed. and M.Ed.Spl.Ed. programme should be as that of the Professor/ Reader as laid down by the RCI.*
7. *For Institutes offering only B.Ed. (Special Education) programme, the senior faculty will be treated as Head of the Department/Coordinator.*
8. *For M.Ed. Special Education course, appointment of faculty on contract basis should be for minimum of 24 months. Appointment of faculty on contract basis will be allowed for running M.Ed.Spl.Ed. course only if regular fulltime faculty for B.Ed.Spl.Ed. course already exists as per the RCI norms.*
9. *In case of non-availability of a candidate with M.Ed. (Special Education) in particular disability specialization for faculty position at B.Ed. (Special Education) level, M.Ed. (Special Education) in some other disability specialization may be considered for three years i.e., up to 2017-18.*
10. *The Board of Studies of affiliating/ concerned university to have a member nominated by RCI.*

Faculty* {Assistant Professor/ Lecturer (Disability papers)} *for B.Ed.Spl.Ed. (Autism Spectrum Disorders) and B.Ed.Spl.Ed. (Multiple Disabilities)

I. Essential qualifications for faculty: - B.Ed.Spl.Ed. (Autism Spectrum Disorders)

a) Post Graduate degree

b) M.Ed (Special Education) with either a dissertation in the field of ASD or a Diploma in ASD

c) Two years experience of teaching in special schools for children with ASD

d) Having valid RCI registration

(This would be applicable for next <u>five years</u>, to be revised as per need)

II. Essential qualifications for faculty: B.Ed.Spl.Ed. (Multiple Disabilities) -

a) Post Graduate degree

b) M.Ed (Special Education) with either a dissertation in the field of MD or B.Ed. (Special Education) MD/ B.Ed. Special Education (Locomotor and Neurological Disorder)/ P.G. Diploma in Special Education (Mult.Dis.:Physical and Neuro.) / P.G. Dipl. in Developmental Therapy (Mult. Dis.:Physical and Neuro.)

c) Two years experience of teaching in special schools for children with MD

d) Having valid RCI registration

(This would be applicable for next <u>five years</u>, to be revised as per need)