

M. Ed Special Education (Intellectual Disability)

PROGRAMME STRUCTURE AND SYLLABUS

2025-26 ADMISSION ONWARDS

(UNDER MAHATMA GANDHI UNIVERSITY)

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M. Ed Special Education (ID) Degree Programme

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. Programme Outcomes

1. Develop professional competency as teacher educators equipped with the knowledge and skill to facilitate and conduct initial preparation and continuing professional development of teachers in special education and inclusive education.
2. Endow with the core competencies and knowledge related to teacher education and its philosophical underpinnings related to special education and inclusive education.
3. Build theoretical knowledge and skills in research methodologies and conduct research in order to enhance education of children with disabilities in all educational settings (Inclusive Schools and Open/Home settings)
4. Equip with competencies and knowledge related to curriculum planning and be aware of best practices in the field of pedagogical interventions and adaptations for children with disabilities in all educational settings
5. Exert leadership skills in advocating and meeting educational needs of children with disabilities including counselling in all educational settings (Inclusive Schools and Open/Home settings) including higher education.
6. Widen their perspective to incorporate ICT skills as teacher educators in higher education settings and in teaching learning process of educating Children with Disabilities in all educational settings embedded with Universal Design for Learning.
7. Expand their knowledge and competency to clear competitive examinations like NET, SET, TRB, TET, CTET etc.

3. Eligibility for Admissions

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

- 3.1. A candidate who has successfully completed B.Ed. Special Education (Intellectual Disability) with a minimum of 50% marks from Mahatma Gandhi University or equivalent.
- 3.2 A candidate who has successfully completed the B.Ed. General programme and has successfully completed Diploma in Special Education (Intellectual Disability) recognized by the Rehabilitation Council of India with minimum 50% marks in each programme.
- 3.3. A student with B.A./B.Sc./B.Com. B.Ed.Spl.Ed. (4 years Integrated)
- 3.4. A candidate having B.Ed. with multi-category should not be admitted for Specialization in a single Disability at the M.Ed. level.
- 3.5. Reservation of seats for M.Ed. Degree in Special Education Programme shall be in accordance with University / Govt. / RCI norms from time to time.

4. Working Days And Attendance

The programme will be conducted for at least 200 working days each year. The minimum attendance of the learners shall have to be 80% for all course work and 90% for all practicals including internship. Those students who are not eligible even with condonation of shortage of attendance shall repeat the programme by taking readmission with the concurrence of the university. Condonation of attendance shall be limited to once during the entire programme.

5. Medium of Instruction and Assessment

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

6. Faculty under which the Degree is Awarded

Faculty of Behavioural Sciences

7. Specializations offered, if any

Intellectual Disability

8. 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.

9. Grade for Internal and external Evaluation

Theory-Maximum weight for **External** evaluation is 30. Therefore Maximum Weighted Grade Point (WGP) is 150.

Theory-Maximum weight for **internal** evaluation is 10. Therefore Maximum Weighted Grade Point (WGP) is 50.

Practical-Maximum weight for **External** evaluation is 15. Therefore Maximum Weighted Grade Point (WGP) is 75.

Practical -Maximum weight for **internal** evaluation is 5. Therefore Maximum Weighted Grade Point (WGP) is 25.

10. THE PROGRAMME STRUCTURE

Course Code	Title of the Course	Type of the Course	Hours per week	Credits	Total Credits
FIRST SEMESTER					20
SE010101	Research Methodology	Core	4	4	
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					20
SE010201	Developments in Education and Special Education	Core	4	4	
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					20
SE010301	Perspectives in Teacher Education	Core	4	4	
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/2 Internship	2	4	
FOURTH SEMESTER					20
SE010401	Adulthood and Family Issues of Persons with ID	Specialization	4	4	
SE010402	Field Engagement/Internship II	Field Engagement/Internship	2	2	
SE010403	Prepare Research Article for Publication	Practical	2	2	
SE010404	Dissertation		15	10	
SE010405	Comprehensive Viva-voce and Paper Presentation			2	

Total	80
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FIRST SEMESTER COURSES

Course Code	Name of the Course
SE010101	Research Methodology
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 - RESEARCH METHODOLOGY

Total Credits: 04

Total Hours: 80

Weightage: 30

Introduction

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

Objectives:

After completing the course teacher 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: Introduction to Research

(16 Hours)

- 1.1 Concept, meaning, Nature, functions, Need and importance of research in Education and Special Education.
- 1.2 Scientific thinking and nature of Educational research.

- 1.3 Methods of Research.
Descriptive/Analytical, Applied/Fundamental, Qualitative/Quantitative, Conceptual/empirical, Historical, Longitudinal, Cross-sectional, Ethnographic and clinical studies.
- 1.4 Areas of Educational Research: priority areas.
- 1.5 Ethical considerations involved in conducting and reporting Special Educational research.

Unit 2: Process of Research

(16 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 design: Concept, meaning, types, characteristics and purpose –
Features of good research design.
- 2.4 Hypothesis: Concept, meaning definition, types, sources and testing of hypothesis.
- 2.5 Formulation of conclusions and generalisation

Unit 3: Descriptive Design

(16 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 Design

(16 Hours)

- 4.1 Definition, characteristics, purpose, principles of experimental research
- 4.2 Types of experimental research (Pre- Experimental, True-Experimental and Quasi-experimental, Factorial design),
- 4.3 Single Subject design.
- 4.4 Variables of experimental research.
- Concept, meaning, types of variables, Threats in Research.
- 4.5 Sample and sampling techniques, sampling frame, sample error.

Unit 5: Tools & Preparation of Research Report

(16 Hours)

- 5.1 Tools and techniques of data collection test: CRT, NRT and TMT. Tools: Questionnaire, Rating Scale, Check list, Attitude Scales and Inventories, techniques: Interview: uses, types and requisites of a good interview, observation: uses, types, requisites of good observation.

- 5.2 Test standardization procedure, objectivity, validity and reliability of test. Methods of establishing reliability and validity.
- 5.2.1 Process of Tool construction – Item selection, establishing norms, try out, pilot-study, and item analysis.
- 5.3 Preparation of a Research proposal and Research Report – Types, steps in report writing. Precautions and importance – chapterization writing, Bibliography format.
- 5.4 Ethical issues in research and research publications– Plagiarism and self-plagiarism
- 5.5 Evaluating and reviewing research reports and papers, Article publication: Layout of a research paper – journals in Education and special education – h-index, i10 –index – SCI and SSCI Indexed Journals.

Transaction

The research concepts and processes included in this course should be taught using examples from special education and disability studies. Lectures, Hands on exercises, Demonstrations, Reading and reflecting, Course work/Practical/Field Engagement

- Field Visits to Research Institutions
- Workshops and Training Sessions
- Project(s)(Group/Small Group/Individual)
- Field Trips and Site Visits
- Analyze asset of data using computer application
- Assignment(s)(Group/Small Group/Individual)

Essential Readings:

- Bahurupi, Y., & Sai, B. M. (2020). Essentials of Biostatistics & Research Methodology. *Indian Journal of Community Health*, 32(4), 754.
<https://doi.org/10.47203/IJCH.2020.v32i04.027>
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design*. SAGE Publications, Incorporated.
- Cohen, L., Manion, L., & Morrison, K. (2017). *Research Methods in Education*. Routledge.
- Dubey, U. K. B., & Kothari, D. P. (2021). *Research Methodology: Techniques and Trends* (1st Ed.). SBPD Publications.
- Dubey, U. K. B., & Kothari, D. P. (2022). *Research Methodology: Techniques and Trends* (1st ed.). Chapman and Hall/CRC. <https://doi.org/10.1201/9781315167138>
- Gupta, B. N., & Gupta, N. (2021). *Research Methodology Latest Edition 2021-22* (1st ed.). SBPD Publications.
- Kothari, C. R. (2023). *Research Methodology* (5th ed.). New Age Publishers. ISBN: 9789389802559.

- Silverman, D.(2012). Qualitative Research. Sage Publication, London

Recommended Readings:

- BasicResearchandStatisticsBookMaterial,Dr.B.R.AmbedkarOpenUniversity, Hyderabad, 2020
- Kumar, R. (2020). Research Methodology: A Step-by-Step Guide for Beginners (5th Ed.),sage publications.
- Kothari, C. R., &Garg, G. (2023). Research methodology: Methods and techniques (5th Ed.). New Age International Publishers.
- Devi, P., & Arya, P. K. (2021). Research methodology and statistical techniques. Redshine Publications.
- Creswell, J. W., & Creswell, J. D. (2022). Research design (6th ed.). Sage Publications.
- Sanawal, D. N. (2020). Research methodology and applied statistics. Shipra Publications.
- Berg&Lune(2011),QualitativeResearchMethodsfortheSocialSciences, Pearson Publication, Boston.
- BernardOstle(2012),StatisticsinResearch:BasicConceptsandTechniquesfor Research Workers, Literary Licensing, LLC
- Best, J. W., & Kahn, J. V. (1996). Research in Education Prentice-Hall of India, NewDelhi.
- Bogdan&Biklen(2007),QualitativeResearchforeducation:Anintroductiontothe methods (5thed). Pearson, Boston.
- C.R.Kothari(2004),ResearchMethodologyMethods&Techniques,NewAge International (P) Limited, Publishers, New Delhi
- ChaitanyaKumar(2021),BasicResearchMethodsandStatisticsforSocialSciences Kindle Edition, Insha Publications
- Cohen,J.(1988).StatisticalPowerAnalysisfortheBehavioralSciences.Academic Press, New York.
- Dooley,D.(1997).SocialResearchMethods.Prentice-HallofIndia,New Delhi.
- DuncanCramer(1996),BasicStatisticsforSocialResearch:Step-by-StepCalculations & Computer Techniques Using Minitab
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication, London.
- Grewal,P.S.(1990).MethodsofStatisticalAnalysis.SterlingPublishers,NewDelhi.
- Guptha,S.(2003).ResearchMethodologyandStatisticalTechniques.Deep&Deep Publishing, New Delhi.
- JitendraKumaret.al. (2022),BasicResearchMethodologyandStatistics,ThakurPublication Private Limited
- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
- Lipsey(1990),DesignSensitivity:StatisticalPowerforExperimentalResearch, Sage Publications, Newbury Park, CA.
- Nancy et. al. (1999) Basic Research Methods and Statistics : An Integrated Approach: An integrated approach, S.Chand (G/L) & Company Ltd Publishers

- P.K.Mohanty&S.K.Patel(2019),BasicStatistics2ndEdition,Scientific Publishers
- Potti,L.R. (2004). ResearchMethodology.Yamuna Publications, Thiruvananthapuram.
- Robertet.al.(2012)BasicStatisticsforSocialResearch:38(ResearchMethodsforthe Social Sciences), Jossey-Bass Publication
- Gupta,S.P.(2012).StatisticalMethods.SultanChand&sons,NewDelhi.
- Singh(2004),TestsMeasurementandResearchMethods inBehaviouralScience, Tata McGraw-Hill Publishing, New Delhi.
- VimalAgarwal (2022), Basic Research MethodologyAndStatisticsSBPD Publications
- Y.K.Singh(2006),FundamentalofResearchMethodologyandStatistics,NewAge International (P) Limited, Publishers, New Delhi.
- <https://ori.hhs.gov/module-3-elements-research>
- <https://www.iedunote.com/research-process#:~:text=The%20research%20process%20aims%20to,findings%20in%20a%20research%20report.>
- <https://southcampus.uok.edu.in/Files/Link/DownloadLink/RM%20U1%20P1.pdf>
- <https://statisticsbyjim.com/basics/descriptive-inferential-statistics/>
- <https://makemeanalyst.com/basic-statistics-for-data-analysis/>
- <https://www.scribbr.com/methodology/research-ethics/>

SE010102 - PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Total Credits: 04

Total Hours: 80

Weightage: 30

Introduction

This course provides the learner gain foundational knowledge in Educational Psychology. This course provides students an opportunity to advance their knowledge and understanding human development from infancy through adulthood. Emphasis is given to physical, cognitive, social and emotional development across the lifespan as well as motivation and learning across contexts. Theories of Intelligence which comprised of many factors are explained in the course. In this course the learner will review the theoretical approach for personality. This course deals with the importance and contribution of educational psychology on the theory and practice of education

Objectives

1. Describe multiple dimensions of learner's development and its implications on learning
2. Reflect on the process of learning from the point of view of different theoretical perspectives
3. Gain systematic knowledge about motivation and its influence on learning
4. Conceptualize different theories of learning and creativity
5. Recognize the concept of personality and methods of assessing personality

6. Apply the knowledge and skills gained in this course to enhance the learning and development of persons with special needs

Unit 1 Overview of Educational Psychology

(16 Hours)

- 1.1 Nature and scope of educational psychology
- 1.2 Principles of educational psychology
- 1.3 Methods of Educational Psychology: Observation, Experimental method, Correlational, Clinical and Case Study
- 1.4 Applications of educational psychology to persons with disabilities
- 1.5 Trends in Educational Psychology

Unit 2 Understanding the Development of the Learner

(16 Hours)

