

**MAHATMA GANDHI UNIVERSITY
KOTTAYAM**

**M.Ed. SPECIAL EDUCATION
(INTELLECTUAL DISABILITY) PROGRAMME**

**REGULATIONS, SCHEME, AND SYLLABUS
UNDER CREDIT AND SEMESTRER SYSTEM
WITH INDIRECT GRADING
(With effect from 2015 admission)**

REGULATIONS, SCHEME, AND SYLLABUS FOR
M.Ed. SPECIAL EDUCATION (INTELLECTUAL DISABILITY) PROGRAMME
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1. 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. Special Education 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. Special Education 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 comprehensions of theory as well as hands-on reflective practice.

While the revised B.Ed. Special Education 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. Special Education 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. Special Education 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. Special Education 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. Special Education program produces reflective practitioners, efficient managers and professionals engaged in academic pursuits (RCI,2015).

2. Title

These regulations shall be called “**Regulations for the Two Year M.Ed. Special Education (Intellectual Disability) Programme under Credit and Semester System with Indirect Grading, 2015**”.

3. Scope

- 3.1** Applicable to M.Ed. Special Education (Intellectual Disability) conducted by the University with effect from 2015 admission.
- 3.2** This revision is made as per the Curriculum Framework prepared and issued by the Rehabilitation Council of India (May, 2015). The Scheme and Regulations is also in tune with the 2015 Revision of Scheme and Regulations of General M.Ed. of Mahatma Gandhi University.
- 3.3** It is aimed to enrich the M.Ed. Special Education programme in order to meet the new emerging challenges of teacher education in the field of Special Education (Intellectual Disability).
- 3.4** The provisions herein supersede all the existing regulations for the M.Ed. Special Education (Mental Retardation) Programme to the extent prescribed.

4. Nomenclature

Nomenclature of M.Ed. Special Education programme should be as per UGC Notification of 2009 and 2014, hence the new nomenclature of M.Ed. Special Education (Mental Retardation) programme will be **M. Ed. Special Education (Intellectual Disability)**.

5. Aim

The aim of the M. Ed. Special Education programme is of preparing teachers as education leaders. The major thrust of the M. Ed. Special Education 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.

6. Objectives

The M. Ed. Special Education programme 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:

- 6.1** Assist potential teacher educators to exert leadership in advocating and meeting educational needs of children with disabilities in various settings
- 6.2** Offer special teacher educators the opportunity to develop specialized capacity for leadership in curriculum, pedagogy and universal design
- 6.3** Build theoretical knowledge and skills in research methodologies and conducting research in order to enhance education of children with disabilities in all settings.

7. Preliminaries

The six major aspects of the revised M.Ed. programme are:

- Semesterisation
- Credit System
- Continuous Evaluation
- Grading
- Field Attachment
- Internship

8. Definitions

- 8.1** Programme means a two year course of study and examinations spread over four semesters of six months each, the successful completion of which would lead to the award of M.Ed. Degree

in Special Education (Intellectual Disability).

- 8.2** Course means a complete unit of learning which will be taught and evaluated within a semester.
- 8.3** Core course means a course that comes under the category of courses which are compulsory for all students undergoing the M.Ed. Special Education programme.
- 8.4** Elective course means a course which can be chosen from pool of courses in order to:
- a. support the discipline of study
 - b. provide an expanded scope
 - c. exposure to some other discipline/domain
 - d. nurturing student proficiency/skills.
- 8.5** Specialization courses are meant for developing in-depth knowledge, proper attitude and skills among student special teacher educators in the area of Special Education (Intellectual Disability).
- 8.6** Credit (C) is the measure to assess the value of a course in terms of the weekly contact hours assigned to a course in a semester. One credit for the M.Ed. Special Education programme is deemed equivalent to 20 study hours.
- 8.7** Credit Point (CP) is the assigned credit of the course.
- 8.8** Grade (G) means a letter symbol (e.g., A, B, C, D, etc.) which indicates the broad level of performance of a student in a course/semester/programme.
- 8.9** Grade point (GP) is the numerical indicator of the percentage of marks awarded to a student in a course.
- 8.10** College Coordinator is a teacher nominated by the college staff council to coordinate the continuous evaluation undertaken by various course coordinators within the college.
- 8.11** Course coordinator is a teacher nominated by the college to coordinate the continuous evaluation undertaken in that course.
- 8.12** Faculty Advisor means a teacher from the college nominated by the staff council, who will advise the students in the academic matters.
- 8.13** Semester means a term consisting of a minimum of 100 working days, exclusive of admission and examination days, within 20 five day academic weeks.
- 8.14** Academic week is a unit of five working days in which distribution of work is organized from day one to, day five, with seven contact hours of one hour duration on each day.

8.15 Internship is the period of supervised training required for qualifying for a profession. The teacher educand is expected to familiarize him/her with the ongoing practices including administration, curricular and co-curricular activities that are being imparted in the Schools/Teacher Education Institutions at all levels and field experiences relevant to the area of special education. Internship shall be done under the supervision of a teacher educator/field mentor.

9. Eligibility for Admission and Reservation of Seats

The admission for the degree of M.Ed. Special Education (Intellectual Disability) shall be open to:

9.1 A candidate who has successfully completed B.Ed. Special Education (Intellectual Disability) with a minimum of 50% marks from Mahatma Gandhi University or equivalent.

9.2 A candidate who has successfully completed the B.Ed. General programme and has successfully completed Diploma in Education Special Education in Intellectual Disability recognized by the Rehabilitation Council of India with minimum 50% marks in each programme.

9.3 B.Ed. multi category specializations shall not be eligibility for M.Ed. Special Education (Intellectual Disability) programme.

Reservation of seats for M.Ed. Degree in Special Education Programme shall be in accordance with University / Govt. / RCI norms from time to time.

10. Duration

10.1 The duration of the programme shall be of four semesters spread over two academic years.

10.2 The duration of each semester shall be of 100 days spread over 20 working weeks.

10.3 The duration of odd semesters shall be from **June to October** and that of even semesters from **November to March**. There shall be three days semester break after odd semesters and two months vacation during April and May in every academic year.

10.4 A student may be permitted to complete the programme, on valid reasons, within a period of three years from the date of admission to the programme.

10.5 Readmission: Those candidates who discontinue the course can be given the provision of readmission if otherwise eligible as long as the same scheme exists. If there is a change in the scheme any time later, candidate will have to join the course as a fresh entrant, if otherwise eligible.

11. Registration

- 11.1** Each student shall register for the courses in the prescribed registration form in consultation with the Faculty Advisor within two weeks from the commencement of each semester. Faculty Advisor shall permit registration on the basis of preferences of the student and availability of seats.
- 11.2** The number of courses/credits that a student can take in a semester is governed by the provisions in these regulations pertaining to the minimum and maximum number of credits permitted.
- 11.3** A student can opt out of a course/courses registered subject to the minimum credits requirement, within seven days from the commencement of the semester.
- 11.4** The college shall send a list of students registered for the programme in each semester giving the details of courses registered including repeat courses to the university in the prescribed form within 20 days from the commencement of the semester.

12. Attendance

- 12.1** Those students, who have a minimum of 80% attendance for all theory and practical courses, and 90% for internship, can register for End Semester University Examination. Condonation of shortage of attendance shall be as per existing University rules. Those students who are not eligible even with condonation of shortage of attendance shall repeat the programme by taking readmission with the concurrence of the University. Condonation of attendance shall be limited to once during the entire programme.
- 12.2** Readmission: A student who has shortage of required attendance and could not appear for the University examination in a semester is eligible for readmission for the same semester in any of the subsequent years as a term student, with the permission of the Principal and concurrence of the University. Such a candidate shall be allowed to appear for the examination of that semester only if he/she has completed all the activities (including internship/requirements of internal evaluation) of the semester successfully. He/she shall take readmission for the respective semester within three years from the last date of the concerned semester.
- 12.3** Candidates who register his/her name for the end semester University examination for a semester will be eligible for promotion to the next semester.
- 12.4** A candidate who doesn't complete the internship and the requirements of internal evaluation of each course satisfactorily is not eligible to apply for the final University examination in the fourth semester.

