

M. Ed Special Education
Master of Special Education (Intellectual Disability)
PROGRAMME STRUCTURE AND SYLLABUS
2019-20 ADMISSION ONWARDS

(UNDER MAHATMA GANDHI UNIVERSITY PGCSS REGULATIONS 2019)



EXPERT COMMITTEE IN SPECIAL EDUCATION (PG)
MAHATMA GANDHI UNIVERSITY
2019

THE EXPERT COMMITTEE IN SPECIAL EDUCATION (M. Ed)

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Dr P.S. Sukumaran, Professor, School of Behavioural Sciences, MG University

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M. Ed Special Education (ID) Degree Programme

(Mahatma Gandhi University Regulations PGCSS 2019 from 2019-20 Academic Year)

1. Aim of the Programme

The aim of the M. Ed. Special Education (Intellectual Disability) 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 are 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 intellectual disability.

2. Eligibility for Admissions

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

- 2.1 A candidate who has successfully completed B.Ed. Special Education (Intellectual Disability) with a minimum of 50% marks from Mahatma Gandhi University or equivalent.
- 2.2 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.
- 2.3 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.

3. Medium of Instruction and Assessment

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

4. Faculty under which the Degree is Awarded

Faculty of Behavioural Sciences

5. Specializations offered, if any

Intellectual Disability

6. **Note on compliance with the UGC Minimum Standards for the conduct and award of Post Graduate Degrees:** The restructured curriculum complies with the UGC Minimum Standards for the conduct and award of Post graduate Degrees.

7. THE PROGRAMME STRUCTURE

Course Code	Title of the Course	Type of the Course	Hours per week	Credits	Total Credits
FIRST SEMESTER					
SE010101	Developments in Education and Special Education	Core	4	4	20
SE010102	Psychology of Development and Learning	Core	4	4	
SE010103	Identification, Assessment and Needs of Children with Intellectual Disability	Specialization	4	4	
SE010104	Curriculum and Teaching Strategies for Children with Intellectual Disability	Specialization	4	4	
SE010105	Teaching Practice	Practical	9	4	
SECOND SEMESTER					
SE010201	Research Methodology	Core	4	4	20
SE010202	Curriculum Design and Development	Core	4	4	
SE010203	Inclusive Education	Core	4	4	
SE010204	Therapeutics and Assistive Devices	Specialization	4	4	
SE010205	Preparation and Administration of Teacher Made Test	Practical	9	4	
THIRD SEMESTER					
SE010301	Perspectives in Teacher Education- In-service and Pre-service	Core	4	4	20
SE010302	Educational Evaluation	Core	4	4	
SE010303	Statistics	Core	4	4	
SE800301	Educational Management	Elective	4	4	
SE800302	Educational Technology	Elective			
SE800303	Guidance and Counselling	Elective			
SE010304	Field Engagement/Internship I	Field Engagement/Internship		4	
FOURTH SEMESTER					
SE010401	Adulthood and Family Issues	Specialization	4	4	20
SE010402	Field Engagement/Internship II	Field Engagement/Internship		4	
SE010403	Dissertation		15	10	
SE010404	Comprehensive Viva-voce and Paper Presentation			2	
Total					80

FIRST SEMESTER COURSES

Course Code	Name of the Course
SE010101	Developments in Education and Special Education
SE010102	Psychology of Development and Learning
SE010103	Identification, Assessment and Needs of Children with Intellectual Disability
SE010104	Curriculum and Teaching Strategies for Children with Intellectual Disability
SE010105	Teaching Practice

SE010101 - DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION

Total Credits: 04

Total Hours: 80

Weightage: 30

Introduction

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

1. Objectives of the Course

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, UNESCO, 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, NewDelhi.
- 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.

SE010102 - PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Total Credits: 04

Total Hours: 80

Weightage: 30

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: Observation, Experimental, Correlational, Clinical, 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. 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- Psychoanalytic-Freud & Neo-Freudians, Trait, Humanistic.

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&Bacon, Boston.
- Wilson, A.R., Rockbeck, M.C., & Michael, N.B. (1979). *Psychological Foundations of Learning and Teaching*. Mc Grand Hill, New York.

SE010103 - Identification, Assessment and Needs of Children with Intellectual Disability

Total Credits: 04

Total Hours: 80

Weightage: 30

Introduction

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: Biological, environmental factors;

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: Screening tools, Early identification, Developmental assessment tools, Intellectual - various standardized assessment tools: Binet – WISC - VSMS – DST. Indian adaptations and other Indian tools, Social, Behavioral, Language and Speech Assessment Tools and other Indian tools, 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.
- Jeyachandran, 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&Becon. Boston.
- Wehman.P.,&Kuegel. J. (2004). Functional Curriculum, Pro-Ed. Austin.

SE010104 - Curriculum and Teaching Strategies for Children with Intellectual

Disability

Total Credits: 04

Total Hours: 80

Weightage: 30

Objectives:

After completing the course teacher educators will be able to

- Explain the principles and approaches to curriculum development and instructional program.
- Describe the various approaches for teaching students with Intellectual Disability.
- Develop Curriculum for Pre-Primary, Primary, Secondary, Pre- Vocational and Vocational Level.
- Use Instructional Program and methods in Inclusive 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, 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. McGrawhill New York.
- Kauffman, J.M., &Paynes, J.S. (1960) Intellectual Disability: Introduction and Personal Perspectives. Charges &Merril, 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.* Hoffton& Mifflin. Boston.
- Lewis, R.B., &Doorlag, D.H. (2010). *Teaching Students with Special Needs in GeneralEducation 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 Forall Learners.* Allyn&Becon. Boston.
- West, C. K., Farmer, J. A., & Wolff, P. M. (1991). *Instructional Design, Implications fromCognitive Science.* Prentice Hall, New Jersey.