- 2.1 Concept and Factors affecting Growth and Development Concept.
- 2.2 Development - Concept and dimensions of Development: Physical, Intellectual, Emotional, Social, Language and Moral dimensions
- 2.3 Theories of Development: Intellectual development - **Bruner**, Psycho social development - **Erikson** and Moral Development - **Kohlberg**
- 2.4 Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence
- 2.5 Types of developmental delays: Cognitive skills, Social and emotional skills, Speech and language skills and Gross and Fine motor skills

Unit 3 Learning and Motivation

(16 Hours)

- 3.1 Sensation, Perception, Attention and Memory
- 3.2 Concept and nature of learning
- 3.3 Theories of Learning and their educational implications: **Lewin's** field theory, **Gagne's** theory of Learning and **Donald Norman's** Information Processing theory
- 3.4 Motivation: Types of motivation: Intrinsic and Extrinsic - Factors facilitating motivation
- 3.5 Theories of Motivation (**Maslow, McClelland**) and their educational implications

Unit 4: Intelligence and Creativity

(16 Hours)

- 4.1 Intelligence: Nature & meaning
- 4.2 Theories of Intelligence: Two-factor Theory (**Spearman**), Multifactor Theory (**Thurstone**), Structure of Intellect (**Guildford**) and Multiple Intelligence Theory (**Howard Gardner**)
- 4.3 Assessment of Intelligence: Verbal, Non -Verbal, Performance, Individual and Group
- 4.4 Creativity - Concept, Characteristics, Steps of Creativity - Factors Influencing Creativity

4.5 Individual differences and its educational implications for Children with Disabilities.

Unit 5: Personality & Group Dynamics

(16 Hours)

5.1 Personality: Concept & Nature - Factors Influencing Personality

5.2 Theories of Personality: Type Approach (**Galen, Sheldon, & Jung**), Trait Approach: (**Allport, Cattell**), Type-cum-Trait Approach (**Eysenck**), Psychoanalytical Approach (**Sigmund Freud**) and Humanistic Approach (**Maslow, Carl Rogers**)

5.3 Measurement of Personality in Educational settings: Tools and Techniques.

5.4 Group Dynamics & Leadership - Group Dynamics Characteristics and Type of Groups
Educational Significance of Group Dynamics.

5.5 Qualities of Good Educational Leadership.

Course work/Practical/Field Engagement

1. Identify a child with developmental delay in early intervention programme. Prepare and implement programme that can help the child make progress. Submit the report of the intervention programme undertaken by the student learner.
2. Choose an appropriate skill to teach a student with special need. While teaching the skill, observe if the child is physically and intellectually capable of learning the skill, how this learning motivate the child and how successful he/she in learning the skill. Make a report and submit
3. Explore the differences between Intrinsic and Extrinsic motivation with the help of examples and discuss in the classroom
4. Visit inclusive / special school and observe creative skills of children with special need and also plan programme to enhance the creative skills of two children with special needs.
5. Administer and interpret individual test intelligence – one for child with non-disabled and child with special needs.
6. Visit inclusive/ special school. Identify two children with special needs or identify two adult with special needs and assess their personality characteristics in the dimensions of: activity- passivity, enthusiastic- non enthusiastic, assertive- submissive, suspicious- trusting, and depressive- non depressive, and emotional stability- emotional instability. Record the assessment report and submit.

Recommended Reading

- Swain, S. S. (2023). *Pre School-Education and Child Development*. Uttar Pradesh: NB Publications.
- Ode, D. A., Shivakumar, D., Saikanth, D. R. K., Mandal, D., Ghosh, B., Prathyusha, N., Sharma, N., & Verma, A. N. (2023). *Educational Psychology: Research & Development*. Gujarat: Redshine Publication.
- Aggarwal, J. C., & Kumar, S. (2023). *Essentials of Educational Psychology: 4th Edition: As per UGC and NEP 2020*. Noida, Uttar Pradesh: Vikas Publishing.
- Chowdhury, A., & Mete, J. (2019). *Educational Psychology*. Delhi: Kunal Books.
- Mangal, S. K. (2021). *Advanced Educational Psychology*. Delhi: PHI Learning Pvt. Ltd.
- Sternberg, R. J. (Ed.). (2018). *the Nature of Human Intelligence*. New York: Cambridge University Press.
- Mangal, S. K., & Mangal, S. (2019). *Learning and Teaching*. Noida, Delhi: PHI Learning Private Limited.
- Sharma, R. N., & Sharma, R. K. (2022). *Advanced Educational Psychology*. Delhi: Atlantic Publishers
- Aggarwal, J. C. (2009). *Child Development and the Process of Learning*, Shipra Publication, Delhi
- Aggarwal, J. C. (2008). *Essentials of Educational Psychology (2nd Edition)* Vikas Publishing House Pvt, Ltd., New Delhi.
- Anderman, E., & Corno, L. (Eds.). (2013). *Handbook of Educational Psychology*. London: Routledge.
- Bernstein, D. (2018). *Essentials of Psychology*. Boston: Cengage Learning.
- Bickard, M. H. (2000). *Motivation and Emotion: An Interactive Process Model*. In R. D. Ellis, N. Newton (Eds.). *The Caldron of Consciousness*. Pp.161-178. J. Benjamins.
- Bower, G. H. and Hilgard, E. R. (1981). *Theories of learning*. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
- Chauhan, S. S. (2006). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Chauhan, S. S. (2007). *Advanced Educational Psychology (7th Edition)*, Vikas Publishing House Pvt. Ltd. New Delhi.
- Crow, L. D. & Crow, A. (2008). *Human Development and Learning*. New Delhi: Surjeet Publications.
- Dandekar, W. N. & Sanyogtala, M. (2002). *Psychological Foundations of Education (3rd Ed.)*. New Delhi: McMillan India Ltd.
- Daniels, H. & Edwards, A. (2004). *Psychology of Education*. New York: Routledge.
- Kincheloe, L. & Horn Jr, R. A. (2007). *The Praeger Handbook of Education and Psychology*. New Delhi: Atlantic Publishers & Distributors (p) Ltd.
- Meltzer, L. (Ed.). (2018). *Executive Function in Education: From Theory to Practice*. Guilford Publications.
- Sluckin, W. (2018). *Early Learning in Man and Animal*. London: Routledge.
- Wixted, J. T. (2018). *Stevens' Handbook of Experimental Psychology and Cognitive Neuroscience, Developmental and Social Psychology (Vol. 4)*. New Jersey: John Wiley & Sons.
- Morgan & King, (2004) 7th Ed, *Introduction to Psychology*

- Slavin, E.R. (2003). *Educational Psychology: Theory and Practice* (7th ed.). Allyn & Bacon, Boston.
- Slavin, R. E. (2018). ***Educational Psychology***. Pearson
- Miller, P. H. (2010). ***Theories of Developmental Psychology***. Macmillan Higher Education.
- Goldstein, E. B. (2018). ***Cognitive Psychology: Connecting Mind, Research, and Everyday Experience***. Cengage Learning.
- Schunk, D. H., Meece, J. L., & Pintrich, P. R. (2014). ***Motivation in Education***., Pearson
- Feist, J., Dr, G. J. F., & Roberts, T. A. (2017). ***Theories of Personality***. McGraw-Hill Education.
- Smith, T. E., Polloway, E. A., Patton, J. R., Dowdy, C. A., & Doughty, T. T. (2015). ***Teaching Students with Special Needs in Inclusive Settings***. Pearson.

Web Links:

1. <https://www.simplypsychology.org/piaget.html>
2. https://en.wikipedia.org/wiki/Developmental_psychology
3. <http://ncse.ie/wp-content/uploads/2014/10/ChildrenWithSpecialEdNeeds1.pdf>
4. http://www.parentcenterhub.org/ld/14_05_13_web.pdf
5. http://www.indiana.edu/~educy520/sec5982/week_3/cohen88.pdf
6. https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0035_2017.pdf
7. http://www.ncert.nic.in/announcements/oth_announcements/pdf_files/NLEPT_Catalogue.pdf

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

Unit 1: Overview of Intellectual Disability

(16 Hours)

- 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

(16 Hours)

- 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: NIEPID Indian Test of Intelligence, 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

(16 Hours)

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

(16 Hours)

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

(16 Hours)

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

- American Psychological Association (2021). Diagnostic and Statistical Manual of Mental Disorders (5th ed) Book smith Publishing LLC
- Global citizenship Commission (2016). The universal declaration of Human Rights in the 21st Century; A living Document in a changing World, Scotland; Open Book Publishers
- Holmes W., Bialik M., & Fadel C. (2019). Artificial intelligence in Education; Promises and implications for Teaching and Learning, Center for Curriculum Redesign
- Jayachandran, P., & Vimala, V. (2000). Madras Developmental Programming System. Vijay Human Services, Chennai.
- Kaufman, A. S., & Kaufman, N. L. (Eds.). (2016). Essentials of intellectual disability assessment and identification. Wiley.
- Mc Loughlin J., Kritikos., E.P., Effile & Lewis B. R. (2017). Assessing Students with Special Needs, Prentice Hall Inc. Merrill, Pearson Education
- 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.
- Narayan, J., & Kutty, A. T. T. (2019). Inclusive education: Perspectives on pedagogy, policy and practice. Routledge India.
- Panda, K.C. (1997) Education of Exceptional Children. Vikas, New Delhi.
- Thudalakunnil G. & Rajani (2019). Developmental Challenges and Societal Issues for Individuals with Intellectual disabilities, IGI Global
- Jan, W., & Simon, J. (2019). Intellectual disability in the 20th Century, Transitional Perspectives on People, policy and Practice; Policy Press

Suggested Readings

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

Total Credits: 04

Total Hours: 80

Weightage: 30

Introduction

Students with intellectual disability have limited cognitive abilities and therefore need to have specific curriculum and teaching strategies to meet their individual learning needs aiming at inclusive education. The teacher is required to adapt the curriculum as well as the teaching learning practices for meaningful learning by these students in special or inclusive schools or home based settings. In this course, we shall learn about curricular approaches, instructional methods, and developing /adapting curriculum and teaching methods suitable to students with intellectual disability in different levels and contexts.

Objectives

After completing the course the learner will be able to

- Explain the principles and approaches to curriculum development and instructional programme,
- Describe the various approaches for teaching students with Intellectual Disability,
- Develop Curriculum for Foundational, Preparatory, Middle and Secondary stages of School Education,
- Use suitable Instructional Program and methods in Inclusive Settings,
- Use teaching strategies and teaching learning materials (TLMs) suitably for students with intellectual disability.

Unit 1: Curriculum Development

(16 Hours)

- 1.1 Principles and Models of Curriculum development
- 1.2 Approaches to curriculum development– Developmental, Functional, System approach, Social Learning, Task Analytic Approach, Ecological 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

(16 Hours)

- 2.1 Developmental Approaches– e. g. Montessori, Floor time, Experiential learning approach and National Initiatives for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat approach
- 2.2 Multi-sensory Approach– e.g.Fernald, Orton and Gillingham
- 2.3 Behavioral Approach– Applied Behavior Analysis (ABA), Discrete Trail Training,

Positive Behavioural Intervention and Support

2.4 Cognitive and constructivist approaches – Cognitive approach of teaching and learning, Response to Intervention, Constructivist approach,

2.5 Emerging pedagogical approaches- Flipped classroom pedagogy, Art Integrated Learning Pedagogy, Project-based Learning Pedagogy, Cutting Edge Pedagogy, liberationism pedagogy, Critical Pedagogical Approach

Unit 3: Curricular at different stages of schooling

(16 Hours)

3.1 Development of Curriculum at Foundational and Preparatory Stage– Personal, Social, Cognitive, Foundational Literacy and Numeracy (FLN), Occupational and Recreational, adaptations for inclusive settings

3.2 Development of Curriculum at Middle stage– Personal, Social, Academic, Occupational and Recreational, adaptations for inclusive settings

3.3 Development of Curriculum at Secondary stage – Personal, Social, Academic, Occupational and Recreational, adaptations for inclusive settings

3.4 Development of Curriculum at transition stage from school to work – Personal, Social, Academic, Occupational and Recreational, adaptations for inclusive settings

3.5 Development of Curriculum for vocational exposure and community living– 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, community living

Unit 4: Instructional Design for learners with Intellectual Disability (16 Hours)

4.1. Individualized Instructional Design – Concept, Types and Approaches, Individualized Educational Programme (IEP)

4.2. Group (collaborative) instructional Design - Peer Tutoring, Co-operative Learning & Team teaching

4.3. Adaptation in instructional design- Adaptations and modifications, Differentiated instructions, Universal Design for learning.

4.4. Instructional design and adaptation in digital learning- Asynchronous and synchronous instructions, Blended learning, guided learning, scenario-based learning, simulations, gamification, computational thinking, multi-literacies and discussion-based instructions

4.5 Instructional design for alternative form of schooling-home based learning, resource teaching and learning, community based learning, open schooling.