12.5 All the practical works (Engagement with the field) related to all the courses have to be compulsorily completed by all the students to be eligible for appearing for the practical examination of the External Practical Board.

12.6 Students who are eligible/have attended the practical examinations of the External Practical Board, alone will be permitted to register for theory examinations.

13. Medium of instruction and examination

The medium of instruction and examination of the programme shall be English.

14. Credit Requirements

14.1 The minimum total credits required for the successful completion of the four semester M.Ed. Special Education (Intellectual Disability) programme shall be 80.

14.2 The 80 credits shall be spread across the Core courses, the Specialization courses, the Elective courses, the Practical courses, Field Engagement/Internship Courses a compulsory Dissertation, and the viva-voce.

14.3 Dissertation: All the students have to submit three hard copies and one soft copy of the dissertation after the completion of the fourth semester examinations. The dissertation should be on any theme related to the field of special education and rehabilitation of individuals with intellectual disability. There shall be external and internal evaluation of the dissertation.

14.4 Viva-voce: After the 4th semester theory and practical examinations, a comprehensive viva-voce examination shall be held. The viva-voce board shall be comprised of an external examiner, supervising teacher and the chairman of the board of examiners.

15. Examination Scheme

The academic growth of the student is assessed through continuous internal evaluation and end semester external evaluation.

15.1 Internal Evaluation

Components of the Internal Evaluation for the Theory courses and their marks are shown below.

Component	Marks
Assignment/Seminar/Project/Survey	5
Practicum	5
Written Examination (minimum 2 class tests)	10
Total	20

- a) Assignment/Seminar/Project/Survey: The student has to take a minimum of one assignment/seminar/project/survey per course.
- b) Practicum: Each student should take up a minimum of one item given in the last part of the syllabus of each theory course and record should be maintained.
- c) Written Examination: A minimum of two class tests is to be attended per course and the average of the two marks is to be considered.

15.2 External Evaluation

- a) The external evaluation of all semesters shall be conducted by the University at the end of each semester. 20 percent marks are given for continuous internal evaluation and 80 percent marks for the end semester examination.
- b) There will be no supplementary examinations. For reappearance, students can appear along with the next batch.

15.3 Pattern of Questions

Questions shall be set to assess knowledge acquired, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. The question paper setter shall submit a detailed scheme of evaluation along with the question paper. A question paper shall be a judicious mix of objective type, short answer type, short essay type/problem solving type and long essay type questions.

15.4 Different types of questions and distribution of marks for theory papers of 80 marks and 3 hours duration.

Type of questions	Total number of questions	Number of questions to be answered	Marks of each question	Total marks
Essay	4	2	10	20
Short essay/Problem Solving	8	6	5	30
Very short answer	12	10	2	20
Multiple Choice Objective	10	10	1	10
Total	34	28	--	80

15.5 Evaluation of Practical Courses

(SEM 525, Teaching Practice, Semester I)

Component	Mark(100)	
	Internal	External
Peer observation report	10	-
Planning	10	-
Integration of Technology	10	5
Innovative Methods	10	5
Teaching	20	10
Evaluation and Reporting	10	10
Total	70	30

15.6 Evaluation of Practical Courses

(SEM 530, Preparation & Administration of Teacher Made Test, Semester II)

Component	Mark(100)	
	Internal	External
Rationale	10	-
Item generation	10	5
Organisation of the Test	10	5
Methodology adopted	10	5
Scoring key	10	5
Materials/kit	10	5
Seminar presentation	10	5
Total	70	30

15.7 Evaluation of Internship

(SEM 535, Field Engagement/Internship, Semester III)

Component	Mark(100)	
	Internal	External
Planning and Teaching at Diploma level	10	5
Practical supervision at Diploma level	10	5
Planning and Teaching at B.Ed. level	10	5
Practical supervision at B.Ed. level	10	5
Undertaking duties assigned by the Head of the institute	10	-
Evaluation and Recording	20	10
Total	70	30

(SEM 537, Field Engagement/Internship, Semester IV)

Component	Mark(100)	
	Internal	External
Eliciting information parents and professionals	5	-
Assessment and Identification	10	5
Diagnosis and Reporting	5	5
IEP development	10	5
Collaboration with class teachers and professionals to implement IEP	10	5
Implementation of IEP	10	-
Class visits and Collaboration with class teacher	10	5
Evaluation and Reporting	10	5
Total	70	30

15.8 Evaluation of Dissertation

(SEM 538, Dissertation, Semester IV)

Component	Mark(250)	
	Internal	External
Preparation and presentation of proposal	15	15
Review and Collection of Literature	10	10
Development of Tools	15	15
Collection of Data	15	15
Analysis of Data	15	15
Organisation of Results	10	10
Conclusions, Implications and Suggestions	15	15
References	15	15
Preparation and submission of Report	15	15
Total	125	125

15.9 Viva-voce

(SEM 539, Viva-voce, Semester IV)

Evaluation of the performance of the student in the Viva-voce will be based on the presentation of the synopsis, justification of the methodology, justification of the method employed for analyzing the data, presentation of conclusions, implications and suggestions.

Component	Mark(50)	
	Internal	External
Presentation of the synopsis	5	5
Justification of the Methodology	5	5
Justification of the Analysis of Data	5	5
Conclusions	5	5
Implications and Suggestions	5	5
Total	25	25

16. Grading System

16.1 For all courses, grades are given on a 07-point scale based on the total percentage of marks (internal + external) as given below.

Percentage of Marks	Grade	Grade Point
90 and above	A+ Outstanding	10
80 - 89	A Excellent	9
70 - 79	B Very Good	8
60 - 69	C Good	7
50 - 59	D Satisfactory (separate minimum for all except Theory courses)	6
40 - 49	E Adequate (separate minimum for Theory courses)	5
Below 40	F Failure	-

Note: Decimals are to be rounded to the next whole number

16.2 Consolidation of credit point of a course: The grade for a course is consolidated by combining the external and internal marks based on seven point scale. For a particular course, if the grade scored by a student is B his/her grade point is 8. Taking care of its credit, credit point of the course is calculated by finding the product of the credit and grade point.

16.3 Credit Point and Semester Credit Point Average (SCPA)

- Credit Point (CP) of a course is calculated using the formula,
 $CP = C \times GP$, Where C = Credit; GP = Grade Point
- Semester Credit Point Average (SCPA) is the value obtained by dividing the sum of the Credit Points (TCP) earned by a student in various courses taken in a semester by the total number of credits taken by him/her in that semester. SCPA shall be rounded off to two decimal places.
- Semester Credit Point Average (SCPA) of a Semester is calculated using the formula,
 $SCPA = TCP/TC$, where TCP = Total Credit Point; TC = Total Credit.

16.4 The overall grade for certification shall be based on Cumulative Grade Point Average (CCPA) with a 6 point scale. CCPA is calculated by computing the average of SCPA of FOUR semesters. Cumulative Credit Point Average (CCPA) is calculated as follows.

$$\text{CCPA} = \frac{\text{SCPA I} + \text{SCPA II} + \text{SCPA III} + \text{SCPA IV}}{4}$$

4

Grades for the different semesters and overall programme are given based on the corresponding CPA as shown below.

SCPA/CCPA	Grade
Above 9	A+ Outstanding
Above 8, but below or equal to 9	A Excellent
Above 7, but below or equal to 8	B Very Good
Above 6, but below or equal to 7	C Good
5 or above, but below or equal to 6	D Satisfactory
Below 5	F Failure

17. For a pass in the examination of M.Ed. Special Education programme, a candidate should secure a minimum of D Grade (50% marks) (CCPA = 5) in aggregate for each semester with a separate minimum of E Grade (40% Marks) in each theory course and D Grade (50% Marks) for each practical course (Engagement with the field), dissertation and viva – voce. A separate minimum of 40% marks each for internal and external assessment of all individual theory courses is required for pass for a course.

18. Details of Scholastic Probation and Repeating of Course and Examinations

A student who has obtained a letter grade of D or below in any of the courses can improve his/her performance course wise by reappearing for the examinations for the particular course in the semester in the following year. However, a student who could not appear for the end semester examination or who could secure only E grade in the courses in the fourth semester will be given two additional chances for course wise reappearance even after the completion of the programme. The marks/grades awarded for internal assessment cannot be improved. The grade obtained for the dissertation and the viva-voce also cannot be improved.