SE010105- Teaching Practice

Total Credits: 04

Total Hours: 180

Weightage: 20

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.

SECOND SEMESTER COURSES

Course Code	Name of the Course
SE010201	Research Methodology
SE010202	Curriculum Design & Development
SE010203	Inclusive Education
SE010204	Therapeutics and Assistive Devices
SE010205	Preparation & Administration of Teacher Made Test (TMT)

SE010201 - Research Methodology

Total Credits: 04

Total Hours: 80

Weightage: 30

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.
- PaneerSelvam, 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). *Elements 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.

SE010202 - Curriculum Design & Development

Total Credits: 04

Total Hours: 80

Weightage: 30

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

Unit 4: Curriculum Development & Instructional Design

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

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., &McTighe, J. (2005). Understanding by Design. Association for Supervision and Curriculum Development, Alexandria.
- Wiles, J. W., &Bondi, J. C. (2010). Curriculum Development: A Guide to Practice. Prentice Hall, New Jersey.

SE010203 – Inclusive Education

Total Credits: 04

Total Hours: 80

Weightage: 30

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 (2013), IEDSS (2009).

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. Adaptations and accommodations for children with intellectual Impairment. Adaptations and accommodations for gifted children
- 5.5 Collaborations: Models of collaboration, Working with Parents, Managing

Conflict, Co-teaching, 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.

SE010204 – Therapeutics and Assistive Devices

Total Credits: 04

Total Hours: 80

Weightage: 30

Objectives

After completing the course teacher educators will be able to

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

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.
- McColl, M. A., Law, M., Stewart, D., Doubt, L., Pollack, N., & Krupa, T. (2003). *Theoretical basis of occupational therapy* (2nd Ed). New Jersey, SLACK Incorporated.
- O'Leary, K. D., & Wilson, G.T. (1975). *Behavior Therapy: Application and Outcome*. Prentice-Hall, New Jersey.
- Peshwaria, R., & Venkatesan, S. (1992) *Behavioural approach in teaching mentally retarded children - A manual for Teachers*. NIMH, Secunderabad.
- Robertson, D. (2010). *The Philosophy of Cognitive–Behavioural Therapy: Stoicism as Rational and Cognitive Psychotherapy*. Karnac. London.
- Yerxa, E. J. (1983). *Audacious values: the energy source for occupational therapy practice* in G. Kielhofner (1983) *Health through occupation: Theory and practice in occupational therapy*. Philadelphia, 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.

SE010205 – Preparation & Administration of Teacher Made Test (TMT)

Total Credits: 04

Total Hours: 180

Weightage: 20

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.

THIRD SEMESTER COURSES

Course Code	Name of the Course
SE010301	Perspectives in Teacher Education – In-service and Pre-service
SE010302	Educational Evaluation
SE010303	Statistics
SE010304	Educational Management
SE010305	Educational technology
SE010306	Guidance and Counselling
SE010307	Field Engagement/Internship I

SE010301 Perspectives in Teacher Education – In-service and Pre-service

Total Credits: 04

Total Hours: 80

Weightage: 30

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.

SE010302 Educational Evaluation

Total Credits: 04

Total Hours: 80

Weightage: 30

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

<http://www.inc.com/encyclopedia/program-evaluation-and-review-technique-pert.html>
10.4.2015

- School self-evaluation. <http://www.education.ie/en/Schools-Colleges/Services/QualityAssurance/SSE-Primary-and-Post-Primary/School-Self-Evaluation.html> on 10.4.2015
- School self-evaluation. Retrieved from http://schoolself-evaluation.ie/post-primary/index.php/what-school-selfevaluation/?doing_wp_cron=1429505616.9318289756774902343750 on 10.4.2015

6774 9023 43750 on 10.4.2015

- UNICEF (2006). New trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/New_trends_Dev_Evaluation.pdf on 16.4.2015
- Wiggins, G. (1993) Assessing students performance. San Francisco: Jossey-Bass.

Suggested Readings

- Braden, J. (2001). The clinical assessment of deaf people's cognitive abilities. In Clark, M. D.; Marschark, M., & Kretchmer, M. (Eds.). Context, cognition and deafness, Galludet University press, Washington. Pg.14-37.
- Elliot, S.N., Kratochwill, T. R., & Gilbertson, A. G. (1998). The Assessment

Accommodation Checklist: Who, What, Where, When, Why and Who? Teaching

Exceptional Children, 31(2), 10 –14.

- Eriksen, S.C. (1969). The teacher made test. Memo to the Faculty, no.35. Ann Arbor: Centre for Research on learning and teaching, University of Michigan.
- Fernandez, H. (2008). Knowledge based achievement of students with hearing impairment on different types of assessment. Unpublished Master Dissertation, University of Mumbai.
- Frechtling, J.A. (1991). Performance assessment: Moonstruck or the real thing?

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- 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 theNational 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 inpreschool 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.

SE010303 Statistics

Total Credits: 04

Total Hours: 80

Weightage: 30

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.).Merill 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.