Unit 5: Teaching Strategies and teaching learning material (TLM)

(16 Hours)

- 5.1 Stages of learning, Principles of teaching, and Steps in teaching concepts
- 5.2 Teaching-learning Strategies – Task Analysis, Prompting and Fading, Shaping, Chaining, Reinforcement, Play way method, Project method
- 5.3 Emerging teaching-learning strategies: arts-integrated strategy, sports/game-integrated strategy, story-telling-based strategy, toy-based strategy, experiential learning interpretive trails, role-play, virtual and remote teaching-learning strategies.
- 5.4 Concept and type of teaching-learning materials, Functional Aids and Criteria for selecting appropriate TLM's
- 5.5 Principles of adaptation, adaptation of learning materials and functional academics, adaptation of digital learning materials, designing universal design learning materials, technology based TLM

Transaction

Interactive course with discussions, assignments, individual and group work in developing and designing learner-centric and need-based curriculum, learning materials including digital materials as well as field engagement to get first-hand experiences in practicing transaction of curriculum and assessment and evaluation of students in inclusive classrooms.

Course work/Practical/ Field Engagement

- Critically analyse the different approaches of curriculum development with supportive research evidences and submit an assignment of 1000 words;
- Organize group discussions and present report on adaptation of curriculum for a student with Intellectual Disability in Inclusive setting;
- Visit different centers providing training to adolescent and adults with intellectual disability and observe the curriculum followed. Based on observation, develop a model curriculum for vocational exposure and community living and submit;
- Make presentation on any of the teaching approaches;
- Develop an instructional design for one of the alternative forms of schooling.
- Design an e-content/digital materials for learners with intellectual disability

Recommended Readings

- DoSEL (2023). NIPUN Bharat Mission- Stakeholders: Roles and Responsibilities. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi
https://ncert.nic.in/pdf/NIPUN_BharatStakeholders_RolesResponsibilities.pdf
- DoSEL(2021).Pragyata-Guidelines for Digital Education. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi
https://ncert.nic.in/pdf/announcement/PRAGYATA_Guidelines_English.pdf
- DoSEL(2022). Nipun Bharat. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi
<https://ncert.nic.in/ComicFlipBookEnglish/nipunbharat/mobile/index.html>
- DoSEL(2022). Toy-Based Pedagogy A Handbook Learning for Fun, Joy and Holistic Development. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi.
https://ncert.nic.in/pdf/notice/toy_based_pedagogy.pdf
- Guidelines for Innovative Pedagogical Approaches & Evaluation Reforms https://www.ugc.gov.in/pdfnews/7900069_Guidelines-PEA.pdf
- Longone, J. (1990) Teaching Retarders Learners: Curriculum and Methods for Improving Instruction. Allyn and Bacon, Boston.
- MoE (2021).Guidelines for the Development of e-Content for Children with Disabilities. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi
https://ncert.nic.in/pdf/CWSN_E-Content_guidelines_2021_new.pdf
- Myreddi, V and Narayan, J (1998). Functional Academics for students with mental retardation, Secunderabad: NIMH
- NIMH (2003) Educating children with learning problems in primary schools. Secunderabad: NIMH
- National Education Policy 2020, Ministry of Human Resource Development, Government of India.
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf.
- NCERT (2022). National Curriculum Framework for Foundational Stage 2022. National Council of Educational Research and Training, New Delhi.
https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
- NCERT (2023). National Curriculum Framework for School Education 2023. National Council of Educational Research and Training, New Delhi.
https://ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf

- NCERT (2019). The Preschool Curriculum. National Council of Educational Research and Training, New Delhi.
https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf
- NCERT (2022). Vidya Pravesh- Guidelines for Three-month Play-based School Preparation Module for Grade I. National Council of Educational Research and Training, New Delhi.
https://ncert.nic.in/pdf/VidyaPravesh_Guidelines_GradeI.pdf
- NCERT (2023). Art Integrated Learning- Guidelines for Secondary Stage. <https://ncert.nic.in/pdf/announcement/AILG-Secondary-English.pdf>
- Panda, K.C. (1997). Education of Exceptional Children. Vikas Publishers, New Delhi.
- Pehwaria, R., & Venkatesan, S. (1992). Behavioural approaches in teaching mentally handicapped Children: A Manual for Teachers. NIMH, Secunderabad.
- Wehmeyer, M.L., Smith, S.J., Palmer, S.B., Davies, D.K. & Stock, S.E. (2004). Technology use and people with mental retardation. *International Review of Research in Mental Retardation*, 29, 291-337

SE010105 - Teaching Practice

Total Credits: 04

Total Hours: 180

Weightage: 20

Each Teacher Educators is expected to prepare 10 lesson plans for classroom teaching at Graduate course, out of them 6 will be ICT based. All the lessons will be supervised by the concerned practical coordinator. Each student trainee will be allotted 2 classes for peer observation. Out of 10 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 10 lessons, 8 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	Developments in Education and Special Education
SE010202	Curriculum Design & Development
SE010203	Equitable and Inclusive Education
SE010204	Therapeutics and Assistive Devices for Persons with ID
SE010205	Preparation & Administration of Teacher Made Test (TMT)

SE010201 - DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION

Total Credits: 04

Total Hours: 80

Weightage: 30

Introduction

The course aims to develop sound understanding on how both education and special education have been developed in the country. This would include a critical appreciation in the learners about various legislations, policies and programs those have influences the growth in the field of special and inclusive education. The course would also provide learning opportunities to understand the challenges in the field and address these with appreciation of prospective in special and inclusive education.

Objectives

After completing this Course, the learner should be able to:

- Describe development of education system in India;
- Explain the development of special education system in India;
- Discuss the implications of international and national legislations, Policies and programmes on promotion of education of persons with disabilities
- Analyze the opportunities, challenges and barriers that individuals with disabilities experience in educational institutions;
- Critically examine the perspectives in special and inclusive education.

Unit 1: An overview of Development and dimensions of Education system (16 Hours)

- 1:1 Aims of education: education as social subsystem.
- 1:2 Dimensions of education: education as investment.
- 1:3 Shaping of education in pre-independence India.
- 1:4 Shaping of education in post-independence India.
- 1:5 Perspectives of education for the persons with Disabilities.

Unit 2: Overview of Special Education in India (16 Hours)

- 2:1 Training education for persons with disabilities in India: Historical perspectives of education of persons with disabilities in India (starting from Vedic and epic Literature) and development during 20th century.
- 2:2 Constitutional provisions and Directive principle related to education and Special Education.
- 2:3 Changing perspectives in education of persons with disabilities from Segregation to inclusive.
- 2:4 Special and inclusive education- Adopting flexible strategies for the acquisition and use of inputs and monitoring performance in inclusive setup.
- 2:5 Impact of technological advances and researches in special and inclusive education

Unit 3: Development of Special Education: Contribution: Contribution of Legislations and Policies (16 Hours)

- 3:1 International legislations for special education and international organizations (UNESCO, UNESCAP, UNCRRP, WHO, UNICEF, UNDP, Incheon strategy)
- 3:2 National Legislations (RCI Act 1992, PWD Act 1995, National Trust act, RPD Act 2016, RTE Act.)
- 3:3 National Policies on education (NEP 1986, POA 1992, NEP 2020): Review of international policies with respect to persons with disability (2006), Draft national policy on persons with disabilities (2022). National Curriculum Framework, 2022(2023).

3:4 Review of various national Programme to promote education of persons with disabilities.(IEDS, SSA, RMSA, SSK, DPEP, NIOS, RUSA) and its implications on education of persons with disabilities.

3:5 Role of Governmental and Non-Governmental agencies in general and special education.

Unit 4: Challenges in Education of Persons with Disabilities (16 Hours)

4:1 Ensuring Equity Principles across Disabilities, Gender, Caste, Socially disadvantaged groups, Marginalized and their specific educational problems.

4:2 Need and significance Enrolment and retention of persons with disabilities: Identifying issues and addressing challenges to promote enrolment and retention of children with disabilities.

4:3 Accessibility to school, curriculum and Learning resources and attitudinal Barriers.

4:4 Challenges of special education, Inclusion, Systematic reforms, provisions and support system, public private partnership &NGO initiatives.

4:5 Support systems to meet Diverse Learning Needs, Family, Community, School, Peer, Administrative and resource support.

Unit 5: Prospective in Special and inclusive education (16 Hours)

5:1 Indicators of quality related to teaching Learning strategies, Classroom Environment and student Assessment.

5:2 Education for Sustainable development 2030 & Right based approach.

5:3 International curriculum framework in the Light of changing priorities and International perspectives.

5:4 Educations for conservation of environment and social change.

5:5 Current trends and Future perspectives in Special and inclusive education: Inclusive Classroom- Collaboration of general and special education teachers, connecting early intervention and Pre-school education with successful of inclusive and special schooling, integrating technology and acknowledging twice exceptional (2E) Children.

Coursework/Practical/Field Engagement

- **Assignment:** Prepare and submit an assignment of 1000 words describing the status of special education/educating children with disabilities and diverse needs during Vedic, Medieval and Pre-independence Period
- **Visit:** Visit to a special school and an inclusive school of your locality. Gather data from both schools on enrolment, retention, accessibility, adaptations and accommodations of children with disabilities. Interpret the results and compare both schools.
- **Group Activity:** Conduct a focus group discussion or a symposium on quality assessment for special and inclusive schools and prepare recommendations. Post the recommendations on social media or discussion forum.

Transaction

Learners' engagement through interactive lectures, group discussion through case study and problem-based approaches as well as submission of assignments. The learning further needs to be strengthened through practicum activities, field engagement through visit. The assessment also needs to be in continuous basis.

Essential Reading

- Allison, N. Calkins. (2016). *Philosophy of education Special Course. The study of children*. Culatta, A., Tompkins, J. R., Werts, M. G. (2015). *Fundamentals of Special Education* whatever every teacher need to know.
- Curren, R. (Ed.). (2022). *Handbook of Philosophy of Education* (1st ed.). Routledge. <https://doi.org/10.4324/9781003172246>
- Laviano, J., Swanson, J. (2017). *Your Special Education Rights*.
- Lindsay, G., Thomson. (2017). *Values into Practice in Special Education*.
- Mahdi, A., Sharma S., Saxena, B. (2014). *Disability & Special Education*.
- Smith, J., Johnson, K., & Thompson, R. (2022). *Education, poverty and international development*.
- Lamb, S., & Rumberger, R. W. (2024). *Inequality in key skills of city youth: An international comparison*. American Educational Research Association.
- Kalyanpur, M. (2022). *Development, education, and learning disability in India*. Springer Nature Switzerland AG.
- Smith, M. D. (2023). *The abundant university: Remaking higher education for a digital world*. MIT Press.
- Neusiedl, C. (2021). *Revolutions in learning and education from India: Pathways towards the pluriverse*. Routledge.
- Singh, A., Viner, M., & Yeh, C. J. (2020). *Special education design and development tools for school rehabilitation professionals*. Information Science Reference.
- *Compendium of Schemes* (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.
- Dimitriadi, S. (2014). *Diversity, special needs, and inclusion in early year education*. SAGE India.
- Mishra, M., Pettala, R. (2023). *Education of socio-economic disadvantaged groups: from marginalization to inclusion*. Routledge India
- Pangatungan, M. (2022). *Special education book: are source book for teachers and other professionals servicing students with disabilities*. Palmetto Publishing.
- Tilak J. B. G (2018). *Education and development in India: critical issues in public policy and development*. Springer Singapore.
- *Compendium of Schemes* (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.
- Education Commission. (1964-1966). *Min of Education, Government of India, New Delhi*.
- Indresh. (2022). *New National Education Policy 2022: A Comprehensive Analysis*. Universal Research Reports, 9(4), 401-408. <https://doi.org/10.36676/urr.v9.i4.1318>.

- Julka,A.
(2014).EvaluationoftheImplementationoftheSchemeIEDSSinIndia.DepartmentofEducationofGroups with SpecialNeeds. NCERT,NewDelhi.
- Julka,A.,Mukhopadhyay,S.,Vyas,S.,Sharma,M,Anupriya,C.,&Salin,D.
(2014).IncludingChildrenwith SpecialNeeds:PrimaryStage.NCERT,NewDelhi.
- Kumar,A.(2003).Environmentalchallengesofthe21stcentury,APHPublishingCorporation,NewDelhi.
- NationalUniversityofEducationalPlanningandAdministration(2014).EducationforAlltowardsQualitywithEquity:INDIA. NUEPA,NewDelhi.
- Programme of Action (1992).Ministry of Human Resource Development. Govt.Of India, New Delhi.
- Sawhney,N. (2017).Understanding Special Education.
- Seventh All India School Education Survey (2002).NCERT,NewDelhi.
- UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
- UNESCO (2009).Report on Education for sustainable development.
- Yell,M. (2018).The Law & Special Education.
- Aggarwal, J. (2008).*Education In The Emerging Indian Society*.,Shipra Publications, Delhi
- Obiakor, F. E., Bakken, J. P., & Rotatori, A. F. (2010). *Current Issues and Trends in Special Education*. Emerald Group Publishing.
- <https://www.aicb.org.in/images/advocacy/advocacyResources/National%20Policy%20for%20Persons%20with%20Disabilities.pdf>
- <http://thenationaltrust.gov.in/upload/uploadfiles/files/National%20Trust%20Act%20-%20Englsh.pdf>
- <http://web.worldbank.org/archive/website01291/WEB/IMAGES/CHAPTE-7.PDF>
- [http://samagra.mhrd.gov.in/docs/Letter%20to%20States%20\(Final\).pdf](http://samagra.mhrd.gov.in/docs/Letter%20to%20States%20(Final).pdf)
- <http://www.allresearchjournal.com/archives/2015/vol1issue2/PartC/1-7-150.pdf>
- <https://shodhganga.inflibnet.ac.in/bitstream/10603/69112/5/chapter%203.pdf>

Total Credits: 04

Total Hours: 80

Weightage: 30

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Curriculum Development and Curriculum Design (16 Hours)

- 1.1 History, Process and principles of curriculum development.
- 1.2 Types of curriculum Design: Subject centred Learner centred, Integrated, and Core.
- 1.3 Foundations of curriculum Development: Philosophical, psychological, Sociological, political and Economic.
- 1.4 Theories of curriculum development: Structure oriented, Value oriented, content oriented and Process oriented.
- 1.5 Scientific and Non-scientific perspectives.