19. Grievance Redressal Mechanism

Internal assessment shall not be used as a tool for personal or other type of vengeance. A student has all rights to know, how the teacher arrived at the marks and grade. In order to redress the

grievance of students, a three-level Grievance Redressal Mechanism is envisaged. A student can approach the upper level only if the grievance is not redressed at the lower level.

Level I : Teacher level: The teacher concerned.

Level II : College level: A committee with the Principal as Chairman, Coordinator, a teacher nominated by the College staff council as member.

Level III : University level: A committee constituted by the Vice-Chancellor.

20. Transitory Provision

Notwithstanding anything contained in these regulations, the Vice-Chancellor shall, for a period of two years from the date of coming into force of these regulations, have the power to modify any of these regulations, scheme of evaluation and syllabi as may be necessary.

21. Structure of the Programme

21.1 The M.Ed. Special Education (Intellectual Disability) Programme shall include

- Core courses
- Specialisation courses
- Practical courses
- Elective courses
- Field Engagement/Internship courses
- Dissertation
- Viva-voce

Programme Duration	4 Semesters (2 Years)
Minimum credits required for successful completion	80
Minimum credits required for 8 Core Theory courses (8 x 4 = 32)	32
Minimum credits required for 4 Specialisation Theory courses (4 x 4 = 16)	16
Minimum credits required for 2 Practical courses (2 x 4 = 8)	8
Minimum credits required for 1 Elective course	4
Minimum credits required for 2 Field Engagement/Internship courses (2 x 4 = 8)	8
Minimum credits required for 1 Dissertation course	10

Minimum credits required for 1 Viva-voce course	2
Minimum Attendance required for Theory and Practical courses	80%
Minimum Attendance required for Internship	90%

21.2 Programme Framework

Semester	Working Days	Working Hours	Marks		Credits		Total	
			Theory	Practical/ Dissertation/ Viva	Theory	Practical/ Dissertation/ Viva	Marks	Credits
I	100	700	400	100	16	4	500	20
II	100	700	400	100	16	4	500	20
III	100	700	400	100	16	4	500	20
IV	100	700	100	100/250/50	4	4/10/2	500	20
Total	400	2800	1300	700	52	28	2000	80

22. Structure of the Programme

22.1 Structure for 2 years: Type of Courses and Minimum Credit Requirements

Code	Area	Courses	Credits	Marks
A	Theory: Core courses	8	32	800
B	Theory: Specialisation courses	4	16	400
C	Elective course	1	4	100
D	Practical courses	2	8	200
E	Field Engagement/Internship courses	2	8	200
F	Dissertation	1	10	250
G	Viva-voce	1	2	50
	Total	19	80	2000

All courses as specified in the structure include lecture, tutorials as contact hours besides assignment, field work including observation, seminar, workshop and practical relating to the concerned course.

22.2 AREA A: CORE COURSES

Course Code	Title	Credits	Marks
SEM 521	Developments in Education and Special Education	4	100
SEM 522	Psychology of Development and Learning	4	100
SEM 526	Research Methodology	4	100
SEM 527	Curriculum Design and Development	4	100
SEM 528	Inclusive Education	4	100
SEM 531	Perspectives in Teacher Education- In-service and Pre-service	4	100
SEM 532	Educational Evaluation	4	100
SEM 533	Statistics	4	100
	Total	32	800

22.3 AREA B: SPECIALISATION COURSES

Course Code	Title	Credits	Marks
SEM 523	Identification, Assessment and Needs of Children with Intellectual Disability	4	100
SEM 524	Curriculum and Teaching Strategies for Children with Intellectual Disability	4	100
SEM 529	Therapeutics and Assistive Devices	4	100
SEM 536	Adulthood and Family Issues	4	100
	Total	16	400

22.4 AREA C: ELECTIVE COURSES (ANY ONE)

Course Code	Title	Credits	Marks
SEM 534.1	Educational Management	4	100
SEM 534.2	Educational Technology	4	100
SEM 534.3	Guidance and Counselling	4	100
	Total	4	100

22.5 AREA D: PRACTICAL COURSES

Course Code	Title	Credits	Marks
SEM 525	Teaching Practice	4	100
SEM 530	Preparation and Administration of Teacher Made Test	4	100
	Total	8	200

22.6 AREA E: FIELD ENGAGEMENT/INTERNSHIP COURSES

Course Code	Title	Credits	Marks
SEM 535	Field Engagement/Internship I	4	100
SEM 537	Field Engagement/Internship II	4	100
	Total	8	200

22.7: AREA F: SEM 538, DISSERTATION, 10 Credits, 250 Marks

22.8: AREAG: SEM 539, VIVA-VOCE, 2 Credits, 50 Marks

23. SEMESTER-WISE STRUCTURE

SEMESTER I

Course Code	Title	Credits	Marks		
			Internal	External	Total
SEM 521	Developments in Education and Special Education	4	20	80	100
SEM 522	Psychology of Development and Learning	4	20	80	100
SEM 523	Identification, Assessment and Needs of Children with Intellectual Disability	4	20	80	100
SEM 524	Curriculum and Teaching Strategies for Children with Intellectual Disability	4	20	80	100
SEM 525	Teaching Practice	4	70	30	100
	Total	20	150	350	500

SEMESTER II

Course Code	Title	Credits	Marks		
			Internal	External	Total
SEM 526	Research Methodology	4	20	80	100
SEM 527	Curriculum Design and Development	4	20	80	100
SEM 528	Inclusive Education	4	20	80	100
SEM 529	Therapeutics and Assistive Devices	4	20	80	100
SEM 530	Preparation and Administration of Teacher Made Test	4	70	30	100
	Total	20	150	350	500

SEMESTER III

Course Code	Title	Credits	Marks		
			Internal	External	Total
SEM 531	Perspectives in Teacher Education- In-service and Pre-service	4	20	80	100
SEM 532	Educational Evaluation	4	20	80	100

SEM 533	Statistics	4	20	80	100
SEM 534.1	Educational Management	4	20	80	100
SEM 534.2	Educational Technology				
SEM 534.3	Guidance and Counselling				
SEM 535	Field Engagement/Internship I	4	70	30	100
	Total	20	150	350	500

SEMESTER IV

Course Code	Title	Credits	Marks		
			Internal	External	Total
SEM 536	Adulthood and Family Issues	4	20	80	100
SEM 537	Field Engagement/Internship II	4	70	30	100
SEM 538	Dissertation	10	125	125	250
SEM 539	Viva-voce	2	25	25	50
	Total	20	240	260	500
	Grand Total for 4 Semesters	80	690	1310	2000

24. Mark cum Grade Card

The University under its seal shall issue to the students a MARK CUM GRADE CARD on completion of each semester, which shall contain the following information:

- Name of the University
- Name of the College
- Title of the Programme
- Name of the Semester
- Name and Register Number of the Student
- Code, Title, Credits, and Maximum Marks (Internal, external and Total) of each course done in the semester.
- Internal, External and Total Marks awarded, Grade, Grade point and Credit point in each course done in the semester.

- Institutional average of the Internal Examination and University average of the External Examination in each course.
- The total credits, total marks (Maximum and Awarded) and total credit points in the semester.
- Semester Credit Point Average (SCPA) and corresponding Grade.
- The final Mark cum Grade Card issued at the end of the final semester shall contain the details of all courses taken during the final semester and the total credits acquired for each semester (SCPA) and the overall Credits (CCPA) acquired for the programme. The model of the final mark cum grade card is appended as Annexure.

Annexure A – Model Mark Cum Grade Card (I Semester)

MAHATMA GANDHI UNIVERSITY

Section: Priyadarsini Hills P.O.