SE800301 Educational Management

Total Credits: 04

Total Hours: 80

Weightage: 30

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

References

1. Aswathappa, K. (2008) Human Resource Management Text and cases. Tata McGraw – Hill publishing company Limited. New Delhi.
2. Bhardwaj, K.S. (2014). Human Resource Development in Education. Partridge Publication, Gurgaon.
3. Bush, T., & Paul, L.S. (2006). Principles and Practice of Educational Management. Chapman A Sage Publications Company, London.
4. Chatterjee, B.K. (2011). Finance for Non-Finance Manager. Jaico Publishing House, New Delhi.
5. Chauhan, S. (Consultant Editor) (2012) Educational Management. Dorling Kindersley Pvt.Limited India.
6. Deshmukh, A.V., &Naik, A.P. (2010). Educational Management. Himalaya Publishing House Pvt. Ltd., Mumbai.
7. Dessler, G. (2012). Human Resource Management. Prentice Hall, London.
8. Dimmock, C. (2012). Leadership in Education: Concept, themes and Impact. Routledge, New York.
9. Koontz, H. &Wehrich, H. (2007) Essentials of Management. An International perspective. Tata McGraw – Hill publishing company Ltd. New Delhi.
10. Leithwood, K.m&Jantzi, D. (1999). Changing Leadership for Changing, Times: Open University Press, London.
11. Lewls, T. (2012). Financial Management Essentials: A Handbook of NGOs.
12. Mathis, R.L., & Jackson, H. (2010). Human resource management (13thed.)
13. Moshal, B.S. (2009) Principles of Management. Ane Books Pvt. Ltd. New Delhi.
14. Mukhopadhyaya, M. (2011). Total Quality Management in Education. Sage publications India Pvt. Ltd. New Delhi.
15. Nikomo, S.M, Fottler M.D., & McAfee, R.B (2010). Human Resource Management Applications: Cases, exercises, and skill builders (7thed.)

16. Pande, S., &Basak, S. (2012). Human Resource Management. Text and Cases. Amazon Digital South Asia Services, Inc.
17. Pandey, I.M. (2011) Essentials of Financial Management. Vikas publishing Pvt. Limited, New Delhi.
18. Pandya, S.R. (2001) Administration and Management of Education. Himalaya publishing House, Mumbai.
19. Prasad, L.M. (2008) Principles and Practice of Management. Sultan Chand & Sons, Educational publishers New Delhi.
20. Rama Swamy, B. (2018) Planning and Management of Special and Inclusive Education. Kanishka publishers, New Delhi.
21. Rayner, S. (2007). Managing Special and Inclusive Education. Sage Publications Ltd, London.
22. Senge, P.(2007). A Fifth Discipline Resource. Schools that lead: Nicholas Brealey Publishing, London.
23. Senge, P.M. (1994). The fifth Discipline; The Art & Practice of The Learning Organization. Currency Doubleday, New York.
24. Shapi, J. (N.K.). Writing a Funding Proposal.
25. Sukumar, K.S. & Kumar, S.S (2014) Total Quality Management in Education Abhijeet publications. New Delhi.
26. Sushmitha, S. (2007) Educational Management and Administration. Adhyayan Publishers and Distributors New Delhi.
27. Ulrich, D., &Brockbank, W. (2005). The HR Value Proposition. Boston: Harvard Business School Press. (ISBN – 13: 978-1501397076 or ISBN-10:1591397073).
28. Weihrich, H., Cannice, V.M. Koontz, H. (2008) Management – A Global and Entrepreneurial Perspective McGraw – Hill Publish Company Limited, New Delhi.

SE800302 Educational Technology

Total Credits: 04

Total Hours: 80

Weightage: 30

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Educational Technology

1.1 Concept, Definition and Scope of Educational Technology

1.2 Need and Role of Educational Technologists in India

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

1.4 Systems Approach; Meaning, Scope and Components

1.5 Communication Process: Meaning and components, Models of communication: Simple,

Osgood and Schramm, Gerbner's model, 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, GurusarSadhar.
- 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.

SE800303 Guidance and Counselling

Total Credits: 04

Total Hours: 80

Weightage: 30

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.

SE010304 Field Engagement/Internship I

Total Credits: 04

Total Hours: 180

Weightage: 20

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/ In-charge/ HOD of the teacher training institute.

FOURTH SEMESTER COURSES

Course Code	Name of the Course
SE010401	Adulthood and Family Issues
SE010402	Field Engagement/Internship II
SE010403	Dissertation
SE010404	Comprehensive Viva-voce and Paper Presentation

SE010401 Adulthood and Family Issues

Total Credits: 04

Total Hours: 80

Weightage: 30

Objectives

After completing the course teacher educators will be able to

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

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 Counselling
- 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.

SE010402 Field Engagement/Internship II

Total Credits: 04

Total Hours: 180

Weightage: 20

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 analysing 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.

SE010403 Dissertation

Total Credits: 10

Weightage: 20

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.

SE010404 Comprehensive Viva – Voce

Total Credits: 02

Weightage: 20

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 analysing the data, presentation of conclusions, implications and suggestions.

Model Question Paper

QP Code

Reg. No.

Name.....

M.Ed Special Education (Intellectual Disability) Degree Examination

Semester I

Faculty of Behavioural Sciences

SE010101 Developments in Education and Special Education

(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

Section- A

(Answer any eight questions. Each question carries a weight of 1)

1. What is Inclusive Education?
2. What are the objectives of SSA?
3. Who are called as Marginalized Groups? Why?
4. What is National Trust Act?
5. What do you mean by cultural diversity?
6. Write about RUSA?
7. What is MLL?
8. UNDP and CBM.
9. What are the objectives of RMSA?
10. Mention any two current issues in Labelling. (8 x 1 = 8)

Section B

(Answer any six questions. Each question carries a weight of 2)

11. Write a note on Shaping of Education in Post-Independence India.
12. Identify the issues for bridging gaps of elementary and Secondary Education for all.
13. Community is the support systems to meet diverse learning needs – Comment.
14. What are the guidelines under Biwako Millennium Framework?
15. Differentiate face to face and distance mode in Education.
16. Education for conservation of environment and social change – Comment.
17. Merits and demerits of British education.
18. Issues and challenges of special education in Inclusion and systematic reforms. (6 x 2 = 12)

Section C

(Answer any two questions. Each question carries a weight of 5)

19. Describe Constitutional Provisions and Directive Principles related to Education and Special Education.
20. Explain in detail the issues and challenges of special and inclusive education.
21. Critically examine the National policies and government schemes and provisions for persons with disabilities.
22. Discuss the Perspectives of Education for Persons with disabilities. (2x5=10)

Model Question Paper

QP Code

Reg. No.