Unit 2: Principles of curriculum construction (16 Hours)

- 2.1 Curriculum and ideology.
- 2.2 Curriculum as a Social constructor.
- 2.3 Differentiating between curriculum design and curriculum development.
- 2.4 Collaborative curriculum.
- 2.5 Material and instructional adaptation.

Unit 3: Approaches, Models and Types of Curriculum Development (16 Hours)

- 3.1 Developmental approach.
- 3.2 Curriculum Based approach.

3.3 Eclectic approach

3.4 Models: Tyler model, Taba model, Oliva model and the Saylor Alexander and Lewin Model

3.5 Types: Expanded Core Curriculum and Hidden Curriculum.

Unit 4: Instructional programmes and methods

(16 Hours)

4.1 Instructional design: concept, types, merits and demerits.

4.2 Individualised instruction, concept, types and approaches.

4.3 Skill development and self-regulation community living.

4.4 Universal design of Learning: Definition, principles, approaches and Strategies.

4.5 Peer mediated instructions: Class wide peer tutoring, peer assisted Learning strategies.

Unit 5: Curriculum Evaluation

(16 Hours)

5.1 Importance and Need of curriculum evaluation.

5.2 Agencies and process of curriculum evaluation.

5.3 Approaches to curriculum evaluation: Scientific and humanistic, intrinsic and pay-off, formative and summative.

5.4 Models of curriculum evaluation.

5.5 Stakeholders in curriculum evaluation

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

- UDL Lesson planning and teaching suitable for an inclusive class room
- 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.

Recommended Readings:

- Gupta, V., & Dutta, A. (2023). *Foundation of Curriculum Development*. R Lall Educational Publishers. Meerut.
- Goyal, M. (2021). *Curriculum Development: A Guide towards Holistic Development*. Notion Press.
- Dudeja, G., & Kour, G. (2016). *Curriculum Development and Assessment*. Meerut

- Choudhary, K. R., et al. (2023). *Curriculum Design and Development*. Red shine Publications.
- Diamond, R. M. (2008). *Designing and Assessing Courses and Curricula*. John Wiley & Sons.
- Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal Design for Learning*. CAST Professional Publishing.
- Aggarwal, D. (2007). *Curriculum development: Concept, Methods and Techniques*. Book Enclave, New Delhi.
- Audrey Nicholls, A., Nicholls, S. Howard · (2018) .*Developing a Curriculum: A Practical Guide*. Taylor & Francis.
- Brady, L. & Kennedy, K. (2013). *Curriculum Construction*. Pearson Higher Education AU
- CIET (2006). *The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English*, CIET, NCERT, New Delhi.
- Daniels, H., & Porter, J. (2011). *Educational theories, Cultures and learning: A critical perspective*. Routledge, London.
- Endeley, Margaret N. & Zama, Martha M.A. (2021). *Perspectives in Curriculum Studies*. Spears Book.
- Karami, H. (2018). *Fairness Issues in Educational Assessment*. Taylor & Francis.
- Moss. A. (2019). *Curriculum Development in Elementary Education*. EDTECH.
- Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). *Contemporary issues in curriculum*. Allyn & Bacon, Boston.
- Scott, D. (2015). *New Perspectives on Curriculum, Learning and Assessment*. Springer International Publishing
- Talla, M. (2012). *Curriculum Development: Perspectives, Principles and Issues*. Pearson Education India.
- V. Ravi. (2015). *Curriculum Development*. Lulu.com
- Waugh, C. K. & Gronlund, N.E. (2013). *Assessment of Student Achievement*. Pearson.
- Westbrook, J., Durrani, N., Brown, R., Orr D., Pryor J, Boddy, J., & Salvi, F. (2013). *Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries. Final Report. Education Rigorous Literature Review*. Department for International Development.
- Wiggins, G., & Mc Tighe, J. (2005). *Understanding by Design*. Association for Supervision and Curriculum Development, Alexandria.
- Wiles, J. (2009). *Leading Curriculum Development*. Corwin Press, New Jersey.
- Wiles, J. W., & Bondi, J. C. (2010). *Curriculum Development: A Guide to Practice*. Prentice Hall, New Jersey.

Web Resources

<https://oer.pressbooks.pub/curriculumessentials/chapter/chapter-factors-that-influence-curriculum-and-curriculum-evaluation/>
https://www.sagepub.com/sites/default/files/upm-binaries/44333_12.pdf
<https://discover.hubpages.com/education/Curriculum-Evaluation>
<https://www.sciencedirect.com/topics/social-sciences/curriculum-evaluation>

<https://oer.pressbooks.pub/curriculumessentials/chapter/curriculum-design-development-and-models-planning-for-student-learning-there-is-always-a-need-for-newly-formulated-curriculum-models-that-address-contemporary-circumstance-an/#:~:text=Curriculum%20design%20refers%20to%20the,Curriculum%20models%20guide%20these%20processes>.
[https://www.researchgate.net/publication/325088451 Curriculum Design and Development](https://www.researchgate.net/publication/325088451_Curriculum_Design_and_Development)
https://portal.ct.gov/-/media/SDE/Health-Education/curguide_generic.pdf

SE010203 -EQUITABLE AND INCLUSIVE EDUCATION

Total Credits: 04

Total Hours: 80

Weightage: 30

Introduction

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

Objectives

After completing the course learners will be able to:

- Explain the philosophical, sociological and humanistic perspectives of equitable and inclusive education.
- Develop skills to explore and analyze the existing barriers faced by the learners in the schools so as to resolve with best possible solutions in facilitating accessibility
- Plan out change in school eco-system and school culture to adopt attitudes of valuing individuals, fostering a climate of equity and mutual respect, and requisite practices to implement inclusive education.

Unit 1: Perspectives of Equitable and Inclusive Education (16 Hours)

- 1.1 Historical perspective of Equitable and Inclusive education globally and in India
- 1.2 Approaches to disability and service delivery models
- 1.3 Principles of equity and 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 and Guidelines Promoting Inclusive Education- A Critique (16 Hours)

- 2.1 Tracing voices for the support of inclusive practices in education from international declarations and conventions: (Universal Declaration of Human Rights, 1948; World Declaration for Education for All, 1990; Incheon Declaration, 2015-Sustainable Development Goals; UNCERPD 2006
- 2.2 Conceptualizing and designing roadmaps for inclusion through international frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- 2.3 Legislation and policies that supports inclusive education: (a) Policies such as NPE-1986, NPE-2020, National Curricular Framework for Foundational Stage (2022), National Curricular Framework for School Education (2023), National Policy for Persons with Disabilities (2006, and upcoming revision); (b) National acts such as RTE 2009 and its amendment 2012, The RPwD Act 2016.

- 2.4 Contemporary national frameworks: Samagra Shiksha- An Integrated Scheme for School Education and Framework for Implementation, 2022; National Guidelines and Implementation Framework on Equitable and Inclusive Education (2023)
- 2.5 Guidelines on developing conducive and safe learning environment- Accessible Code for Educational Institutions (2022), Guidelines for the Development of e-Content for Children with Disabilities (2021); and Guidelines on School Safety and Security (2021)

Unit 3: Building Inclusive Schools

(16 Hours)

- 3.1 Identifying barriers to Inclusion- Attitudinal, Systemic and Structural
- 3.2 Ensuring Physical, Academic and Social Access
- 3.3 Emerging roles of teachers- facilitator, leadership, reflective teacher, counselor, agent of change.
- 3.4 Assistive Technology
- 3.5 Whole School Development and collaborations

Unit 4: Adaptation and Accommodation for Including Diverse Learning Needs (16 Hours)

- 4.1 Reasonable accommodation: concept, implications, adaptation and accommodation for gifted children
- 4.2 Adaptations and accommodations for children with sensory impairments
- 4.3 Adaptations and accommodations for children with neuro-developmental disabilities
- 4.4 Adaptations and accommodations for children with intellectual and developmental disabilities
- 4.5 Adaptations and accommodations for children with chronic health impairments and children with multiple disabilities

Unit 5: Inclusive Learning and Teaching Practices

(16 Hours)

- 5.1 Diverse learners and their learning styles and basic considerations for learning and teaching in inclusive classrooms
- 5.2 Differentiated instruction (DI): concept and strategies for classroom teaching
- 5.3 Universal Design of Learning (UDL): concept and strategies for classroom teaching
- 5.4 Co-Teaching
- 5.5 Planning and implementing lessons in inclusive classroom

Transaction

Interactive course with discussion as well as field work to get first-hand experience in implementing different aspects of pedagogies in inclusive classrooms and understanding the eco-system of inclusive schools.

Course Work/ Practical/ Field Engagement

- Develop a reflective paper on international and national perspective of Equitable and Inclusive Education.
- Review of research in any one area in inclusive education and highlight its implications for the practitioner
- Explore the challenges in implementations of the recommendations of different national guidelines and suggest strategies to implement them effectively.
- Develop a lesson based on principles of Universal Design for a class of your choice.
- Implement the lesson plan above in a regular school using one of the models of collaborative teaching. Write your reflections in a journal

Recommended Readings

- Graham. L, (2024) Inclusive Education for the 21st Century: Theory, Policy and Practice, Routledge
- Migliarini, V., & Elder, B. C. (2024). The future of inclusive education: Intersectional perspectives. Palgrave Macmillan Cham.
- CBSE (2022). Accessible Code for Educational Institutions, Central Board of Secondary Education, Ministry of Education, New Delhi.
- DoEPwD (2016). The Rights of Persons with Disabilities Act, Ministry of Social Justice and Empowerment, Govt. of India, New Delhi.
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- DoSEL (2020). National Education Policy-2020, Department of School Education and Literacy, Ministry of Human Resource Development (now Ministry of Education), New Delhi.
- DoSEL (2021). Guidelines for the Development of e-Content for Children with Disabilities, Department of School Education and Literacy, Ministry of Education, New DoSEL (2021). Guidelines on School Safety and Security, Department of School Education and Literacy, Ministry of Education, New Delhi.
- DoSEL (2021). Guidelines on School Safety and Security. Department of School Education and Literacy, Ministry of Education, New Delhi.
- DoSEL (2022). National Curriculum Framework for Foundational Stage 2022. Department of School Education and Literacy, Ministry of Education), New Delhi.
https://www.education.gov.in/sites/upload_files/mhrd/files/NCF_for_Foundational_Stage_20_October_2022.pdf
- DoSEL (2022). Samagra Shiksha- An Integrated Scheme for School Education and Framework for Implementation, Department of School Education and Literacy, Ministry of

Education, New Delhi.

- DoSEL (2023). National Curriculum Framework for School Education 2023. , Department of School Education and Literacy, Ministry of Education), New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/ncf_2023.pdf
- DoSEL (2023). National Guidelines and Implementation Framework on Equitable and Inclusive Education, Department of School Education and Literacy, Ministry of Education, New Delhi.
- DoSEL(2009). The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development (now Ministry of Education), New Delhi. https://www.indiacode.nic.in/bitstream/123456789/13682/1/rte_act_2009.pdf
- Jha, M. M. (2002). School without Walls: Inclusive Education for All. Oxford, Heinemann.
- MSJE (2006). National Policy for Persons with Disabilities 2006. Ministry of Social Justice and Empowerment, Government of India, New Delhi.
- 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.
- National Trust (1999). The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999. <https://thenationaltrust.gov.in/upload/uploadfiles/files/act-englsih.pdf>
- RCI (1992). The Rehabilitation Council of India Act 1992. <https://www.indiacode.nic.in/bitstream/123456789/1977/1/199234.pdf>
- Report of the Education Commission 1964-66, <https://archive.org/details/ReportOfTheEducationCommission1964-66D.S.KothariReport>
- Sharma, U. (2005). **Integrated Education in India: Challenges and Prospects**, Disability Studies quarterly, winter 2005, Volume 25, No. (1)
- UN-ESCAP (2003). Biwako Millennium Framework for Action towards an Inclusive, Barrier Free and Right-based society for Persons with Disabilities in Asia and the Pacific. <http://undocs.org/E/ESCAP/APDDP/4/REV.1>
- United Nations Convention on the Rights of Persons with Disabilities, <http://www.un.org/esa/socdev/enable/rights/convtexte.htm> 6 December 2006
- WEF (2015). Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, World Education Forum (UNESCO, UNICEF, World Bank, UNFPA, UNDP, UN Women and UNHCR)
- Loreman, T., Deppeler, J., & Harvey, D. (2010). **Inclusive Education**. Allen & Unwin Australia.
- Salend, S. J. (2011). *Creating Inclusive Classrooms*. Prentice Hall.
- Mastropieri, M. A., & Scruggs, T. E. (2013). *The Inclusive Classroom*. Strategies for Effective Differentiated Instruction. Pearson
- Meyer, A., Rose, D. H., & Gordon, D. (2014b). **Universal Design for Learning**. CAST Professional Publishing.
- Green, J. L. (2021). *Assistive Technology in Special Education*. Routledge.
- Murawski, W. W. (2009). *Collaborative Teaching in Secondary Schools*. Corwin Press.