Student ID: Kottayam

Date

MARK CUM GRADE CARD

Name of candidate :

Name of College :

Permanent Register Number (PRN) : Degree: Master of Education Special Education

Programme : M.Ed. Special Education

Stream : Intellectual Disability

Name of Examination : First Semester Examination, November 2015

Course Code	Course Title	Credits (C)	Marks						Grade Awarded (G)	Grade Point (GP)	Credit Point (C x GP)	Institutional Average (IA)	University Average (UA)	Result
			External		Internal		Total							
			Awarded (E)	Maximum	Awarded (I)	Maximum	Awarded (E + I)	Maximum						
CORE COURSES														
SEM 521	Developments in Education and Special Education	4	65	80	15	20	80	100	A	9	36	--	--	Pass
SEM 522	Psychology of Development and Learning	4	68	80	14	20	82	100	A	9	36	--	--	Pass
Intellectual Disability Specialization Courses														
SEM 523	Identification, Assessment and Needs of Children with Intellectual Disability	4	50	80	14	20	64	100	C	7	28	--	--	Pass
SEM 524	Curriculum and Teaching Strategies for Children with Intellectual Disability	4	60	80	10	20	70	100	B	8	32	--	--	Pass
Practical Course														
SEM 525	Teaching Practice	4	17	30	65	70	82	100	A	9	36	--	--	Pass
	Total	20	260	350	118	150	378	500			168	--	--	Pass
SCPA I : 8.4 , Semester Grade : B, Very Good														

Assistant

Section Officer

Assistant Registrar

Controller of Examinations

Annexure B– Model Mark Cum Grade Card (II Semester)

MAHATMA GANDHI UNIVERSITY

Section: Priyadarsini Hills P.O.

Student ID: Kottayam

Date

MARK CUM GRADE CARD

Name of candidate :

Name of College :

Permanent Register Number (PRN) : Degree: Master of Education Special Education

Programme : M.Ed. Special Education

Stream : Intellectual Disability

Name of Examination : Second Semester Examination, May 2016

Course Code	Course Title	Credits (C)	Marks						Grade Awarded (G)	Grade Point (GP)	Credit Point (C x GP)	Institutional Average (IA)	University Average (UA)	Result
			External		Internal		Total							
			Awarded (E)	Maximum	Awarded (I)	Maximum	Awarded (E + I)	Maximum						
CORE COURSES														
SE M 526	Research Methodology	4	60	80	15	20	75	100	B	8	32	--	--	Pass
SE M 527	Curriculum Design and Development	4	70	80	18	20	88	100	A	9	36	--	--	Pass
SE M 528	Inclusive Education	4	50	80	12	20	62	100	C	7	28	--	--	Pass
Intellectual Disability Specialisation Courses														
SE M 529	Therapeutics and Assistive Devices	4	60	80	10	20	70	100	B	8	32	--	--	Pass
Practical Course														
SE M 530	Preparation and Administration of TMT	4	17	30	65	70	82	100	A	9	36	--	--	Pass
	Total	20	257	350	120	150	377	500			164	--	--	Pass
SCPA II : 8.2 , Semester Grade : A, Excellent														

Assistant Section Officer Assistant Registrar Controller of Examinations

Annexure C – Model Mark Cum Grade Card (III Semester)

MAHATMA GANDHI UNIVERSITY

Section: Priyadarsini Hills P.O.

Student ID: Kottayam

Date

MARK CUM GRADE CARD

Name of candidate :

Name of College :

Permanent Register Number (PRN) : Degree: Master of Education Special Education

Programme : M.Ed. Special Education

Stream : Intellectual Disability

Name of Examination : Third Semester Examination, October 2016

Course Code	Course Title	Credits (C)	Marks						Grade Awarded (G)	Grade Point (GP)	Credit Point (C x GP)	Institutional Average (IA)	University Average (UA)	Result
			External		Internal		Total							
			Awarded (E)	Maximum	Awarded (I)	Maximum	Awarded (E + I)	Maximum						
CORE COURSES														
SE M 531	Perspectives in Teacher Education-In-service and Pre-service	4	75	80	12	20	87	100	A	9	36	--	--	Pass
SE M 532	Educational Evaluation	4	58	80	17	20	75	100	B	8	32	--	--	Pass
SE M 533	Statistics	4	63	80	17	20	80	100	A	9	36	--	--	Pass
Elective Course														
SE M 534 .1	Educational Management	4	70	80	10	20	80	100	A	9	36	--	--	Pass
SE M 534 .2	Educational Technology													
SE M 534 .3	Guidance and Counseling													
Field Engagement/Internship Course														
SE M 535	Field Engagement/ Interns	4	18	30	64	70	82	100	A	9	36	--	--	Pass

	hip I													
	Total	20	284	350	120	150	404	500			176	--	--	Pass
SCPA III : 8.8, Semester Grade : A, Excellent														

Assistant Section Officer Assistant Registrar Controller of Examinations

Annexure D– Model Mark Cum Grade Card (IV Semester)

MAHATMA GANDHI UNIVERSITY

Section: Priyadarsini Hills P.O.

Student ID: Kottayam

Date

MARK CUM GRADE CARD

Name of candidate :

Name of College :

Permanent Register Number (PRN) : Degree: Master of Education Special Education

Programme : M.Ed. Special Education

Stream : Intellectual Disability

Name of Examination : Fourth Semester Examination, May 2017

Course Code	Course Title	Credits (C)	Marks						Grade Awarded (G)	Grade Point (GP)	Credit Point (C x GP)	Institutional Average (IA)	University Average (UA)	Result
			External		Internal		Total							
			Awarded (E)	Maximum	Awarded (I)	Maximum	Awarded (E + I)	Maximum						
Intellectual Disability Specialisation Course														
SE M 536	Adulthood and Family Issues	4	75	80	16	20	91	100	A+	10	40	--	--	Pass
Field Engagement/Internship Course														
SE M 537	Field Engagement/ Internship II	4	20	30	65	70	85	100	A	9	36	--	--	Pass
Dissertation														
SE M 538	Dissertation	10	101	125	108	125	209	250	A	9	90	--	--	Pass
Viva-voce														
SE M 539	Viva-voce	2	20	25	21	25	41	50	A	9	18			
	Total	20	216	260	210	240	426	500			184	--	--	Pass
SCPA IV : 9.2, Semester Grade : A+, Outstanding														
SCPA IV: 9.20, Semester Grade : A+, Outstanding														
SCPA III: 8.80, Semester Grade : A, Excellent														
SCPA II: 8.20, Semester Grade : A, Excellent														
SCPA I: 8.40, Semester Grade : A, Excellent														
CCPA of Programme : 8.65 , Overall Grade: A, Excellent														

Assistant Section Officer Assistant Registrar Controller of Examinations

(Back side of the Grade Card)

Mahatma Gandhi University

Grading System

Grade	Performance	Percentage Equivalence	Grade Point
A+	Outstanding	90 and above	10
A	Excellent	80 - 89	9
B	Very Good	70 - 79	8
C	Good	60 - 69	7
D	Satisfactory (Separate minimum for all except Theory courses)	50 - 59	6
E	Adequate (Separate minimum for Theory courses)	40 - 49	5
F	Failure	Below 40	-

Overall Grades based on SCPA/CCPA

SCPA/CCPA	Grade
Above 9	A+ Outstanding
Above 8, but below or equal to 9	A Excellent
Above 7, but below or equal to 8	B Very Good
Above 6, but below or equal to 7	C Good
5 or above, but below or equal to 6	D Satisfactory
Below 5	F Failure

SCPA = $\frac{TCP}{TC}$, where TCP = Total Credit Point; TC = Total Credit.

TC

CCPA = $\frac{SCPA I + SCPA II + SCPA III + SCPA IV}{4}$

4

SCPA = Semester Credit Point Average

CCPA = Cumulative Credit Point Average

M.Ed. SPECIAL EDUCATION

(Intellectual Disability)

PROGRAMME

SYLLABUS

(With Effect from 2015 admissions)

MAHATMA GANDHI UNIVERSITY

PRIYADARSINI HILLS

KOTTAYAM

SEMESTER I

Course I, Core Course, Credit:04, Contact Hours: 60, Marks : 100

SEM 521: DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION

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.

SEMESTER I

Course II, Core Course, Credit: 04, Contact Hours: 60, Marks : 100

SEM 522: PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Introduction

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

Objectives

After completing the course teacher educators will be able to

Explain the psychological principles and their application in specific context of education and special education.

Explain the principles and their implication for growth and development.