Name

M.Ed Special Education (Intellectual Disability) Degree Examination

Semester I

Faculty of Behavioural Sciences

SE010102 Psychology of Development and Learning

(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

Section- A

(Answer any eight questions. Each question carries a weight of 1)

1. Write the major functions of education psychology.
2. Write about the characteristics of social development.
3. Differentiate between Heredity and environment.
4. What are the processes involves in memory?
5. Write the steps in problem solving.
6. Differentiate between interest and attitude.
7. Define personality.
8. Write the importance of readiness in learning.
9. What is co-operative learning?
10. Briefly explain teacher effectiveness.

(8 x 1 = 8)

Section B

(Answer any six questions. Each question carries a weight of 2)

11. Write the nature and scope of educational psychology.
12. Differentiate between Growth and Development.
13. Explain Piaget's theory of intellectual development.
14. How can concepts prove to be useful in teaching?
15. Educational implications of Multiple Intelligence theory.
16. Describe the characteristics of creative children.
17. What are the factors causing individual differences?
18. Discuss psychological aspects of teaching guiding children with disabilities.

(6 x 2 = 12)

Section C

(Answer any two questions. Each question carries a weight of 5)

19. Explain the application of educational psychology in persons with disabilities.
20. Adolescence is a period of stress and strain. Justify.
21. Illustrate the different types of memory and the ways to improve them.
22. Elaborate on Freud's Psycho-Analytical theory of personality.

(2 x 5 = 10)

PROGRAMME STRUCTURE & SYLLABUS PGCSS 2019, M Ed Special Education (ID), Page No. 68

Model Question Paper

Reg. No.

QP Code.....

Name

M.Ed Special Education (Intellectual Disability) Degree Examination

Semester I

Faculty of Behavioural Sciences

**SE010103 Identification, Assessment and Needs of Children with Intellectual Disability.
(2019 admissions onwards)**

Time : Three Hours.

Maximum weight: 30

Section- A

(Answer any eight questions. Each question carries a weight of 1)

1. What are the levels of interpretation of assessment information to develop training goals? Discuss.
2. Briefly describe any tool for early intervention programme.
3. Explain the types of Hearing Impairment.
4. Briefly explain Metabolic disorders.
5. Describe the methods of assessment.
6. Write a note on ADHD.
7. Describe any tool used for psychological assessment.
8. Types of Cerebral Palsy.
9. What are the issues and current practices in certification of Intellectual Disability.
10. Write a note on Individualized Transition plan. **(8 x 1 = 8)**

Section B

(Answer any six questions. Each question carries a weight of 2)

11. What are the Points to be considered while preparing an assessment report for administrative purpose? Explain.
12. Enumerate any one classification of Mental Retardation.
13. Briefly describe the screening tools for Intellectual disability.
14. Discuss the role of a special educator as part of a multi-disciplinary team.
15. Describe the role of self-advocacy groups in promoting the right of the persons with Intellectual disability.
16. Enumerate the importance of support Needs Assessment for person centered planning.
17. Briefly explain any two Developmental assessment tools.
18. How do you use the assessment information of a children with Intellectual Disability to plan their vocation. **(6 x 2 = 12)**

Section C

(Answer any two questions. Each question carries a weight of 5)

19. Briefly describe the etiological factors of intellectual disability.
20. Elaborate the areas of Assessment in the special Educational aspect of children with Intellectual Disability.
21. Discuss the social security schemes and financial schemes available for persons with intellectual disability.
22. Enumerate the preparation and components of an assessment report of a client with intellectual disability. **(2 x 5 = 10)**

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Model Question Paper

Reg. No.

QP Code.....

Name

M.Ed Special Education (Intellectual Disability) Degree Examination
Semester I
Faculty of Behavioural Sciences
SE010104 Curriculum and Teaching Strategies for Children with Intellectual Disability
(2019 admissions onwards)

Time : Three Hours.

Maximum weight: 30

Section- A

(Answer any eight questions. Each question carries a weight of 1)

1. What is Functional aids?
2. What do you mean by adaptation?
3. What is prompting?
4. Write two criteria for selecting appropriate TLM's.
5. What is co-operative learning?
6. Define functional academics.
7. Define inclusive education.
8. What do you mean by curriculum development?
9. What are the stages in learning?
10. Write two job related behaviours.

(8 x 1 = 8)

Section B

(Answer any six questions. Each question carries a weight of 2)

11. Write short notes on Meta-cognitive Training.
12. What is Applied Behaviour Analysis?
13. What are the Academic Skills involved in curriculum at secondary level?
14. Explain the features of Montessori approach.
15. Enumerate the advantages of peer tutoring?
16. Write short notes on adaptation of functional academics.
17. Explain the different types of reinforces.
18. Discuss about life skill education

(6 x 2 = 12)

Section C

(Answer any two questions. Each question carries a weight of 5)

19. What are approaches to curriculum development? Describe any two in detail.
20. Discuss the different collaborative methods of teaching for children with Intellectual Disabilities.
21. Teaching strategies are indispensable in educating and training intellectually disabled. Discuss.
22. How to develop a curriculum at primary level?