SE010204 -THERAPEUTICS AND ASSISTIVE DEVICES FOR PERSONS

WITH SPECIFIC INTELLECTUAL DISABILITY

Total Credits: 04

Total Hours: 80

Weightage: 30

Introduction

The course aims to develop basic understanding on how various therapies facilitates development and training of individuals with intellectual disability. The course will provide opportunity to learn various therapeutic interventions such as speech and language intervention, behavioural management, physio and occupational therapy as key to the rehabilitation services as provided in school set ups. The course also includes inputs on assessment as well as various therapeutic techniques those can be integrated into the classroom learning.

Objectives

After completing this Course, the learner should be able to:

- Apply speech and language intervention strategies;
- Demonstrate interventions of physiotherapy at classroom level;
- Integrate occupational therapy in classroom learning;
- Apply behavioural technique for interventions on individuals with intellectual disability;
- Select and use appropriate assistive devices.

Unit1: Interventions in Language Speech and Communication

- 1.1. Overview of Language, Speech and Communication: Nature, definition, scope , interrelation, development of language, speech and communication among typically growing children; critical period and its importance
- 1.2. Modes of Communication: Aural-oral, manual mode: Finger spelling, sign and sign language, cued speech, Alternative and Augmentative Communication (AAC); Total communication
- 1.3. Types of speech and language disorders in PW ID; Assessment, role of parents in assessment of language and speech
- 1.4. Language and Speech Interventions: Areas and strategies of Language intervention; Areas and strategies of Speech intervention
- 1.5. Implementing Language and Speech Interventions in Classrooms: Integrating language and speech interventions with teaching of cognitive, self- help, social, recreational as well as in academic skills, development and use of learning aids for promoting speech and language among children with intellectual disability, role of parents.

Unit 2: Introduction to Behaviour Management

- 2.1. Overview of behaviour: How we learn; Aims, scope and importance of behaviour management; types of behaviours-adaptive and maladaptive; criteria for applying behaviour management techniques
- 2.2. Identification of Problem Behaviour and Functional Analysis: Steps in identification of problem behaviour, observation of problem behaviour, measurement of problem behaviour, learned functions of problem behaviour; Functional Analysis: concept and assessment method
- 2.3. Prevention of Problem Behaviours: Need and importance of preventing problem behaviours; Restructuring environment/change setting; preventing disruptive behaviour by immediate response to challenging behaviour; teaching of social and adaptive skill or alternate behavior to minimize maladaptive behaviours; effective classroom management: positive relationship, interesting learning activities and students' engagement
- 2.4. Strategies to Manage Problem Behaviours: Behavioural techniques to reduce problem behaviours: types and use of techniques; Use of cognitive behavioral techniques; Use of differentiated reinforcement techniques; Use of Yoga and other alternative strategies; Monitoring and evaluating behavioural progress
- 2.5. School wide Positive Behaviour Intervention and Support (SPBIS): Positive behavioural expectations across school environments, Three Tired Intervention Framework, implementation of SPBIS, Role of teacher in implementing SPBIS

Unit 3: Physiotherapy for Individuals with Intellectual Disability

- 3.1. Physiotherapy— Nature, definition, objectives, scope, and functions; Modalities used in physiotherapy for individuals with intellectual disability and for associated conditions
- 3.2. Postures and Movements of Human body; Role of posture, Types of movement
- 3.3. Physiotherapeutic Assessment: Assessment of muscle tone, posture and movements including gait, hand functions
- 3.4. Physiotherapeutic Intervention: General techniques of physiotherapy, prerequisites and conditions for applying techniques of physiotherapy for different problems and conditions; integrating physiotherapy into classroom learning, recreational and sports activities and role of teacher
- 3.5. Physiotherapeutic Intervention for Specific Conditions: Individuals with cerebral palsy, individuals with spina bifida, individuals with muscular dystrophy, individuals with poliomyelitis

Unit 4: Occupational Therapy for Individuals with Intellectual Disability

- 4.1. Occupational Therapy- Nature, definition, objectives, scope and functions. Use of occupational

therapy for individuals with intellectual disability and other associated conditions

- 4.2. Modalities of Occupational Therapy for persons with ID with associated conditions
- 4.3. Occupational Therapeutic Intervention: Occupational therapy for improving motor skills; hand functions, development of hand function in children, activities for improving hand function; occupational therapy for improving eye hand coordination
- 4.4. Sensory Integration Therapy- Need and scope; Sensory issues among individuals with autism and other developmental disabilities; assessment of sensory issues and profiling; planning of sensory integration therapy; tools and techniques of sensory integration therapy; Role of parents in applying sensory integration therapy
- 4.5. Integrating occupational therapy into classrooms: Integrating occupational therapy with teaching of motor, self-help, recreational as well as sports skills, development and use of learning aids for promoting occupational therapeutic intervention among children with intellectual disability, role of parents

Unit 5: Assistive Devices for Individuals with Intellectual Disability

- 5.1. Assistive devices and technology: Definition, importance and types
- 5.2. Assistive devices and technology for sensory, mobility and other disabilities
- 5.3. Assistive devices and technology for independent living for persons with intellectual disability
- 5.4. Selection, use and maintenance of appropriate assistive devices and technology for persons with intellectual disability
- 5.5. Schemes for availing assistive devices: ADIP and DDRS

Transaction

Learners' engagement through interactive lectures, group discussion through case study and demonstration of therapeutic techniques as well as submission of assignments. The learning further needs to be strengthened through practicum activities, field engagement through visit. The assessment also needs to be in continuous basis.

Coursework/Practical/Field Engagement

- **Assignment:** Prepare and submit an assignment of 1000 words describing the various assistive devices and technology can be used by special as well as inclusive schools for students with intellectual disability.
- **Visit:** Along with Speech, Physio or Occupational therapist, visit at least homes of five

children with intellectual disability along with associated conditions such as speech problem, maladaptive behaviours, motor and coordination problem including children with cerebral palsy, autism spectrum disorder

- **Group Activity:** Find out children with intellectual disability from the school who receives some type of therapeutic intervention. Interview with their teacher, parents and therapists to find out success stories. Write the success stories and prepare a compendium of such success stories at group level and submit.

Recommended Readings

- Anderson, C., & VanDer, G.A. (2005). *Speech and Language Therapy: Issues in professional practice*. Whurr, London
- Christiansen, C., Baum, C., & Bass-Haugen, J. (2005). *Occupational therapy: performance, participation and well-being*. SLACK Inc., New Jersey
- Clark, D.M., & Fairburn, C.G. (1997). *Science and Practice of Cognitive Behaviour Therapy*. Oxford University Press. New York
- Creek, J. (2001). *Occupational Therapy in Mental Health (3rd edition)*. Churchill Livingstone, Edinburgh
- Creek, J. (2008). *The Core Concepts of Occupational Therapy: A Dynamic Framework for Practice*. Churchill Livingstone, Edinburgh
- Duncan, E.A.S. (2005). *Foundations for Practice in Occupational Therapy (4th edition)*. Churchill Livingstone, Edinburgh.
- Kersner, M. (2001). *Speech and Language Therapy: The Decision Making Process When Working with Children*. David Fulton Publishers Ltd., London
- Lindsley, O., Skinner, B.F., & Solomon, H.C. (1953). "Studies in behavior therapy (Status Report I)". Metropolitan State Hospital. Waltham
- Martin, G.; & Pear, J. (2007). *Behavior modification: What it is and how to do it (Eighth Edition)*. Pearson Prentice Hall, New Jersey
- Paul, R., & Norbury, C. (2012). *Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating (4th ed.)*. Elsevier, Mosby
- Pendleton, H, M., & Schultz-Krohn, W. (2013). *Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction (7th ed.)*. Elsevier, Mosby.
- Schell, B.A.B., Gillen, G., & Scaffa, M., (2014). *Willard and Spackman's Occupational Therapy*. LWW; Twelfth, New York
- Speake, J. (2003). *How to Identify and Support Children with Speech and Language Difficulties*. LDA, London.
- Crane, B.A. (2020). *Accessible technology: A guide for rehabilitation professionals (2nd ed.)*. Springer.
- Goldman, A.S. (2020). *Assistive technology: An introductory guide (2nd ed.)*. Charles C Thomas Publisher.
- Lee, C. K., & Wang, H. R. (2022). *Assistive technologies for the elderly: Design, development, and impact*. Springer.
- Montgomery, P.L. (2020). *Physical therapy for children (6th ed.)*. Elsevier..
- Smith, J. A., & Brown, L. M. (Eds.). (2023). *Innovations in pharmacotherapeutics: A*

global perspective. Academic Press.

Web Resources

- Training in communication skills for persons with Intellectual Disability:<https://niepid.nic.in/Training%20in%20communication%20Skills.pdf>
- **Language and Literacy Intervention for Students with Intellectual Disabilities;**
- <https://pubs.asha.org/toc/persp/7/6>
- <https://childhood-developmental-disorders.imedpub.com/teaching-communication-skills-to-preschool-children-with-mild-intellectual-disabilities-an-evidence-based-study.pdf>
- Techniques&strategiesforSpeech&Languageinterventiontostudentswith Intellectual disability
- <https://www.youtube.com/watch?v=WlyofW9myHc>
- Teaching & Training Material on physiotherapy <https://niepid.nic.in/87%20Teaching%20&%20Trg%20Material%20on%20Physiotherapy%201%20of%202.PDF>
- Therapeutics and assistive Devices:http://www.wbnsou.ac.in/online_services/SLM/MED/B11_ID.pdf
- Occupational Therapy and Intellectual and Developmental Disability Throughout the Life Cycle:https://www.health.gov.il/UnitsOffice/HD/MHealth/Occupational_Therapy/Documents/OT_%20Intellectual_IJOT_EN.pdf
- ChapteronOccupationalTherapyinbook:HealthCareforPeoplewithIntellectualand Developmental Disabilities across the Lifespan;https://www.researchgate.net/publication/301641203_Occupational_Therapy#fullTextFileContent

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
SE010302	Educational Evaluation
SE010303	Statistics
SE800301	Educational Management
SE800302	Educational technology
SE800303	Guidance and Counselling
SE010304	Field Engagement/Internship I

SE010301 PERSPECTIVES IN TEACHER EDUCATION

Total Credits: 04

Total Hours: 80

Weightage: 30

Introduction

Teachers are the backbone of quality education vis-à-vis development of the country. Quality education is not only limited to students without disabilities but it includes students with disabilities. The teacher educators and master trainers must understand the need, process as well as issues and challenges involved in the training of teachers at pre-service and in-service levels for special and inclusive educational institutions. A sound understanding and analytic skills in the area would help them to plan and implement teacher education programme effectively.