Critically analyse the process from the point of view of cognitive psychology.

Explain role of motivation in learning, learning processes and theories of personality.

Apply psychological aspects to teaching - learning situations.

Unit 1: Overview Educational Psychology

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

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

Conduct practical/assignments on special children related to any three psychological tests out of the following concepts.

Tests/Concepts

1. Intelligence
2. Creativity
3. Aptitude
4. Personality
5. Motivation
6. Attention
7. Dexterity

Transaction

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

Essential readings

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

Suggested Readings

- Bernard, H.W. (1972). Psychology of Learning and Teaching. Mc Grow Hill, New York.
- Chauhan, S.S. (1996). Advanced Educational Psychology. Vikas Publishing House, New Delhi.

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

SEMESTER I

Course III, Intellectual Disability Specialization Course,

Credit: 04, Contact Hours: 60 Marks : 100

SEM 523: IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH INTELLECTUAL DISABILITY

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

Objectives

After completing the course teacher educators will be able to

Understand the concept, etiology and characteristics of Persons with Intellectual Disability (PwID).

Use appropriate instruments for assessment of PwID.

Describe the programming needs across different age levels of PwID.

Utilize assessment information for educational programming, referral services and placement.

Comprehend the emerging future needs of PwID.

Unit 1: Overview of Intellectual Disability

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

Unit 2: Screening, Identification, Assessment and Diagnosis

- 2.1 Introduction to existing screening, identification and assessment / techniques trends in the

field of intellectual disability

2.2 Approaches in and types of assessment

2.3 Methods and tools of assessment

2.3.1 Screening tools

2.3.2 Early identification

2.3.3 Developmental assessment tools

2.3.4 Intellectual - various standardized assessment tools: Binet – WISC - VSMS - DST
Indian adaptations and other Indian tools

2.3.5 Social, Behavioral, Language and Speech Assessment Tools and other Indian tools

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

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

2.5 Implications of the above for Inclusion

Unit 3: Identification of Needs

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

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

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

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

3.5 Implications of the above for Inclusion

Unit 4: Use of Assessment Information

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

4.2 Interpretation of assessment information to develop training goals

4.3 Use of Support Needs Assessment for Person Centered Planning

- 4.4 Writing of assessment report: for administrative purpose, for educational Programming, for referral and for alternative placement
- 4.5 Implications of the above for Inclusion

Unit 5: Emerging and Future Issues

- 5.1 Critical analysis of Human Rights and Legal Provision – International Instruments, Indian Legislations and Policies
- 5.2 Advocacy
- 5.3 Current Gender Issues - Socio Cultural and Economic
- 5.4 Advances in Technology
- 5.5 Implications of the above for Inclusion

Practicum / Assignment / Engagement (Any One) School/ Clinic/ Community

To conduct assessment of PwID using appropriate assessment tools

To organize discussion program on role of a Special Educator in intervention from Infancy to Adulthood

To presentation a seminar on Community Based services for ID

To conduct orientation and sensitization program on disability issues for teachers, parents, and community members and present a report

Essential Readings

Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor. University of Alberta, Alberta.

Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System. Vijay Human Services, Chennai.

King-Sears, H.E. (1994). Curriculum Based Assessment in Special Education. Singular publishing Group, San Diego.

Mittler, P. (1976). Psychological Assessment of Mental and Physical Handicaps. Tavistock, London.

Myreddi, V., & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.

Narayan, J. (2003). Grade Level Assessment Device for Children with Learning Problems in Regular Schools. NIMH, Secunderabad.

Panda, K.C. (1997) Education of Exceptional Children. Vikas, New Delhi.

Suggested Readings

Overton, J. (1992) Assessment in Special Education. An Applied Approach. Macmillan, New York.

Overton, T. (2000). Assessment in Special Education: An Applied Approach, 3rd Ed, Prentice Hall Inc. Merrill.

Pun, M., & Sen, A.K. (1989) Mentally Retarded Children in India. Mittal Publication. New Delhi

Smith, D.D. (2004). Introduction to Special Education. Training in an Age of Opportunity, 3rd Ed. Allyn & Bacon. Boston.

Wehman.P., & Kuegel. J. (2004). Functional Curriculum, Pro-Ed. Austin.

SEMESTER I

Course IV, Intellectual Disability Specialization Course,

Credit: 04, Contact Hours: 60 Marks: 100

SEM 524: CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH INTELLECTUAL DISABILITY

After completing the course teacher educators will be able to

Explain the principles and approaches to curriculum development and instructional program.

Describe the various approaches for teaching students with Intellectual Disability.

Develop Curriculum for Pre-Primary, Primary, Secondary, Pre- Vocational and Vocational Level.

Use Instructional Program and methods in Inclusive Set ups.

Use teaching strategies and TLMs for PwID.

Unit 1: Curriculum Development

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

Unit 2: Teaching Approaches

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

Unit 3: Curricular Domains & Levels

- 3.1 Development of Curriculum at Pre-primary and Primary level –Personal, Social, Academic, Occupational and Recreational

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

Unit 4: Instructional Programs and Methods

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

Unit 5: Teaching Strategies & TLM

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

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

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

To develop curriculum for independent living and present a report

To present a Seminar on any of the teaching approaches.

To develop need based learning and functional aids for PwID

Essential Readings

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

Suggested Readings

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

SEMESTER I

Course V, Practical: Intellectual Disability Specialization Course,

Credit: 04, Contact Hours: 120, Marks: 100

SEM 525: Teaching practice

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

SEMESTER II

Course I, Core Course, Credit: 04, Contact Hours: 60 Marks: 100

SEM 526: RESEARCH METHODOLOGY

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

Objectives:

After completing the course teacher educator will be able to :

1. Develop understanding about the objectives and methods of research in education and special education.
2. Develop awareness about the different steps of the research process
3. develop the skills to develop and apply tools of data collection
4. Develop understanding about the different methods of sampling
5. Develop the skill to prepare research proposal and research reports.

Unit 1: Research in Education and Special Education

12 Hours

- 1.1 Meaning, Nature, Scope and Functions of Research in Education and Special Education
- 1.2 Scientific thinking and nature of Educational research
- 1.3 Areas of Educational Research: Priority areas
- 1.4 Types and modalities of research: Fundamental, Applied and Action. Historical, Descriptive, Experimental and Clinical research. Qualitative and Quantitative research.
- 1.5 Ethical considerations involved in conducting and reporting special educational research.

Unit 2: Research Process

12 Hours

- 2.1 Research Problem: identification, formulation, statement of problem and operational definitions. Delimitations.
- 2.2 Review of literature: need, sources, forms, functions and methods. Use of computers in survey of related literature.
- 2.3 Research designs: definition, characteristics and purpose.
- 2.4 Hypothesis: nature, types, sources and testing of hypothesis.
- 2.5 Formulation of conclusions and generalizations

Unit 3: Descriptive Designs**12 Hours**

- 3.1 Definition, characteristics, purpose and types.
- 3.2 Survey research.
- 3.3 Developmental, case-studies and Ex-post facto studies.
- 3.4 Causal-Comparative and correlational studies.
- 3.5 Observational research.

Unit 4: Experimental Designs**12 Hours**

- 4.1 Definition, Characteristics, purpose, principles and types.
- 4.2 Pre-experimental, True-experimental and Quasi-experimental designs.
- 4.3 Factorial designs.
- 4.4 Single subject designs.
- 4.5 The variables of Experimental research.

Unit 5: Sampling, Tools and Preparation of Report**12 Hours**

- 5.1 Population, sample, sampling techniques, large and small samples, common errors in sampling
- 5.2 Tools and Techniques of data collection
Tests: CRT, NRT and Teacher made tests
Tools: Questionnaire, Rating scale, check list, Attitude Scales and Inventories.
Techniques: Interview: Uses, purpose, types and requisites of a good Interview
Observation: Uses, types and requisites of good observation.
- 5.3 Test standardization procedures, objectivity, validity and reliability of tests, Methods of establishing reliability and validity.
- 5.4 Preparation of a Research proposal and Research Report: Types and steps, APA format, composition, References, Bibliography, and Appendices.
- 5.5 Evaluation of a Research Report: Criteria for evaluation.