(2 x 5 = 10)

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Model Question Paper

Reg. No.

QP Code.....

Name

M.Ed Special Education (Intellectual Disability) Degree Examination
Semester II
Faculty of Behavioural Sciences
SE010201 Research Methodology
(2019 admissions onwards)

Time : Three Hours.

Maximum weight: 30

Section- A

(Answer any eight questions. Each question carries a weight of 1)

1. Differentiate between CRT and NRT.
2. What are the different types of variables?
3. Write the difference between basic and applied research.
4. What is testing of hypothesis?
5. State the scope of research in education.
6. Describe the concept of reliability and validity.
7. Briefly explain case study.
8. Analyze the role of computers in collecting related literature.
9. What are the types of experimental designs?
10. What is historical research?

(8 x 1 = 8)

Section B

(Answer any six questions. Each question carries a weight of 2)

11. Explain the characteristics of research design.
12. Write note on action research.
13. Briefly explain the techniques of sampling you adopt for doing a descriptive study.
14. Analyze the criteria used for evaluating a research report.
15. Write note on correlational studies.
16. What are the principles and types of experimental designs?
17. Explain various areas of educational research.
18. Write note on factorial designs.

(6 x 2 = 12)

Section C

(Answer any two questions. Each question carries a weight of 5)

19. Describe the various sources and methods of collecting related literature in research.
20. Elaborate the various available tools and techniques in collecting data.
21. Bring out the difference between quantitative and qualitative research.
22. Critically evaluate observational research and its importance in the field of special education. **(2 x 5 = 10)**

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Model Question Paper

Reg. No.

QP Code.....

Name

M.Ed Special Education (Intellectual Disability) Degree Examination

Semester II
Faculty of Behavioural Sciences
SE010202 Curriculum Design and Development
(2019 admissions onwards)

Time : Three Hours.

Maximum weight: 30

Section- A

(Answer any eight questions. Each question carries a weight of 1)

1. Define curriculum. Explain the principles of curriculum.
2. Important areas of functional curriculum.
3. Explain about Adaptation of material in curriculum development for diverse learners.
4. Differentiate between test and examination.
5. Describe Holistic curriculum.
6. Describe ecological approaches to curriculum?
7. Different types of evaluation.
8. Briefly explain the challenging ideological curriculum decisions.
9. Differentiate between curriculum designing and curriculum development.
10. What are the modes of assessment?

(8 x 1 = 8)

Section B

(Answer any six questions. Each question carries a weight of 2)

11. Nature and scope of curriculum development.
12. Discuss about the expanded core curriculum.
13. Explain the issues in collaborative curriculum.
14. Illustrate with functional approaches to curriculum.
15. "Curriculum as a social construction" Discuss.
16. Explain the principles of curriculum development for special learners.
17. Discuss about pedagogical theories and curriculum transaction.
18. Material and instructional adaptations in curriculum development and designing.
Discuss.

(6 x 2 = 12)

Section C

(Answer any two questions. Each question carries a weight of 5)

19. Explain the importance of Hidden curriculum in the field of Education and Special Education.
20. Enumerate the organization of learning opportunities for diverse needs in curriculum.
21. Describe the historical and contemporary evaluation of curriculum.
22. Discuss the curriculum aspects in sociological and psychological bases.

(2 x 5 = 10)

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Model Question Paper

Reg. No.

QP Code.....

Name

M.Ed Special Education (Intellectual Disability) Degree Examination

Semester II

Faculty of Behavioural Sciences
SE010203 Inclusive Education
(2019 admissions onwards)

Time : Three Hours.

Maximum weight: 30

Section- A

(Answer any eight questions. Each question carries a weight of 1)

1. What do you mean by accommodation?
 2. List out the ways to promote positive behavior children with learning problem.
 3. Write a note on NTA Act.
 4. What do you mean Effective Communication?
 5. List out the features of Co-teaching.
 6. Write any two service delivery models for persons with neuro-developmental disability.
 7. What are the main objectives of IEDSS?
 8. What is reflective teaching?
 9. What is Incheon strategy?
 10. List out any four duties of state Govt. for implementing Education for all under RTE Act.
- (8 x 1 = 8)**

Section B

(Answer any six questions. Each question carries a weight of 2)

11. What are the ways to promote effective communication?
12. Explain the role of parents in educating children with diverse learning needs.
13. Describe the principles of inclusive education.
14. Briefly describe the salient features of Kothari Commission.
15. Critically examine the International conventions promoting inclusive education.
16. Discuss models of collaboration.
17. Briefly describe peer mediated instruction.
18. Discuss the various conflicts of inclusive education and how will you manage for successful implementation of inclusive education.

(6 x 2 = 12)

Section C

(Answer any two questions. Each question carries a weight of 5)

19. Explain briefly the various barriers to inclusive education.
 20. Describe the salient features of NPE with special reference to persons with disabilities.
 21. Discuss the importance and role of assistive technology in inclusive education.
 22. Describe about adaptation and accommodation for children with Intellectual disabilities.
- (2 x 5 = 10)**

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Model Question Paper

QP Code.....

Reg. No.

Name

M.Ed Special Education (Intellectual Disability) Degree Examination
Semester II

Faculty of Behavioural Sciences

**SE010204 Therapeutics and Assistive Devices
(2019 admissions onwards)**

Time : Three Hours.

Maximum weight: 30

Section- A

(Answer any eight questions. Each question carries a weight of 1)

1. What is functional analysis?
2. Define Reinforcement and its types.
3. What do you mean by overcorrection?
4. What are the aim and scope of behavior modification?
5. Scope of physiotherapy in the field of intellectual disability
6. What do you mean by Gross motor and fine motor activity?
7. Write the aims of physiotherapy for the intellectually disabled.
8. What do you mean Extrinsic adaptations?
9. What are the Performance components?
10. Write the different types of assistive devices for Locomotor disability.