Objectives

After completing this Course, the learner should be able to:

- Describe the linkage between teacher education and quality school education;
- Trace the history and developments with respect to teacher preparation for education of

- children with disabilities;
- Discuss the quality teacher preparation process in special and inclusive education;
- Explain pre-service teacher preparation in special and inclusive education;
- Appreciate importance of professional development and in-service programmes and develop capacity to plan and execute it as per specific need and purpose;

Unit 1: Understanding Teacher Education

(16 Hours)

- 1.1. Concept of teaching, teacher and teacher education: Need and scope of teacher education and objectives of teacher education; Teacher education and school education: a symbolic and dialogic relationship
- 1.2. Teacher education in pre-independence and post-independence India; Changing concept of teacher education in India
- 1.3. Structure and Agencies of Teacher Education in India: National Curriculum Frameworks for Teacher Education
- 1.4. Structure of Teacher Education in general at various levels
- 1.5. Agencies of Teacher Education in general at various levels

Unit 2: Historical Perspectives of Teacher Preparation in Special and Inclusive Education

(16 Hours)

- 2.1. Beginning of teacher preparation in special education in India,
- 2.2. Establishment of national institute for various disabilities and development of professionals in special education
- 2.3. Establishment of Rehabilitation Council of India and standardization of teacher education in special education in India, and role of national level institutions (e.g., UGC, NCERT) in promotion of teacher education in special education
- 2.4. Role of Non-government organization (NGOs) in promotion of teacher education in special education
- 2.5. Factors Influencing Teacher Education in Special and Inclusive Education: Models of disability and service delivery models, National and international legislations and policies in disability, Schemes and programmes including IEDSS, DPEP, SSA, RMSA, SMSA, DDRS, Special and inclusive schools related factor

Unit 3: Teacher Preparation in Special and Inclusive Education

(16 Hours)

- 3.1. Requirement of special education teachers in India: achievements and targets; Special education teacher in special schools and inclusive school; Special education teacher in mainstream school: PTR and other requirements
- 3.2. Special education teacher training institutions: types and nature, Teacher Education in Special Education through Open and Distance Learning (ODL)
- 3.3. Role of RCI in teacher preparation in special education; Collaboration between regular and special education teacher training programmes
- 3.4. Competency based teacher education model for teacher preparation in special education, Quality management of teacher education in special education: addressing issues

- 3.5. UNESCO's perspective on preparing all teachers to teach all students; Addressing challenges of preparing special education teachers across country

Unit 4: Pre-Service Teacher Education in Special and Inclusive Education (16 Hours)

- 4.1. Teacher preparation at different levels (foundational stage to secondary stage), Teacher preparation for different types of disability
- 4.2. Preparation of teachers to support inclusive education; Cross disability and teacher preparation
- 4.3. Career prospects of teachers in special education, social status and job satisfaction, burn out of special education teachers
- 4.4. Curriculum, Transactional Modalities in Teacher Education in Special Education: Planning and design of teacher education curriculum for special education, Transaction of teacher education curriculum, Integrating Assistive Technology into teacher education programme
- 4.5. Assessment of performance of trainee teachers

Unit 5: Professional Development Programme in Special Education (16 Hours)

- 5.1. Need and significance of Professional Development: Profession and professionalism with respect to teacher education in Special Education, Registration and renewal of registration as special education teacher- purpose and requirement; Professional ethics.
- 5.2. Structure and Models of Professional Development Programme: Continued professional development in special and inclusive education: recommendation of NEP 2020, Self-learning for professional development, Professional development through virtual/online mode
- 5.3. Continued Rehabilitation Education (CRE) and Faculty development programme in special and inclusive education: structure and models;
- 5.4. Planning, Designing and Organizing Professional Development Programme (PDP): Organizing PDP enhancing engagement and learning: considerations for planning and designing, PDP through virtual/online mode: need, scope and significance, Delivering PDP through virtual/online mode: technological requirements and considerations, Assessment of PDP through offline and virtual/online mode, addressing issues and challenges in designing and organizing PDP
- 5.5. In-service Teacher Education in Special and Inclusive Education: In-service teacher education and its linkage with quality of school education, Planning and designing training of in-service teacher in special and inclusive education

Course work/Practical/Field Engagement

- **Assignment:** Prepare and submit an assignment of 1000 words describing the status of

teacher preparation to meet the requirements of inclusive set ups

- **Visit:** Prepare a checklist/schedule to collect information by visiting at least 5 educational institutions about competency of passed out special education student teachers. Take interview of at least 5 principals of schools having children with disabilities and analyze the data to suggest improvement in quality of training and the need for in-service training
- **Group Activity:** 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 analyze the data to suggest improvement in quality of training

Transaction

Learners' engagement through interactive lectures, group discussion through case study and problem-based approaches as well as submission of assignments. The learning further needs to be strengthened through practicum activities, field engagement through visit. The assessment also needs to be in continuous basis.

Recommended readings

- Pathak, R.P, Perspectives on Teacher Education. (2020), Atlantic Publishers & Distributors (P) Limited., New Delhi
- Webster, R., & De Boer, A. A. (2023). *Teaching Assistants, Inclusion and Special Educational Needs*. Routledge. New York
- .Mazumder, S., Biswas, P., & Sameem. (2023). *Perspectives on Teacher Education*. Redshine Publications.
- Singh, Rinkey & Bhatia, Raino. (2023). *Inclusion: Historical Perspectives, Inclusive Education and Current Status*.
- Zepeda, S. J. (2019). *Professional Development: What Works*. United Kingdom: Routledge, Taylor & Francis Group.
- Alexander W. Siston, & Kumar P. (2021). *Building teacher quality in India: examining policy frameworks and implementation outcomes* (Edited book). Emerald Publishing Limited, Howard House, Wagon Lane, Bingley
- Burns, M. (2023). *Distance Education for Teacher Training: Modes, Models and Methods*. (2nd Edition). Washington, DC: Education Development Center
- Gupta, N. (2017). *Major issues & challenges in special education in India*. Horizon Books
- Mohan Radha (2019). *Teacher Education*, 2nd Ed, Delhi, PHI Learning Pvt Ltd
- Pathak, R. P. (2020). *Perspectives on teacher education*. Atlantic Publishers and Distributors (P) Ltd.
- Paul T. Sindelar, Erica D. McCray, Mary T. Brownell, and Benjamin Lignugaris /Kraft (2014). *Handbook of research on special education teacher preparation* (Edited book). New York, NY: Routledge
- Robert Houston W. & Haberman, M. & Sikula J. (1990). *Handbook of research on teacher education*. New York: Macmillan; London: Collier Macmillan
- Vrasidas, C. (2009). *ICT for Education, Development, and Social Justice*. Information Age

Publishing, Incorporated.
SE010302 - EDUCATIONAL EVALUATION

Total Credits: 04

Total Hours: 80

Weightage: 30

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1 : Foundations of Educational Evaluation (16 Hours)

- 1.1 Meaning of educational measurement, evaluation and assessment.
- 1.2 Difference between monitoring and evaluation investigation and Auditing.
- 1.3 Principles educational evaluation.
- 1.4 Areas of evaluation.
- 1.5 Evolution of the functions of education evaluation transparency, Accountability, positive accountability.

Unit 2: Scope of Evaluation (16 Hours)

- 2.1 Problem solving and decision making.
- 2.2 Knowledge construction and learning.
- 2.3 Organizational learning and strategic planning.
- 2.4 Advocacy.
- 2.5 Communication.

Unit 3: Teaching learning and Evaluation (16 Hours)

- 3.1 Evaluation of learning, - Need and nature.
- 3.2 Tools for evaluation
- 3.3 Types of educational evaluation – process, outcomes and Holistic.
- 3.4 Equity and fairness in evaluation
- 3.5 Techniques of programme evaluation.

Unit 4: Process of Educational Evaluation

(16 Hours)

- 4.1 Knowledge based evaluation, performance based evaluation, Alternative and authentic evaluation.
- 4.2 Mastery Level Learning.
- 4.3 Report writing: Format, content, mechanics.
- 4.4 Process of standardization.
- 4.5 Reviewing outcomes.

Unit 5: Programme evaluation and current Trends

(16 Hours)

- 5.1 Performance based evaluation – Role play and concept maps.
- 5.2 Evaluation of Instructional programmes.
- 5.3 Authentic evaluation – Interviews, writing samples, projects, Exhibition and Reflective journals.
- 5.4 Reliability, validity, sensitivity in programme evaluation.
- 5.5 Self-evaluation - Rubrics and Rating Scales and Exams – ICT Evaluation, online, on Demand Take home test and open books.

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 analyse 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

- 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.
- UNICEF (2006). New trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/New_trends_Dev_EValuation.pdf on 16.4.2015
- Stufflebeam, D.L. & Kellaghan, T. (Eds). (2012). International Handbook of

Educational Evaluation. Springer Netherlands.

- Swarupa Rani, J. (2004). Educational Measurement and Evaluation. Discovery Publishing House

Suggested Readings

- C. P.S Chauhan (2019) “Emerging Trends in Educational Evaluation.
- Singh A and Kumar S (2021) Measurement Evaluation & Education.
- Mohan R 2023 Measurement Evaluation and Assessment in Education.
- Surapur A.B. 2021 Educational Evaluation
- Goswami M 2022 New approach to Education for HS and years.
- Fernandez, H. (2008). Knowledge based achievement of students with hearing impairment on different types of assessment. Unpublished Master Dissertation, University of Mumbai.
- Jacob, L. C., Chase, C. N. (1992). Developing and using tests effectively: A guide for faculty. Josse-Bass Publishers, San Francisco.
- Junaid, I.M., & Muhammad, D. N. (2002). Assessing nomadic children’s learning Achievement: what tools and which strategies? Retrieved from curriculum. pgwc.gov.za/resource_files/22153409_16.doc
- Mathew, S. (2010). Impact of Knowledge Based Evaluation on Achievement of Students with Hearing Impairment: An Experimental Study. A PhD Thesis (Unpublished), MJP Rohilkh and University.
- Mountain, A. (2005). Science assessment of deaf students: Considerations and Implications of state accountability. Measurements. MSSE Masters Project. Submitted to the National Technical Institute for the Deaf, Rochester Institute of Technology, New York.
- 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.
- Thorndike, R. M., & Thorndike-Christ, T. (2010). **Measurement and Evaluation in Psychology and Education**. Pearson.
- Stufflebeam, D. L., Coryn, C. L. S. (2014). **Evaluation Theory, Models, and Applications**. Germany: Wiley.
- McMillan, J. H. (2007). **Classroom Assessment: Principles and Practice for Effective Standards-based Instruction**. United Kingdom: Pearson/Allyn & Bacon.
- Royse, D., Thyer, B. A., Padgett, D. (2015). **Program Evaluation: An Introduction to an Evidence-Based Approach**. United States: Cengage Learning.
- Walvoord, B. E. (2010). **Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education**. Germany: Wiley.
- Technology-based Assessments for 21st Century Skills: **Theoretical and Practical Implications from Modern Research**. (2012). United States: Information Age Pub...
- Nitko, A. J., Brookhart, S. M. (2011). **Educational Assessment of Students**. United Kingdom: Pearson/Allyn & Bacon.
- Handbook of Educational Psychology. (2015). United Kingdom: Taylor & Francis.

SE010303 - STATISTICS

Total Credits: 04

Total Hours: 80

Weightage: 30

Introduction

The main aim of research is to find out the truth which is hidden and which has not been discovered as yet. Though each research study has its own specific purpose, we may think of research objectives as falling into a number of following broad groupings:

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

(16 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

(16 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

(16 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

(16 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

(16 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

- Analyse 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

- Frost J. (2020) Introduction to statistics – An Intuitive guide for analyzing Data and Unlocking Discoveries ISBN 13-9781735431109.
- Illowsky, B and Dean, S. (2024) Introductory Statistics.
- Chaudhary S.S. (2021) Descriptive Statistics Text Book for BSc, MSc , Ph.D and other Research
- Jones, J.S and Goldring, J(2022) Exploratory and Descriptive Statistics. Manchester Metropolitan University, U K.
- Dabas, P. (2024) Descriptive and Inferential statistics using R Paperback.
-

- Belle, G., Fisher, L.D., Heagerty, P.J., and Lumley, T. (2004). Biostatistics (2nd edn.). John Wiley & Sons, Inc. Washington.
-
- Brace, N., Kemp, R., and Snelgar, R. (2003). SPSS for Psychologists (2nd edn.). Palgrave, New York.
- Guilford, J.P., and Frutcher, B. (1985). Fundamental Statistics in Psychology and Education (6th edn). McGraw Hill Book Co., New Delhi.
- Kothari, C.R. (2006). Research Methodology, Methods and Techniques (2nd edn.). New Age International Pvt. Ltd., New Delhi.
- Levin, J., and Fox, J.A. (1997). Elementary Statistics in Social Research (7th edn.) Longman, New York.

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.
- Dancey, C., Reidy, J. (2020). **Statistics without Maths for Psychology**. United Kingdom: Pearson.
- Moore, D. S., McCabe, G. P., & Craig, B. A. (2014). **Introduction to the Practice of Statistics**. Macmillan Higher Education.
- Schroeder, L. D., Sjoquist, D. L., Stephan, P. E. (2016). **Understanding Regression Analysis: An Introductory Guide**. United States: SAGE Publications.
- Howell, D. C. (2007). **Statistical Methods for Psychology**. United States: Thomson Wadsworth.
- Field, A. (2013). **Discovering Statistics Using IBM SPSS Statistics**. United Kingdom: SAGE Publications
- .Quick, J. M. (2010). **Statistical Analysis with R: Beginner's Guide: Take Control of Your Data and Produce Superior Statistical Analyses with R**. United Kingdom: Packt Pub...