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

Transaction

The research concepts and processes included in this course should be taught using examples from special education and disability studies.

Essential Readings:

Agarwal, A.N. (2002). Quantitative Methods. Vrinda Publishing, New Delhi

- Best, J.W., and Kahn, J.V, (1992). Research in Education. Prentice – Hall of india Pvt. Ltd., New Delhi.
- Bhatnagar, R.P., and Bhatnagar, P.R. (1989). Experimental Designs of research in Behavioural Sciences. Rajhans Agencies, Meerut.
- Chawla, D & Sandhi, N (2011) Research Methodology concepts and cases. Vikas publishing House New Delhi.
- Christenson, L.B.(1988). Experimental Methodology(4th edn.).Allyn and Bacon Inc. , Boston.
- Gay, L.R. (1990). Educational Research (3rd edn) Merrill Publishing Co., New York.
- Gersten, R., Schiller E.P, Vaughn, S. (2000) Contemporary Special Education Research – Syntheses of the knowledge base on critical Instructional issues Lawrence Erlbaum Associates U.S.A.
- Rosnow R.L., Rosenthal R. (2002) Beginning Behavioural Research – A conceptual Primer (4th edn) Prentice hall U.S.A.
- Good V.C (2008) Introduction to Educational research Methodology of Design in the Behavioural and Social Sciences (2nd edn) Surjeet Publication New Delhi.
- Kaul, L. (1996). Methods in Educational Research. Vikas Publishing House, New Delhi.
- Kerlinger, F.N. (1983). Foundations of Behavioural Research (2nd edn.). Surjeet Publications, Delhi.
- Kothari, c.R. (2006). Research in Methodology, methods and techniques. (2nd edn.) New Age International pvt.Ltd., New Delhi.
- Lal Das, D.K. (2000). Practice of Social Research. Rawat Publications, New Delhi.
- Langenbach, M., Naughn, C., and Aagaard, L. (1988). An introduction to Educational Research. Allyn and Bacon, New York.
- Mason, E.J., and Bramble, W.J. (1989). Understanding and conducting, Research (2nd edn.) McGraw- Hill Book Co., New York.

- Pande,G.C. (1989). Research Methodology in Social Sciences. Anmol Publications, New delhi.
- Paneer Selvam, R.(2004) Research Methodology. Prentice Hall New Delhi.
- Pannerselvam, R. (2005). Research in Methodology. Prentice – Hall of India Pvt. Ltd., New Delhi.
- Reddy, C.R. (1987). Research Methodology in Social Sciences. Daya Publishing House, Delhi.
- Silverman, D.(2012). Qualitative Research. Sage Publication, London
- Sukhia, S.P., Mehrotra, P.V., and Mehrotra, R.N.(1981). Elementsa of educational Research. Allied publishers pvt. Ltd., New Delhi.

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.

SEMESTER II

Course II, Core Course, Credit: 04, Contact Hours: 60 Marks: 100

SEM 527: CURRICULUM DESIGN & DEVELOPMENT

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

Objectives

After completing the course teacher educators will be able to

Define and identify different components of curriculum.

Understand and analyse various approaches to curriculum development.

Explain and demonstrate curriculum differentiation.

Unit 1: Nature of Curriculum

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

Unit 2: Approaches & Types of Curriculum Development

- 2.1 Developmental 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.

SEMESTER II

Course III, Core Course, Credit: 04, Contact Hours: 60 Marks: 100

SEM 528: INCLUSIVE EDUCATION

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 Jersey.

Skidmore, D. (2004) *Inclusion: The Dynamic of School Development*, Open University Press, Buckingham.

Villa, R. A., & Thousand, J. S. (2005) *Creating An Inclusive School*, Association for Supervision and Curriculum Development. ASCD, Alexandria.

Wade, S. E. (2000). *Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers*. Lawrence Erlbaum Associates, New Jersey.

Suggested Readings

Berry, B., Daughtrey, A., & Weider, A. (2010). *Teacher leadership: Leading the way to effective teaching and learning*. Centre for Teaching Quality, Washington, DC.

Carr, J. F., Herman, N., & Harris, D. E. (2005). *Creating Dynamic Schools through Mentoring, Coaching, and Collaboration*. ASCD, Alexandria.

Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer support strategies: Improving all students' social lives and learning*. Paul H. Brookes, Baltimore.

Kunc, N. (2000). Rediscovering the right to belong. In R. A. Villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together*. Brookes, Baltimore.

Mastropieri, M. A., & Scruggs, T. E. (2006). *The inclusive classroom: Strategies for effective instruction*. Prentice-Hall, New Jersey.

Odom, S. L., McConnell, S. R., Ostrosky, M., Peterson, C., Skellenger, A., Spicuzza, R., Chandler, L. K., McEvoy, C. A., & Favazza, P. C. (1993). *Play time/social time: Organizing your classroom to build interaction skills*. Communication Skill Builders, Tucson, AZ.

UNESCO (1994). *The Salamanca statement and framework for action on special needs education*. Paris.

SEMESTER II

Course IV, Intellectual Disability specialization Course,

Credit: 04, Contact Hours: 60 Marks: 100

SEM 529: THERAPEUTICS AND ASSISTIVE DEVICES

After completing the course teacher educators will be able to

Gain knowledge about speech and language therapy.

Understand the meaning and interventions of physiotherapy.

Use occupational therapy for PwID.

Comprehend and apply behavioural techniques for interventions.

Select and use appropriate assistive devices for PwID.

Unit 1: Language Speech and Communication

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

Unit 2: Physiotherapy

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

Unit 3: Occupational Therapy

- 3.1 Occupational therapy– Nature, Definition, objectives, Scope and functions

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

Unit 4: Behaviour Modification

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

Unit 5: Assistive Devices

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

Practicum/ Assignment/ Engagement (Any One)

To visit any two therapy centers and prepare and submit a report on available clinical facilities

To present a case study on Behaviour Modification.

To present a Seminar on Role & functions of RCI and Various Schemes of MoSJE for PwID

To Prepare/Design appropriate adaptive and assistive device for PwID

Essential Readings

Antony, M.M., & Roemer, E. (2003). Behavior therapy. In A.S. Gurman & S.B. Messer (Eds.), Essential psychotherapies (2nd ed., pp. 182-223). Guilford, New York.

Breines, E (1990). Genesis of occupation: A philosophical model for therapy and theory. Australian Occupational Therapy Journal, 37(1), 45-49.

Colman, W. (1992). Maintaining autonomy: The struggle between occupational therapy and physical medicine. American Journal of Occupational Therapy, 46, 63-70

- Hocking, C. (2004). Making a difference: The romance of occupational therapy. *South African Journal of Occupational Therapy*, 34(2), 3-5.
- McCull, M. A., Law, M., Stewart, D., Doubt, L., Pollack, N., & Krupa, T. (2003). *Theoretical basis of occupational therapy* (2nd Ed). New Jersey, SLACK Incorporated.
- O'Leary, K. D., & Wilson, G.T.(1975). *Behavior Therapy: Application and Outcome*. Prentice-Hall, New Jersey.
- Peshwaria, R., & Venkatesan. S. (1992) *Behavioural approach in teaching mentally retarded children - A manual for Teachers*. NIMH, Secunderabad.
- Robertson, D. (2010). *The Philosophy of Cognitive–Behavioural Therapy: Stoicism as Rational and Cognitive Psychotherapy*. Karnac. London.
- Yerxa, E. J. (1983). Audacious values: the energy source for occupational therapy practice in G. Kielhofner (1983) *Health through occupation: Theory and practice in occupational therapy*. Philadelphia, FA Davis.
- Yerxa, E., Clark, F., Jackson, J., Pierce, D., & Zemke, R. (1989). *An introduction to occupational science, A foundation for occupational therapy in the 21st century*. Haworth Press.

Suggested Readings

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

SEMESTER II

Course V, Practical related to Intellectual Disability,

Credit: 04, Contact Hours: 120, Marks: 100

SEM 530: Preparation & Administration of Teacher Made Test (TMT)

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

SEMESTER III

Course I, Core Course, Credit: 04, Contact Hours: 60, Marks: 100

SEM 531: PERSPECTIVES IN TEACHER EDUCATION - IN-SERVICE AND PRE-SERVICE

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

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

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.