(8 x 1 = 8)

Section B

(Answer any six questions. Each question carries a weight of 2)

11. Define cerebral palsy. Write its causes and classification.
12. Explain the Behaviour Recording Systems.
13. Steps in Designing a Token Economy programs.
14. Briefly explain the types of prompts.
15. Describe the structure of hand. Explain the sequence of hand function development.
16. Describe the functions of hand. Describe any two splints used in treating disorders of hand function.
17. How to select the appropriate Assistive Devices for PWID?
18. Explain the process of identifying the appropriate assistive devices for PWID.

(6 x 2 = 12)

Section C

(Answer any two questions. Each question carries a weight of 5)

19. What are the modalities used in occupational therapy for persons with intellectual disability? What are the types of splints?
20. How to develop and implement behavior management programmes?
21. Describe the associated conditions and problems seen in a cerebral palsy child and how will you give ADL Training for the child.
22. Enumerate various schemes of Ministry of Social Justice and Empowerment.

(2 x 5 = 10)

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Model Question Paper

QP Code.....

Reg. No.

Name

M.Ed Special Education (Intellectual Disability) Degree Examination

Semester III

Faculty of Behavioural Sciences

SE010301 Perspectives in Teacher Education In-service and Pre-service

(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

Section- A

(Answer any eight questions. Each question carries a weight of 1)

1. What is pre-service teacher education programme?
2. Write a short note about the concept of teacher education.
3. Write a short note on NCTE.
4. Who is the chairman of RCI?
5. Write about MHRD and NCERT.
6. What is cascade model?
7. Write the importance of CRE.
8. State the difference between workshop and conference.
9. Enumerate any two issues in teacher education for educating children with disability.
10. Write a short note on collaboration between MSJE and RCI.

(8x1 = 8)

Section B

(Answer any six questions. Each question carries a weight of 2)

11. Enumerate the objectives of teacher education.
12. Explain the agencies involved in structuring teacher education in India.
13. Write the importance of early initiation in preparing to handle children with disability in brief.
14. Write a note on CRE and its' advantages and limitations in brief.
15. Explain the various structures of pre-service teacher education.
16. Write the characteristics of teacher education framework developed by RCI.
17. Explain the changing scenario of teacher education curriculum in brief.
18. Write the difference between conventional and ODL in teacher education.

(6 x 2 = 12)

Section C

(Answer any two questions. Each question carries a weight of 5)

19. Explain the types of teacher education in detail.
20. Transition from segregation to inclusion of children with disability in teacher education is appreciable-justify.
21. Enumerate various modes and models of in-service teacher education in detail.
22. Being motivated and having positive working conditions are important in teacher profession-Discuss.

(2x5=10)

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Model Question Paper

QP Code Reg. No.

Name

M.Ed Special Education (Intellectual Disability) Degree Examination

Semester III

Faculty of Behavioural Sciences

**SE010302 Educational Evaluation
(2019 admissions onwards)**

Time: Three hours

Max. Weight: 30

Section- A

(Answer any eight questions. Each question carries a weight of 1)

1. Difference between testing and measurement.
2. Name keys to success of strategic planning
3. Explain essentials of effective communication
4. Differentiate between equity and fairness of evaluation.
5. Lists out the tools for evaluation
6. Analyze the types of rating scale
7. Explain the types of measurement
8. Discuss the steps of problem solving
9. Compare the continuous and comprehensive evaluation
10. Choose the method of establishing reliability

(8x1 = 8)

Section B

(Answer any six questions. Each question carries a weight of 2)

11. Difference between Monitoring progress and evaluation
12. Explain Mastery Level Learning
13. Summarize the process of standardization
14. Select the advantages of open book test
15. What is knowledge based evaluation
16. State the principles of evaluation
17. Identify the barriers of communication in day-to-day life. Solve these problems
18. Evaluate the advantages and disadvantages of role-play

(6 x 2 = 12)

Section C

(Answer any two questions. Each question carries a weight of 5)

19. Evaluate the tools for evaluation
20. Explain in detail about Advocacy and its types. How the advocacy works in the field of disability?
21. Differentiate between test and measurement, evaluation and assessment.
22. Criticize the Programme evaluation and Review Technique

(2x5=10)

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Model Question Paper

QP Code

Reg. No.

Name

M.Ed Special Education (Intellectual Disability) Degree Examination

Semester I

Faculty of Behavioural Sciences

SE010303 Statistics

(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

Section- A

(Answer any eight questions. Each question carries a weight of 1)

1. State any one of the definitions of Statistics.
2. Identify the most important difference between nominal and interval data.
3. What is meant by percentiles?
4. "Level of significance can be established by computing the descriptive statistics". Comment.
5. "Computation of mean is essential in non-parametric statistics". Comment.
6. State the relationship between standard deviation and variance.
7. Z tests are based on which distribution?
8. What is the value of the coefficient of kurtosis, if the distribution is mesokurtic?
9. How will you explain if the obtained rank correlation coefficient is 2?
10. In which situation one can apply the one tailed test? (8 x 1 = 8)

Section B

(Answer any six questions. Each question carries a weight of 2)

11. Briefly explain the steps involved in the processing of data.
12. Write a short note on the use of computer in Statistics.
13. Differentiate the applications of mean and median.
14. List and explain the properties of normal curve.
15. Convert the following two raw scores in to standard scores if the Mean = 100 and SD = 20. Raw scores: 60 and 130
16. What percentage of a normal distribution is included between (a) mean and 1.54σ , (b) -1.73σ and 0.56σ ?
17. Explain the different types of skewness.
18. Write a short note on the applications of Biserial and Point Biserial correlation coefficient. (6 x 2 = 12)

Section C

(Answer any two questions. Each question carries a weight of 5)

19. Describe the importance and applications of various measures of dispersion.
20. Compute the coefficient of correlation by using the Product Moment method in the following data.