SE800301 EDUCATIONAL MANAGEMENT

Total Credits: 04

Total Hours: 80

Weightage: 30

Introduction

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

Objectives

After completing the course, the learners will be able to

- Explain the basic concepts and 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

Unit1: Educational Management: An Overview

(16 Hours)

1.1 Definition & Concept

- 1.1.1 Management as an art, science, organization, person, and a discipline
- 1.1.2 Functions and skills of educational management
- 1.1.3 Principles, process, and models of educational management

1.2 Approaches to and theories of management

1.3 Styles of management: autocratic, laissez-faire, transactional, contingency

1.4 Leader vs. Manager: Role competencies

1.5 Educational leadership and educational system

- 1.5.1 Concept, characteristics, and factors /skills of leadership
- 1.5.2 Theories of educational leadership
- 1.5.3 Types of educational leadership

Unit 2: Total Quality Management (TQM) in Education

(16 Hours)

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

Unit3: Human Resource Management

(16 Hours)

- 3.1 Manpower planning, talent acquisition & management
- 3.2 Employee benefits, welfare and performance appraisal systems-360 degree approach.
- 3.3 Training, development, and capacity building
- 3.4 Organizational behavior; climate and culture
- 3.5 Individual & group dynamics, conflict management & negotiations

Unit 4: Educational Management Information Systems (EMIS)**(16 Hours)**

- 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

Unit5: Financial Management**(16 Hours)**

- 5.1 Need and importance of financial management in educational institutes
- 5.2 Basic concepts in accounting
- 5.3 Importance and types of budgeting
- 5.4 Resource mobilization and 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

Recommended Readings

- Mishra, S. (2024). Educational management, administration and leadership. Mittal Publications.
- Biswas, S. (2022). Recent scenario of educational management, administration, and leadership. Enclave.
- Badawi, S. (2024). Education administration and management: Shaping the future of learning. NB Publications.
- Alam, N. (2022). Education administration and leadership: Concepts and practices. Emel Publication.
- Sharma, R. A (2018). Educational administration & management. R Lall educational Publisher.
- Bhardwaj, K. S., (2014). Human Resource Development in Education. Partridge Publication, Gurgaon.
- Bush, T., & Paul, L. S. (2006). Principles and Practice of Educational Management. Chapman A Sage Publications Company, London.
- Chatterjee, B. K. (2011). Finance for Non-Finance Managers. Jaico Publishing House, New Delhi.
- Deshmukh, A. V., & Naik, A. P. (2010). Educational Management. Himalaya Publishing House Pvt. Ltd., Mumbai.
- Dessler, G. (2012). Human Resource Management. Prentice Hall, London.

- Dimmock, C. (2012). Leadership in Education: Concept, Themes and Impact. Routledge, New York.
- Kumar, H. U. (2012). Education and Human Resource management **ISBN:**
- Leithwood, K., & Jantzi, D. (1999). Changing Leadership for Changing Times. Open University Press, London.
- Lewls, T. (2012). Financial Management Essentials: A Handbook for NGOs.
- Mathis, R.L., & Jackson, J.H. (2010). Human resource management (13th ed.).
- Mehta, D. (2022). Educational Administration. PHI Learning Private Limited. New Delhi
- Mohanty, J. (2008). Educational Administration, Supervision and School Management (2nd Revised and Enlarged Edition)
- Mukhopadhyay, M. (2011). Total Quality Management in Education. Sage publications India Pvt. Ltd. New Delhi.
- Nkomo, S.M., Fottler, M.D., & McAfee, R. B. (2010). Human resource management applications: Cases, exercises, and skill builders (7th ed.).
- Pande, S., & Basak, S. (2012). Human Resource Management. Text and Cases. Amazon Digital South Asia Services, Inc.
- Rajni Bala (2006). Education Planning and Development. Alfa Publications. New Delhi.
- Rao, N. P. (2011). Education and Human Resource Management ISBN 10: 8170247330 - ISBN 13: 9788170247333 - APH Publishing Corporation – New Delhi
- Rayner, S. (2007). Managing Special and Inclusive Education. Sage Publications Ltd. London.
- Senge, P. (2007). A Fifth discipline resource. Schools that lead: Nicholas Brealey Publishing, London.
- Shapi, J.(N.K). Writing a Funding Proposal.
- Ulrich, D., & Brockbank, W. (2005). The HR Value Proposition. Boston: Harvard Business School Press. (ISBN-13: 978-1591397076 or ISBN-10: 1591397073)
- Sallis, E. (2002). **Total Quality Management in Education**. United Kingdom: Kogan Page.
- Dessler, G. (2000). **Human Resource Management**. United Kingdom: Prentice Hall.
- Lunenburg, F. C., Ornstein, A. (2021). **Educational Administration: Concepts and Practices**. United States: SAGE Publications.
- Coleman, M., Glover, D. (2010). **Educational Leadership and Management: Developing Insights and Skills**. United Kingdom: McGraw-Hill Education.

Web references

<https://online.marymount.edu/what-is-educational-leadership>

[https://www.researchgate.net/publication/256303007 Educational leadership and management in an international school context.](https://www.researchgate.net/publication/256303007_Educational_leadership_and_management_in_an_international_school_context)

SE800302- EDUCATIONAL TECHNOLOGY

Total Credits: 04

Total Hours: 80

Weightage: 30

Objectives:

After completing the course teacher educators will be able to

- Explain the meaning, nature, scope and evolution of ET and ICT in education.
- Examine the teaching-learning system and potential of ICT and its effectiveness in education.
- Design, develop and use various digital teaching learning resources.
- Integrate suitable ICT effectively in teaching-learning evaluation, administration and other learning support systems.

Unit 1: Educational Technology

(16 Hours)

- 1.1 Definition and Scope of Educational Technology in special and inclusive education;
- 1.2 Need and Role of Educational Technologists in India
- 1.3 Growth of conceptual framework of Educational Technology: ET1, ET2, ET3 ...
- 1.4 Methods & Models Instructional designs
- 1.5 Critical Issues in ICT: Globalization, Legal, Ethical, and Socio-political issues

Unit 2: Communication and Teaching-Learning Resources

(16 Hours)

- 2.1 Concept and Principles of Instructional Technology; Communicative Skills & ICT
- 2.2 Communication Process; Use of Communication Technologies in the teaching-learning process.
- 2.3 Non-digital teaching-learning resources (egg. TV, Radio, Audio-Visual Resources).
- 2.4 Digital teaching learning resources (egg. Online Libraries, Repositories of Presentations, Video Lectures, digital materials).
- 2.5 Digital Literacy: Concerns and Challenges

Unit 3: Use of ICT in Various Aspects of Education

(16 Hours)

- 3.1 ICT in Educational Research (ICT Tools for locating literature; data collection, data analysis etc.)
- 3.2 ICT for assessment of/for learning
- 3.3 ICT & Accessibility Issues
- 3.4 ICT Resources for Designing an Online Course or Digital Learning Content
- 3.5 Learning Management Systems (LMS): Concept, standards, its application in education

Unit 4: ICT and Open Access

(16 Hours)

- 4.1 Open access: Meaning, Issues and policies
- 4.2 ICT & IPR: copyright, trademarks, patents and exceptions for PhDs;
- 4.3 OER in Education – Conceptual Issues, benefits and Repositories
- 4.4 Policies and other documents on ICT in School and Teacher Education
- 4.5 Potentials of ICT for equitable education - Access, participation, Skill Development and Lifelong learning

Unit 5: E-Learning & Learning Management

(16 Hours)

- 5.1 E-Learning: Nature and Types
 - Artificial intelligence, Augmented Reality, Virtual Reality and Mixed Reality
- 5.2 Developing e-content/learning objects: Design and technical aspect
- 5.3 Continuous Professional Development (CPD) of teachers through MOOC, webinars, etc.
- 5.4 National Initiatives on E-learning and ICT Integrated Education
- 5.5 Guidelines for the development of an e-learning course and content

Course Work/ Practical/ Field Engagement

- a. Prepare a video lecture of 15 minutes using accessibility features
- b. PPT by inserting photos and videos on a topic of your choice
- c. Create your email account as well as design a blog
- d. Enroll and complete MOOC courses in Swayam Portal related with teacher education
- e. Write a review paper on MOOC programmes or other National Initiatives on e-learning
- f. Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics
- g. Prepare a storyboard in any one unit of a subject for a child with disability
- h. Present or publish a research paper on the application of ICT in education
- i. Seminar on issues in the application of ICT in inclusive education

Suggested Readings:

- Abbott, C. (2001). ICT: Changing Education. London: Routledge Falmer. (chap 3&7; pg. 28-44, 102-118)
- Bates, A. (2015). Teaching in a digital age. Retrieved from <http://opentextbc.ca/teachinginadigitalage/>
- Brooks, D. W., & Nolan, D. E., & Gallagher, S. M. (2002). Web-Teaching: A Guide to Designing Interactive Teaching for the World Wide Web (Second Ed.). New York: Kluwer Academic Publishers. (chap 1-6, 10, 15,16; pg. 1-106, 169-182, 235-264)
- Dunn, L., Morgan, C., O'Reilly, M., & Parry, S. (2004). The student assessment handbook: New directions in Traditional and online assessment. London: Routledge

- Flamer, Taylor & Francis Group. (chap 6,13,16,17; pg. 41-46,105-120,143-1
- Fallows, S., & Bhanot, R. (2002). Educational Development through Information and Communications Technology. London: Kogan Page. (Chap 1, 9, 11-13, 17, 18; pg. 1-7, 100-112, 122-149, 182-209)
 - Kats, Y. (2010). Learning Management System Technologies and Software Solutions for Online Teaching: Tools and Applications. New York: Information Science Reference. (chap 1- 4,7,16; pg. 1-80, 120-137,291-313)
 - Redid, U. V. (Ed.). (2003). Educational Multimedia: A Handbook for Teacher-Developers. New Delhi: Commonwealth Educational Media Centre for Asia. (chap 5-9, pg. 27-62)
 - Song, H. &. (2010). Handbook of Research on Human Performance and Instructional Technology. Hershey: Information Science Reference. (chap 7; pg. 119-130)
 - Bracey, B., & Culver, T. (Eds.). (2005). Harnessing the Potential of ICT for Education: A Multistakeholder Approach. New York: The United Nations Information and Communication Technologies Task Force. (pg. 32-62, 153-158 & 185-190)
 - Dabbagh, N. (2005). Pedagogical models for E-Learning: A theory-based design framework. International Journal of Technology in Teaching and Learning, 1(1), 25-44.
 - Florian, L., & Hegarty, J. (Eds.). (2004). ICT and Special Educational Needs: A tool for inclusion. Berkshire: Open University Press. (chap 1; 7-20)
 - Kasinathan, G. (2009). ICTs in School Education - Outsourced versus Integrated Approach, Policy Brief. Retrieved August 10, 2011, from IT for Change: https://www.itschool.gov.in/pdf/Study_by_IT4Change_Bangalore1307.10.pdf
 - Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? Contemporary Issues in Technology and Teacher Education, 9(1), 60-70.
 - Kwan, R., Fox, R., Chan, F. T., & Tsang, P. (Eds.). (2008). Enhancing Learning Through Technology: Research on Emerging Technologies and Pedagogies. Singapore: World Scientific Publishing. (chap 1,13; pg. 1-16,201-216) 3
 - Leask, M. (Ed.). (2001). Issues in Teaching using ICT. London: Routledge Falmer. (chap 1,8; pg. 3-14, 105-115)
 - Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A framework for teacher knowledge. Teachers College Record, 108(6), 1017-1054. doi: 10.1111/j.1467-9620.2006.00684.x.
 - Monteith, M. (Ed.). (2004). ICT for Curriculum Enhancement. Bristol: Intellect Books. (chap 2,3,8,9; pg. 26-56, 113-139)
 - Pritchard, A. (2007). Effective Teaching with Internet Technolog
 - Mukhopadhyay, M (1990). Educational Technology Challenging Issues. Sterlings Publisher's Pvt. Ltd. New Delhi.
 - Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York.
 - Educational Technology: A Definition with Commentary. (2013). United Kingdom: Taylor & Francis.
 - Reeves, T. C., Hedberg, J. G. (2003). Interactive Learning Systems Evaluation. United States: Educational Technology Publications.

- Cennamo, K., Ross, J. D., Ertmer, P. A. (2014). Technology Integration for Meaningful Classroom Use: A Standards-based Approach. Brazil: Wadsworth, Cengage Learning.
- Handbook of Research on Educational Communications and Technology. (2013). United States: Springer New York.

SE800303 - GUIDANCE AND COUNSELLING

Total Credits: 04

Total Hours: 80

Weightage: 30

Introduction: Guidance and counselling are vital in supporting individuals with disabilities and their families to deal with their environment on a daily basis, as well as explore opportunities and plan for the future. This paper will empower the learners of this course to understand guidance and counselling, the types and context of counselling and apply the counselling and guidance skills to help students and their families as well as to create a supportive environment around them.

Objectives: After completing this course, the learner will be able to

- Appreciate the issues of counselling and guidance.
- Critically evaluate the importance and scope of Educational, Vocational, Personal and family counselling
- Apply the skills of guidance and counselling for persons with disability and their families across different settings.
- Analyze the concerns faced by individuals with disabilities and their families in the contemporary world.