SEMESTER III

Course II, Core Course, Credit: 04, Contact Hours: 60, Marks: 100

SEM 532: EDUCATIONAL EVALUATION

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, Recording, Reporting & Accountability*. II-Ed, David Fulton Pub. , London.

Hibbard, K. M. and others. (1996). *A teacher's guide to performance-based learning and assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.

Mathew, S. (2005). *Evaluation: curricular strategies and adaptations for children with hearing impairment*. Kanishka: New Delhi.

Mathew, S. & Mishra, A. (2010). *Knowledge based evaluation of students with hearing impairment*. *Journal of NCED*, 2(1), 26-33.

Mathew, S. (2010). *Educational Evaluation .Curriculum and teaching strategies for CWHI. MED SEDE (HI) Manual, IGNOU, New Delhi*.

Mehrens, W. A., & Lehmann, I. J. (1991). *Measurement and evaluation in psychology* (IVED). Harcourt Brace College Publishers, New York.

NSW syllabuses: *Assessment for, as and of Learning*. Retrieved from syllabus.bos.nsw.edu.au/support.../assessment-for-as-and-of-learning on 10.4.2015

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School self-evaluation. <http://www.education.ie/en/Schools-Colleges/Services/Quality-Assurance/SSE-Primary-and-Post-Primary/School-Self-Evaluation.html> on 10.4.2015

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Suggested Readings

Braden, J. (2001). The clinical assessment of deaf people's cognitive abilities. In Clark, M. D.; Marschark, M., & Kretchmer, M. (Eds.). *Context, cognition and deafness*, Galludet University press, Washington. Pg.14-37.

Elliot, S.N., Kratochwill, T. R., & Gilbertson, A. G. (1998). The Assessment Accommodation Checklist: Who, What, Where, When, Why and Who? *Teaching Exceptional Children*, 31(2), 10–14.

Eriksen, S.C. (1969). The teacher made test. Memo to the Faculty, no.35. Ann Arbor: Centre for Research on learning and teaching, University of Michigan.

- Fernandez, H. (2008). Knowledge based achievement of students with hearing impairment on different types of assessment. Unpublished Master Dissertation, University of Mumbai.
- Frechtling, J.A. (1991). Performance assessment: Moonstruck or the real thing? *Educational Measurement: Issues and Practices*, 10(4), 23-25.
- Jacob, L. C., Chase, C. N. (1992). *Developing and using tests effectively: A guide for faculty*. Josse-Bass Publishers, San Francisco.
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- Mathew, S. (2010). Impact of Knowledge Based Evaluation on Achievement of Students with Hearing Impairment: An Experimental Study. A PhD Thesis (Unpublished), MJP Rohilkhand University.
- Meyer, C.A. (1992). What is the difference between Authentic and Performance assessment? *Educational Leadership*, 49(8), 39-40
- Mountain, A. (2005). Science assessment of deaf students: Considerations and implications of state accountability. Measurements. MSSE Masters Project. Submitted to the National Technical Institute for the Deaf, Rochester Institute of Technology, New York.
- Musselman, C.R., Lindsey. P. H., & Wilson A. K. (1988). An evaluation of recent trends in preschool programming for hearing impaired children. *Journal of Speech and Hearing Disorders*, 53, 71-88.
- Nair, P. (2005). A study of the effectiveness of individualized instructional material on mastery of mathematical concepts related to time in children with hearing impairment. Unpublished Master Dissertation, University of Mumbai.
- Stiggins, R.J. (1994). *Student-Centered classroom assessment*. MacMillan, New York
- Tannenbaum, J.E. (1996). *Practical Ideas on Alternative Assessment for ESL Students*. ERIC Clearinghouse on Languages and Linguistics Washington DC, ERIC Identifier ED395500, 1-6.

SEMESTER III

Course III, Core Course, Credit: 04, Contact Hours: 60, Marks: 100

SEM 533: STATISTICS

Introduction

Objectives:

After completing the course teacher educator will be able to :

- Develop understandings about the role of statistics.
- Develop greater awareness on methods of data processing.
- Develop the ability to apply various methods of descriptive statistics.
- Develop the ability to apply various methods of inferential statistics.
- Develop understanding about the use of computer for data analysis.

Unit 1: Introduction to Statistics

12 Hours

- 1.1 Concept, Definition and Functions of Statistics in research.
- 1.2 Scales of measurement: Nominal, Ordinal, Interval and Ratio.
- 1.3 Processing of data.
- 1.4 Presentation of data: frequency distribution, percentiles and percentile rank, tables and graphs.
- 1.5 Use of computer in Statistics – statistical packages.

Unit 2: Descriptive Statistics

12 Hours

- 2.1 Concept and functions of Descriptive statistics
- 2.2 Measures of central tendency – Mean, median and mode
- 2.3 Importance and applications of measures of central tendency
- 2.4 Measures of dispersion – Range, Quartile deviation, mean deviation, standard deviation
Variance and coefficient of variation.
- 2.5 Importance and applications of measures of dispersion.

Unit 3: Normal Distribution and Normal Curve

12 Hours

- 3.1 Concept and properties of normal curve.
- 3.2 Applications of normal curve.

- 3.3 Use of standard scores in finding areas under the normal curve.
- 3.4 Coefficient of skewness – concept, types and interpretation.
- 3.5 Coefficient of Kurtosis – concept, types and interpretation.

Unit 4: Measures of Relationship

12 Hours

- 4.1 Concept, types and applications of correlation.
- 4.2 Product moment coefficient of correlation and Rank coefficient of correlation.
- 4.3 Biserial, Point biserial, Tetrachoric and Phi – coefficient.
- 4.4 Partial and Multiple correlation. Interpretation of coefficient of correlation.
- 4.5 Regression – concept and uses – regression equations and regression lines – concept of Multiple regression.

Unit 5: Inferential Statistics

12 Hours

- 5.1 Concept and functions of inferential statistics. Concepts of: statistical significance, level of significance, estimation, confidence intervals, sampling error, standard error, one-tailed and two-tailed tests, type I and type II errors and degrees of freedom.
- 5.2 Parametric tests – concept, assumptions and uses.
- 5.3 Z-tests, t-tests and Analysis of Variance – logic, assumptions, types and applications, concept of Analysis of covariance and Post hoc tests.
- 5.4 Non – parametric tests – concept, assumptions and uses.
- 5.5 Chi-square test, Mann – Whitney U- test, and Kruskal – Wallis test - logic, assumptions and applications, computer application for analysis, Tabulation and graphic representation.

Assignments/ Course Work/ Practicum

- Analyze a set of data using computer application

Transaction

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

- Aron, A., and Aron, E.N. (1994). Statistics for Psychology. Prentice Hall, New Jersey.
- Belle, G., Fisher, L.D., Heagerty, P.J., . and Lumley, T. (2004). Biostatistics (2nd edn.).John wiley & Sons, Inc. Washington.

- Best, J.W., and Kahn, J.V. (1992). *Research in Education*. Prentice – Hall of India Pvt. Ltd., New Delhi.
- Brace, N., Kemp, R., and Snelgar, R. (2003). *SPSS for Psychologists*(2nd edn.).Palgrave, New York.
- Cohen, B.H. (1996). *Explaining Psychological Statistics*. Brooks/Cole Publishing Co., London.
- Cough, J.V. (1982). *Fundamentals of Statistics for the Behavioural Sciences*. St. Martin's Press, New York.
- Freed, M.N., Ryan, J.M., and Hess, R.K. (1991). *Handbook of Statistical Procedures and their Computer Applications to Education and the Behavioural Sciences*. Macmillan Publishing Co., New York.
- Garret, H.E.(1996). *Statistics in Psychology and Education*. Vakils, Feffer and Simons Ltd., Bombay.
- Gay, L.R. (1990). *Educational Research: Competencies for Analysis and Application* (3rd edn.). Merrill Publishing Co., New York.
- Gravetter, F.J., and Allman, D.N. (1985). *Statistics for the Behavioural Sciences*. Tata McGraw Hill Publishing Co. Ltd., New Delhi.
- Guilford, J.P., and Frutcher, B. (1985). *Fundamental Statistics in Psychology and Education* (6th edn). McGraw Hill Book Co., New Delhi.
- Gupta, S.P.(1994). *Statistical Methods*. Sultan Chand and Sons, New Delhi.
- Kothari, C.R. (2006). *Research Methodology, Methods and Techniques* (2nd edn.). New Age International Pvt. Ltd., New Delhi.
- Lehman, R.S.(1991). *Statistics and Research design in the Behavioural Sciences*. Wadsworth Publishing co., California.
- Levin, J., and Fox, J.A. (1997). *Elementary Statistics in Social Research* (7th edn.) Longman, New York.
- Mahajan, B.K. (1991). *Methods in Biostatistics* (5th edn.). Jaypee Brothers, New Delhi.
- Vaughan, E.D. (1998). *Statistics*. Prentice Hall, New Jersey.