X	49	56	50	45	62	42	58	40	70
Y	70	78	100	85	75	88	82	95	80

21. Describe the important parametric tests and their uses.

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22. The Table below shows the number of normal and abnormal individuals who choose each of the three possible answers to an item on a neurosis questionnaire.

Individuals	Yes	No	Undecided	Total
Normal	14	66	10	90
Abnormal	27	66	7	100
Total	41	132	17	190

Does this item differentiate the two groups?

(2x5=10)

Model Question Paper

QP Code.....

Reg. No.

Name

M.Ed Special Education (Intellectual Disability) Degree Examination

Semester III

Faculty of Behavioural Sciences

SE800301 Educational Management

(2019 admissions onwards)

Time: Three hours.

Max. Weight: 30

Section- A

(Answer any eight questions. Each question carries a weight of 1)

1. Write the importance of budgeting.
2. Briefly explain the agencies of employee welfare.
3. Write note on 3600 appraisal.
4. How do you design a training programme for staff in your organization?
5. Basic concepts of accounting.
6. Briefly explain resource mobilization and allocation.
7. Internal and external stake holders of EMIS.
8. Write note on national agencies of EMIS.
9. What are the qualities of good indicator?
10. Write note on the categories of manpower planning. **(8x1 = 8)**

Section B

(Answer any six questions. Each question carries a weight of 2)

11. Management is an art and science. Justify.
12. What is systems approach? Explain the features of management as a system.
13. Briefly explain the criteria identified by RCI for assessment of Institutions working in the field of Special Education and Rehabilitation.
14. Write your recommendations for successful implementation of total quality management in education.
15. Explain the steps in man power planning.
16. What is Educational Management Information System? Write a note on the role of EMIS.

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17. Briefly explain the tools for collecting and disseminating data for EMIS.
18. Write note on the implementation of strategic planning in education. **(6 x 2 = 12)**

Section C

(Answer any two questions. Each question carries a weight of 5)

19. Critically evaluate various styles of management with respect to education field.

20. What is total quality management? Explain the application of total quality management in education.
 21. Define employee benefits. What are the objectives of employee benefits? Write some common benefits given to employees.
 22. What is mean by financial management? Describe the need and importance of financialmanagement in education institutions.
- (2x5=10)

Model Question Paper

QP Code.....

Reg. No.

Name

M.Ed Special Education (Intellectual Disability) Degree Examination

Semester III

Faculty of Behavioural Sciences

SE800302 Educational Technology

(2019 admissions onwards)

Time: Three hours.

Max. Weight: 30

Section- A

(Answer any eight questions. Each question carries a weight of 1)

1. List out instructional strategies.
2. What is system approach?
3. What is meant by Instructional Technology?
4. What is meant by content analysis?
5. Write about the components of interactive learning.
6. Write the Realities about the applications of ICT in inclusive education.
7. Write about the potentials of ICT in inclusive education.
8. Mention the role of ICT in curriculum transaction.
9. Write a note on MOOC.
10. Write about the ICTs for children with special needs.

(8x1 = 8)

Section B

(Answer any six questions. Each question carries a weight of 2)

11. Explain the scope of Educational Technology.
12. Describe the Flunder's Interaction Analysis System.

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13. Explain the theories of ISD.
14. Describe the methods and models of instructional design for large group and Individual group.
15. How to integrate ICTs for child with special needs?
16. Write about the ICT for teaching learning.
17. Describe online and Blended learning.
18. Explain the ICT for 21st century learning.

(6 x 2 = 12)

Section C

(Answer any two questions. Each question carries a weight of 5)

19. Discuss about the growth of conceptual framework of Educational Technology.
20. Describe the steps in developing Instructional design.
21. Explain about the instructional media for children with special needs.
22. Discuss the models of communication.

(2x5=10)

Model Question Paper

QP Code.....

Reg. No.

Name

M.Ed Special Education (Intellectual Disability) Degree Examination

Semester III

Faculty of Behavioural Sciences

SE800303 Guidance and counselling

(2019 admissions onwards)

Time: Three hours.

Max. Weight: 30

Section- A

(Answer any eight questions. Each question carries a weight of 1)

1. What are the objectives of guidance?
2. Write about individual and group guidance.
3. What are factors influencing choice of career?
4. Write about the assessment of Vocational maturity.
5. What is the concept and nature of counseling?
6. Write about the counseling techniques.
7. What are the types of counseling?
8. What are the advantages of group guidance techniques?
9. Write about assessment of giftedness.
10. What is the role of counselor in the contemporary context?

(8x1 = 8)

Section B

(Answer any six questions. Each question carries a weight of 2)

11. Describe the essential services in a school guidance programme.
12. Explain the guidance for students with disabilities.

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13. What are stages of counselling process?
14. Discuss ethical principles and issues of counseling.
15. Explain the steps and skills in the counseling process.
16. Write about job analysis and job satisfaction.
17. Explain the assessment of under achievement and challenges.
18. Describe crisis intervention – grief, relationship and depression.

(6 x 2 = 12)

Section C

(Answer any two questions. Each question carries a weight of 5)

19. Discuss about the tests and techniques for guidance.
20. Explain Vocational choice, Vocational development and career development theories.
21. Explain career test construction, administration, scoring and interpretation.
22. Explain the career development needs of students changing scenarios in a global world.