Unit 1: Introduction to Guidance and Counselling

(16 Hours)

- 1.1 Guidance and counselling: definition, aims and importance
- 1.2 Competency and scope of work
- 1.3 Role of the learner with families of individuals with disabilities
- 1.4 Role of the learner with individuals with disabilities
- 1.5 Ethical and legal considerations

Unit 2: Micro Skills of Counselling

(16 Hours)

- 2.1 Building a positive environment, safe space and relationship
- 2.2 Non-judgmental and unconditional acceptance
- 2.3 Active listening (Verbal and Nonverbal)

- 2.4 Empathetic Responding
- 2.5 Building cultural and contextual sensitivity

Unit 3: Building Competency and Enhancing Skills in Settings

(16 Hours)

- 3.1 Promoting autonomy and choices
- 3.2 Building self-esteem and self-confidence
- 3.3 Promoting positive mental health and wellbeing
- 3.4 Empowering individuals with disabilities to advocate
- 3.5 Need and means for referrals, collaboration and community engagement

Unit 4: Guidance and Counselling across Settings

(16 Hours)

- 4.1 Formal school and informal educational setups
- 4.2 Vocational and Employment Setups
- 4.3 Residential, assisted living centres
- 4.4 Career Guidance and Legal Rights
- 4.5 Understanding intersectionality (gender and sexuality, region, religion and Caste, socioeconomics and culture etc.)

Unit 5: Addressing Abuse and Harassment

(16 Hours)

- 5.1 Types of abuse (verbal, physical, psychological, sexual, emotional)
- 5.2 Abusive punishment procedures and their repercussions
- 5.3 Recognizing signs of abuse and trauma
- 5.4 Role of peers, staff, and family
- 5.5 Accessibility to mental health, legal and allied services

Transaction

Refer to the NEP 2020 Framework to understand the role of a counsellor

The transaction for this course should be done with a perspective to enhance the sensitivity and skills of the educator. They should be able to appreciate the role of a guide and counsellor in the school setting. Lecture discussions, role play and case discussions should be adopted to facilitate understanding among the learners.

Course Work/ Practical/ Field Engagement

- Observation of counselling sessions with persons with disabilities and their families
- Role plays of a parent counselling session
- Counselling and report writing on an individual/family
- Report of critical observation of a given counselling session
- List the resources required and their optimum use in managing a school guidance programme
- Review documents on vocational guidance and write an essay.

Recommended Readings

- Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines.
- Mehrotra, N (2016). A resource book on disability studies in India,
- Naik, P.S. (2013). Counselling Skills for Educationists. New Delhi: Soujanya Books.
- Nayak, A.K. (1997). Guidance and Counselling. New Delhi: APH Publishing.
- Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.
- Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. New Delhi: Soujanya Books.
- Shah, A. (2008). Basics in Guidance and Counselling. New Delhi: Global Vision Publishing House.
- Sharma, V.K. (2022). Administration and Training of Educational and Vocational Guidance. New Delhi: Soujanya Books.
- **Career Development and Counseling: Putting Theory and Research to Work.** (2012). United States: Wiley.
- Zunker, V. G. (2016). **Career Counseling: A Holistic Approach.** United States: Cengage Learning.
- Seligman, L. W., Reichenberg, L. W. (2013). **Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills**, Loose-Leaf Version. Canada: Pearson Education Canada.
- Jacobs, E., Schimmel, C. J., Masson, B., Harvill, R. (n.d.). **Group Counseling: Strategies and Skills.** Cognella, Incorporated
- Remley, T. P., Herlihy, B. (2014). **Ethical, Legal, and Professional Issues in Counseling.** United Kingdom: Pearson.
- .Drummond, R. J., Sheperis, C., Jones, K. D. (2016). **Assessment Procedures for Counselors and Helping Professionals.** United Kingdom: Pearson.
- Egan, G. (2014). **The Skilled Helper: A Problem-management and Opportunity-development Approach to Helping.** United Kingdom: Brooks/Cole, Cengage Learning.

Web resources <https://www.jnu.ac.in/Faculty/nilika/A%20READER%20ON%20DISABILITY%20STUDIES%20IN%20INDIA.pdf>
<https://egyankosh.ac.in/bitstream/123456789/46291/1/BESE-132B4E.pdf>
https://www.niepid.nic.in/Protocol_Psy.pdf
<https://www.mheducation.co.in/counselling-and-guidance-9781259005077-india>

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 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 of Person with ID
SE010402	Field Engagement/Internship II
SE010403	Prepare Research Article for Publication
SE010404	Dissertation
SE010405	Comprehensive Viva-voce and Paper Presentation

SE010401 ADULTHOOD AND FAMILY ISSUES OF PERSON WITH ID

Total Credits: 04

Total Hours: 80

Weightage: 30

Introduction:

Individuals with intellectual disability need the support of their family to some extent in different phases of their lives. The families have difficulties having to cope with the constant support needs, whether it is minimum support or intensive support, based on the level of functioning of the persons. Hence it is an important role that the teacher plays in understanding the families and empowering them. As the individuals with intellectual disability grow up to be adults, their needs too change. This course aims to focus on the family issues and the needs in adulthood and how the families can be helped to cope with the needs.

Objectives

After completing the course the learner will be able to

- Develop an understanding of adulthood and the needs among persons with intellectual disability
- Appreciate importance of family involvement.
- Discuss the issues related to gender, marriage and sexuality in persons with intellectual disability

- Narrate the role of community in issues related to disability and inclusion.
- Appreciate the importance of empowering families.

Unit 1: Human Development in Adulthood

- 1.1 Developmental stages and principles
- 1.2 Factors influencing natural development to adulthood
- 1.3 Adulthood and areas of development: Physical, Social, Cognitive, Language, Emotional, Moral
- 1.4 Adulthood related issues in various areas of development and its impact on persons with intellectual disability
- 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 Persons with intellectual disability
- 2.3 Impact of Adult with intellectual disability on the Family
- 2.4 Family Adjustment, support and Coping skills
- 2.5 Government Schemes and benefits

Unit 3: Gender, Sexuality and Marriage Related Issues

- 3.1 Meaning and concept of gender, sexuality and marriage
- 3.2 Religious and Cultural effect on Gender, Sexuality and Marriage
- 3.3 Marriage, persons with intellectual disability: Issues, Misconceptions and guidance.
- 3.4 Sexuality related issues, Importance of Pre-marital Counseling, Gender Education
- 3.5 Sexually transmitted diseases - , precaution for prevention and counselling for persons with intellectual disability

Unit 4: Disability Issues – Community

- 4.1 Attitude of community towards Adults with Intellectual disability
- 4.2 Community related Issues - Indifference, Antisocial behaviour, Abuse and Social discrimination of Persons with intellectual disability and solutions.
- 4.3 Creating Awareness related to community issues
- 4.4 Community involvement and Resource Mobilization
- 4.5 Impact of technological developments on disability issue

Unit 5: Adulthood and Empowering Families

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 Persons with intellectual disabilities in urban and rural areas

5.4 Independent living: Within family, Group home & Institution.

5.5 Family Counselling – needs and process

Transaction

The course can be delivered in the lecture- discussion mode; the learners can be given opportunities to present in the form of seminar and group discussions. Let the learners explore and find ways and means to help persons with intellectual disabilities cope with adulthood and also help families and community to accept and include persons with intellectual disability.

Course work/Practical/ Field Engagement

- Conduct awareness and orientation programme for adults on various adulthood issues and submit report.
- Conduct and prepare a report on awareness programmes on various Government schemes and benefits at local level
- Conduct a seminar on Sexuality, Marriage and Gender related issues of adults with Intellectual disability and submit report.
- Assess and present a report on family needs and Counselling
- Conduct a sibling training programme on issues related to adults with intellectual disability and present a report

Recommended 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.
- Dale, N. (2000). Working with families of Children with Special Needs: Partnership and Practice. Brunner- Routledge. East Sussex.
- Davis, L.J. (2020). The Disability Studies Readers, New York.
- Haris, J.F. (2014). Intellectual Disability: A guide for Families and Professionals. Baltimore (MD)
- Hartman, A., & Laird, J. (1983) Family Centred Social Work Practice. The Free Press, New York.
- Hornby, G. (1994). Counselling in Childhood Disability: Skills for working with Parents. Chapman and Hall, London.
- Heumann, J. (2023). The Disability Revolution: A New Perspective on Disability and Ability.

- 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.
- Leahy, A. (2021). Disability and Ageing: Towards a Critical Perspective. Bristol, UK.
- Open textbook Library (2021). Supporting individuals with Intellectual Disabilities and Mental illness, Minneapolis (MN).
- Patton, J.m.(2021). Growth and Development in Adulthood among persons with Intellectual disability: New Frontiers in Theory, Research and Intervention, New York.
- Putnam, M. (2019). Handbook on Ageing with Disability. New York.
- <https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/working-withfamilies.aspx>
- <https://www.apa.org/monitor/may03/resources>
- <https://acl.gov/programs/employment/employment-resources-people-disabilities-and-families>
- <https://www.washington.edu/doit/national-resources-parents-children-and-youth-disabi>

SE010402 Field Engagement/Internship II

Total Credits: 02

Total Hours: 90

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 Intellectual Disability/Disability Rehabilitation for duration of four weeks. These may include Govt. /Autonomous organizations/ NGOs, / CBR projects/ Special Schools/ Inclusive schools, etc. The internship should be guided by faculty supervisor of the organization who should focus on enabling the student to develop linkages between “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- Prepare Research Article for Publication

Total Credits: 02

Total Hours: 90

Weightage: 20

The students have to prepare a research article based on their research work and submit it to their guide. The research article includes Title, Abstract (Not more than 300 words), Keywords, Need and significance, Scope of the study, Objectives of the study, Hypotheses of the study, Instruments, Methods, Procedure, Findings of the study & References. It should be evaluated by the internal and external examiners.

SE010404 -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.

SE010405- 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.

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

Course Code	Course Title	Credits (C)	Grade Point Average						University Average GPA	Grade Awarded	Result
			Theory		Practical		Total(4)				
			ISA	ESA	ISA	ESA	se GPA for the	tion Average			
CORE COURSES											
SE010101	Research Methodology	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									

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

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

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

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	A Institution			
CORE COURSES											
SE010301	Perspectives in Teacher Education	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									

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

Course Code	Course Title	Credits (C.)	Grade Point Average						University Average GPA	Grade Awarded	Result
			Theory		Practical		Total(4)				
			ISA	ESA	ISA	ESA	Course GPA for the	Institution Average			
Intellectual Disability Specialisation Course											
SE010401	Adulthood and Family Issues	4									
Field Engagement/Internship Course											
SE010402	Field Engagement/ Internship II	2									
SE010403	Prepare Research Article for Publication	2									
Dissertation											
SE010404	Dissertation	10									
Viva-voce											
SE010405	Comprehensiv	2									

	e Viva-voce										
	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 = $\frac{SGPA\ I + SGPA\ II + SGPA\ III + SGPA\ IV}{4}$

SGPA = Semester Grade Point Average

CGPA = Cumulative Grade Point Average

Theory External-ESE

Maximum Weight for external evaluation is 30. Therefore Maximum Weighted Grade Point (WGP) is 150

Type of Question	Qn. No's	Grade Awarded	Grade point	Weights	Weighted Grade Point
Short Answer	1	A+	5	1	5
	2	-	-	-	-
	3	A	4	1	4
	4	C	2	1	2
	5	A	4	1	4
	6	A	4	1	4
	7	B	3	1	3
	8	A	4	1	4
	9	B	3	1	3
	10	-	-	-	-
Short Essay	11	B	3	2	6
	12	A+	5	2	10
	13	A	4	2	8
	14	A+	5	2	10
	15	-	-	-	-
	16	-	-	-	-
	17	A	4	2	8
	18	B	3	2	6
Long Essay	20	A+	5	5	25
	21	-	-	-	-
	22	-	-	-	-
	23	B	3	5	15
			TOTAL	30	117
Calculation : Overall Grade of the theory paper = Sum of Weighted Grade Points /Total weight 117/30 = 3.90 = Grade B					

Theory Internal-CE

Maximum Weight for Internal evaluation is 10. Therefore Maximum Weighted Grade Point (WGP) is 50

Components	Weight (W)	Grade Awarded	Grade Point(GP)	WGP=W *GP	Overall Grade of the course
Assignment	2	A	4	8	WGP/ Total weight = 48/10 =4.8
Seminar	4	A+	5	20	
Test paper 1	2	A+	5	10	
Test paper 2	2	A+	5	10	
Total	10			48	A+

Practical- External-ESE

Maximum Weight for external evaluation is 15. Therefore Maximum Weighted Grade Point (WGP) is 75

Components	Weight (W)	Grade Awarded	Grade Point(GP)	WGP=W *GP	Overall Grade of the course
Lesson Plan/Teaching	7	A	4	28	= 58 / 15 = 3.86
Records	3	A+	5	15	
viva	5	B	3	15	
Total	15			58	B

Practical- Internal-CE

Maximum Weight for Internal evaluation is 5. Therefore Maximum Weighted Grade Point (WGP) is 25

Components	Weight (W)	Grade Awarded	Grade Point(GP)	WGP=W *GP	Overall Grade of the course
Lesson Plan/Teaching	2	A	4	8	WGP/Total

Records	1	A+	5	5	weight =17/5=3.40
viva	2	C	2	4	
Total	5			17	B