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.

SEMESTER III

Course IV, Elective Course, Credit: 04, Contact Hours: 60, Marks: 100

SEM 534.1: EDUCATIONAL MANAGEMENT

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

Transaction

Lectures, Field visits, Self-study

Course Work/ Field Work

Proposal writing for fund raising of an educational institution

Review performance appraisals from 2 educational institutions one each from a teacher training college and other from special school

Suggested Readings

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

Bush, T., & Paul, L. S. (2006). Principles and Practice of Educational Management. Chapman A Sage Publications Company, London.

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

SEMESTER III

Course IV, Elective Course, Credit: 04, Contact Hours: 60, Marks: 100

SEM 534.2: EDUCATIONAL TECHNOLOGY

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 application of any one recent trend in inclusive education

Seminar on issues in application of ICT in inclusive education

Suggested Readings

- Bhatt, B. D., & Sharma, S. R. (2003). Educational Technology concept and Technique (Modern Education Series). Kanishka Publisher, New Delhi.
- Diana, L. O. (2001). Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass
- Horton, W. (2001). Designing web-based Training. John Wiley & Sons. New Jersey.
- Kumar, K., Kumar, S. (2004). ICT Skill Development. GBD Publications, Gurusar Sadhar.
- Mukhopadhyay, M (1990). Educational Technology Challenging Issues. Sterlings Publisher's Pvt. Ltd. New Delhi.
- Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York.
- Sallis, E., & Jones, G. (2002). Knowledge Management in Education London: Kogan Page Ltd.
- Santhosh, V. (2009). Information communications technology for teacher education. Kanishka Publisher, New Delhi.
- Schank, R.C. (2001). Virtual Learning. McGraw Hill. London.
- Shehzad, A. (2007). Teacher's Handbook of Educational Technology. Anmol, Publishing Pvt. Ltd., New Delhi.
- Singh, T. (2009). ICT Skill Development. Tandon Brothers, Ludhiana.
- Venkataiah, N. (2002), Educational Technology. APH Publication Corporation, New Delhi.

SEMESTER III

Course IV, Elective Course, Credit: 04, Contact Hours: 60, Marks: 100

SEM 534.3: GUIDANCE AND COUNSELING

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.

SEMESTER III

Course V, Practical related to Intellectual disability, Credit: 04,

Contact Hours: 120, Marks: 100

SEM 535: Field Engagement/ Internship I

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

SEMESTER IV

Course 1, Intellectual Disability Specialization Course, Credit: 4, Contact Hours: 60,

Marks: 100

SEM 536: ADULTHOOD AND FAMILY ISSUES

After completing the course teacher educators will be able to

Develop understanding of stages of development in adulthood.

Appreciate importance of family attitude and involvement.

Understand the Gender, marriage and sexuality related issues.

Understand the disability issues related to community.

Appreciate the importance of adulthood and family training.

Unit 1: Human Growth & Development in Adulthood

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

Unit 2: Family and Adult with Intellectual Disability

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

Unit 3: Gender, Sexuality and Marriage Related Issues

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

3.5 Sexuality related issues, HIV, STD

Unit 4: Disability Issues – Community

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

Unit 5: Adulthood and Family Training

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

Practicum/ Assignment/ Engagement (Any One)

To conduct awareness and orientation programme on various adulthood issues for parents

To conduct and prepare a report on awareness programmes on various Govt. schemes and benefits at local level

To conduct seminar on Sexuality, Marriage and Gender related issues of adults with ID

To assess and present a report on family needs and Counseling

To conduct sibling training programme and present a report

Essential Readings

Basu, S., Das, P., & Chakravarty, I. (2007). Family Life of the Disabled Aged, Ageing and Society. *Indian Journal of Gerontology*, 17 (3 & 4), 75 – 81.

Blacher, J.(1984). Severely Handicapped Young Children and Other Families: Research in Review. Academic Press Inc., Ovlendio.

Blook, F. (1974). *Our Deaf Children*, Martins Publishers Ltd. London.

Cramer, H., & Carlin, J. (2008). Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey. *British Journal of Social Work*, 38 (6), 1060 – 1075.

- Dale, N. (2000). *Working with families of Children with Special Needs: Partnership and Practice*. Brunner- Routledge. East Sussex.
- Fewell, R., & Vadasy, P. (1986). *Families of Handicapped Children: Needs and Supports across the Life-span*. Ro-ed Inc. Texas.
- Findler, S. (2000). The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, *Families in Society*, 81(4) 70 – 381.
- Garginolo, R.M. (1985). *Working with Parents of Exceptional Children: A Guide for Professionals*, Houghton-Mifflin, Boston.
- Kashyap, L. (1991). Research on Families with Disabled Individuals: Review and Implications, in Unit for Family Studies (Ed.) *Research on Families with Problems in India*. Vol.II (pp.269-289). Tata Institute of Social Sciences, Bombay.
- Kashyap, L. (1996). Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) *Family Measurement in India*, Sage Publications. New Delhi.

Suggested Readings

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

Powell, T. H. (1985). *Brothers and Sisters: A Special Part of Exceptional Families*. Paul Brooks, London.

Ross, A. (1972). *The Exceptional Child in the Family*. Grune and Stratton, New York.

SEMESTER IV

Course II, Practical Related to Intellectual Disability, Credit: 4,

Contact Hours: 120, Marks: 100

SEM 537: FIELD ENGAGEMENT / INTERNSHIP II

This part of internship involves associating with a field site relevant to the area of specialization. Students will take up internships in organizations working in the field of Mental Retardation/Disability Rehabilitation for duration of four weeks. These may include Govt./Autonomous organizations/ NGOs,/ CBR projects/ Special Schools/ Inclusive schools, etc. The internship should be guided by faculty supervisor of the organization who should focus on enabling the student to develop linkages between “Specialisation-required courses” and “Specialisation-elective courses”. The organisation of internship may be conceived in such a fashion that the students get opportunities to observe relevant activities in the fields such as:

1. Elicit information 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 collected as above
4. Develop an appropriate educational plan (IEP) (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.

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

SEMESTER IV

Course III, Dissertation, Credit: 10, Marks: 400

SEM 538: DISSERTATION

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.

SEMESTER IV

Course IV, Viva-voce, Credit: 2, Marks: 50

SEM 539: VIVA-VOCE

A comprehensive Viva-voce will be conducted after the valuation of dissertation. Each student is expected to present the summary of their research work before the Viva Board duly constituted by the University. Viva-voce will be based on the presentation of the synopsis, justification of the methodology, justification of the method employed for analyzing the data, presentation of conclusions, implications and suggestions.

Core Committee for M.Ed. Special Education

(Intellectual Disability)

1. Dr. P.S.Sukumaran Convenor
Professor in Special Education
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Priyadarsini Hills P.O., Kottayam.

2. Dr. A. Minikutty Member
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School of Pedagogical Sciences
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3. Dr. (Sr.) Glory Member
Principal
Nirmalasadana Training College for Special Education
Muvattupuzha.

4. Sr. Jeesa Grace Member
Principal
Snehasadan College of Special Education
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5. Fr. Johnson Mathew Member
Principal
St. John the Baptist's College of Special Education
Nedumkunnam.

It is certified that this document contains 77 pages and are continuously numbered from 1 to 93.

Sd/.

Dr. P. S. Sukumaran

(Convenor)