(2x5=10)

Model Question Paper

QP Code

Reg. No.

Name

M.Ed Special Education (Intellectual Disability) Degree Examination

Semester IV

Faculty of Behavioural Sciences

SE010401 Adulthood and Family Issues

(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

Section- A

(Answer any eight questions. Each question carries a weight of 1)

1. Identify the antisocial behaviours.
2. Importance of pre-marital counselling.
3. Classify the types of resource mobilization.
4. List out the services of persons with Intellectual Disability.
5. Analyse the impact and reactions of adult with ID in the Joint family.
6. Recognize factors influencing natural development of adults.
7. Identify the advantages and disadvantages of extended family of adult with ID.
8. State the benefits of PWID.
9. Explain the Misconceptions of marriage of PWID.
10. Summarize the physical, social, cognitive areas of development. **(8 x1=8)**

Section B

(Answer any six questions. Each question carries a weight of 2)

11. Develop coping skills on family of PWID
12. Impact of adult with ID on extended family
13. Explains the principles of development

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14. Discuss the parental attitude towards PWID
 15. Analyze the problems of community awareness
 16. Explain the goals and objectives of counseling
 17. Misconceptions and remediation of marriage of PWID
 18. Select the factors influencing natural development of adults
- (6 x 2 = 12)**

Section C

(Answer any two questions. Each question carries a weight of 5)

19. Critically evaluate the attitude of family towards PWID
20. Enumerates the areas of development
21. Explains the attitude of community towards adult with ID
22. Discuss the personal care, social, domestic and community training of adults.

(2x5=10)

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Annexure A – Model Grade Card (I Semester)

MAHATMA GANDHI UNIVERSITY

Section: Priyadarsini Hills P.O.
Student ID: Kottayam
Date

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 2019

Course Code	Course Title	Credits (C)	Grade Point Average						University Average GPA	Grade Awarded	Result
			Theory		Practical		Total(4)				
			ISA	ESA	ISA	ESA	GPA for the Course	Institution Average GPA			
CORE COURSES											
SE010101	Developments in Education and Special Education	4									
SE010102	Psychology of Development and Learning	4									
Intellectual Disability Specialization Courses											
SE010103	Identification, Assessment and Needs of Children with Intellectual Disability	4									
SE010104	Curriculum and Teaching Strategies for Children with Intellectual Disability	4									
Practical Course											
SE010105	Teaching Practice	4									
	Total	20									

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 2020

Course Code	Course Title	Credits (C)	Grade Point Average						University Average GPA	Grade Awarded	Result
			Theory		Practical		Total(4)				
			ISA	ESA	ISA	ESA	GPA for the Course	Institution Average GPA			
CORE COURSES											
SE010201	Research Methodology	4									
SE010202	Curriculum Design and Development	4									
SE010203	Inclusive Education	4									
Intellectual Disability Specialization Courses											
SE010204	Therapeutics and Assistive Devices	4									
Practical Course											
SE010205	Preparation and Administration of TMT	4									
	Total	20									

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, November 2020

Course Code	Course Title	Credits (C)	Grade Point Average						University Average GPA	Grade Awarded	Result
			Theory		Practical		Total(4)				
			ISA	ESA	ISA	ESA	GPA for the Course	Institution Average GPA			
CORE COURSES											
SE010301	Perspectives in Teacher Education-In-service and Pre-service	4									
SE010302	Educational Evaluation	4									
SE010303	Statistics	4									
Elective Course (Any One)											
SE800301	Educational Management	4									
SE800302	Educational Technology	4									
SE800303	Guidance and Counselling	4									
Field Engagement/Internship Course											
SE010304	Field Engagement/ Internship I	4									
	Total	20									

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 2021

Course Code	Course Title	Credits (C)	Grade Point Average						GPA for the Course	Institution Average GPA	University GPA	Grade Awarded	Result
			Theory		Practical		Total(4)						
			ISA	ESA	ISA	ESA							
Intellectual Disability Specialisation Course													
SE01040 1	Adulthood and Family Issues	4											
Field Engagement/Internship Course													
SE01040 2	Field Engagement/ Internship II	4											
Dissertation													
SE01040 3	Dissertation	10											
Viva-voce													
SE01040 4	ComprehensiveViva -voce	2											
	Total	20											

Assistant Section Officer Assistant Registrar Controller of Examinations

(Back side of the Grade Card)

Mahatma Gandhi University

Description of the Evaluation Process

Calculation of SCPA (Semester Grade Point Average) for the Semester

Grading System

Direct Grading System based on a 7 point scale is used to evaluate the performance (External and Internal Examinations of students). For all courses/semester/overall programme, Letter grades and GPA/SGPA/CGPA are given on the following scale.

Range	Grade	Indicator
4.50 to 5.00	A+	Outstanding
4.00 to 4.49	A	Excellent
3.50 to 3.99	B+	Very Good
3.00 to 3.49	B	Good (Average)
2.50 to 2.99	C+	Fair
2.00 to 2.49	C	Marginal
Up to 1.99	D	Deficient (Fail)

Evaluation of each course comprises of Internal or In Semester Assessment (ISA) and External or End Semester Assessment (ESA) in the ratio 1:3. ISA and ESA are evaluated using Direct Grading System based on 6 point scale. No separate minimum is required for internal evaluation for a pass, but a minimum **C grade** is required for a pass in an external evaluation, and a minimum **C grade** is required for pass in a course.

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

TC

CGPA = $\frac{SGPA I + SGPA II + SGPA III + SGPA IV}{4}$

4

SGPA = Semester Grade Point Average

CGPA = Cumulative Grade Point Average