Curriculum Framework
Nehru Gram Bharati Vishwavidyalya

Master of Education - Special Education

M.Ed.Spl.Ed. [H.I.]

Norms, Regulations & Course Content
[Approved by BoS on 13-07-2015]

May, 2015

Effective from Academic Session 2015- 16
Two Years Duration

भारतीय पुनर्वास परिषद

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Minutes of meeting of Board of study in special education

Name of the Course: Bachelor of Education, Special Education (Hearing Impairment)

- Preamble: As per given R.C.I curriculum
- Objective : As per given R.C.I curriculum
- General Frame work of the course : As per given R.C.I curriculum
- Duration : As per given R.C.I curriculum
- Program me structure : As per given R.C.I curriculum

    I. Core paper As per given R.C.I curriculum
    II. Specialization : Hearing Impairment
    III. Elective Paper : Depends upon availability of expert
    IV. Preparation of practical work : As per given R.C.I curriculum
    V. Contents of paper which are given by R.C.I.
    VI. Grades and Grades Point : As per given R.C.I curriculum
    VII. Duration : As per given R.C.I curriculum
    VIII. Working days : As per given R.C.I curriculum
    IX. Eligibility for admission : As per given R.C.I curriculum
    X. Admission : As per University Norms
    XI. Programmes Pattern : As per given R.C.I curriculum
    XII. Passing minimum : As per given R.C.I norms
    XIII. Nature of evaluation : 60% external and 40% internal
    XIV. Transitory regulation : AS per university norms
    XV. Faculty student ratio : As per given R.C.I norms
    XVI. Faculty norms : As per given R.C.I norms
    XVII. Infrastructural facilities : As per R.C.I. norms
    XVIII. Certification as a registered professional : As per given R.C.I norms
    XIX. Award of degree : As per given R.C.I / university norms
    XX. Practicing schools : As per given R.C.I norms
    XXI. Engagement with the field and school experience : As per given R.C.I norms

(Prof. P.S. Ram)
Member

(Dr. AUK Kr.
Member

(Mr. Sanjay Singh)
Member

PREFACE

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

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

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

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

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

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

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

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

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

Prof. Sudesh Mukhopadhyay

Chairperson, RCI

18 May, 2015

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

I. PREAMBLE

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

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

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

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

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

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

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

II. Aim

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

III. Objectives of the program

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

   Assist potential teacher educators to exert leadership in advocating and meeting educational needs of children with disabilities in various settings

   Offer special teacher educators the opportunity to develop specialized capacity for leadership in curriculum, pedagogy and universal design

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

IV. NOMENCLATURE

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

V. GENERAL FRAMEWORK OF THE COURSE

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

The Course structure has three sets of courses

   Core courses in every semester

   Elective course which can be chosen from pool of papers in order to;

      Support the discipline of study
      Provide an expanded scope

Exposure to some other discipline/domain (*this will depend on the options available with the implementing university and institution*)

Nurturing student proficiency/skills

Elective Foundation courses are value-based

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

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Table 1: Grades and Grade Points

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

</div>

A student obtaining Grade F shall be considered fail and will be required to reappear in the examination.

For non-credit courses 'Satisfactory' or "Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/ CGPA.

The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE, etc.

The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, science, commerce, etc., is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly cut-off marks shall be fixed for grade B and B+ based on the recommendation of the statutory bodies (AICTE, NCTE etc.,) of the relevant disciplines.

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

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

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

Duration

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

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

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

V. PROGRAMME STRUCTURE

STRUCTURE FOR 4 SEMESTERS (2 YEARS)

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

Specialisation offered (with specific reference to Area B)

The M. Ed. Spl. Ed. programme is presently[2] being offered in following specializations:
    I. Hearing Impairment (HI)
    II. Learning Disability(LD)
    III. Mental Retardation / Intellectual Disability[3] (MR/ID)
    IV. Visual Impairment (VI)

Course planning for other disability area will be initiated in 2016.
Mental Retardation/ Intellectual Disability is being suggested as per Draft RPWD Bill, 2014.

AREA A - CORE COURSES

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

AREA B - SPECIALIZATION COURSES

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

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

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

AREA C - ELECTIVE COURSES

Note: Any one to be offered

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

AREA D - DISSERTATION

Course Code	Title	Credit	Marks
D	Dissertation	16	400

AREA E - PRACTICAL RELATED TO SPECIFIC DISABILITY

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

AREA F - PRACTICAL II

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

SEMESTER-WISE STRUCTURE

SEMESTER I

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

Engagement with field as part of courses indicated below:

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

SEMESTER II

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

Engagement with field as part of courses as indicated below:

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

SEMESTER III

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

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

Engagement with field as part of course as indicated below:

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

SEMESTER IV

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

Note: Suggestive/As per the University Regulations

Complete a review of related research literature in accordance with the research problems.

Explain and describe the methodology used to conduct the research problem.

Explain the significance of the results obtained after conducting the research study.

Summarize the results, explain the corresponding conclusions derived and the subsequent recommendations formulated for further research and practice.

Provide a list of references, other supportive documentation used for the study.

Make an oral presentation on the completed work.

Area E- Practical Related to Disability

Elicit information from parents and professionals the relevant information about one child with Specific Disability.

Assess the child with Specific Disability, using formal and informal tools and identify the specific learning problems.

Write a comprehensive assessment report by analyzing and interpreting the data.

Develop an appropriate educational plan (current level, annual goals, short term objectives, methods and material and evaluation).

Collaborate with the class teachers and related professional to implement the IEP.

Implement IEP for a period of minimum 15 sessions (each session lasting for not less than 45 minutes).

Make class visits to support the student when the regular teacher teaches and collaborate with the class teachers.

Evaluate the child and write a report.

Area F- Field Engagement/ Internship as Teacher Educators

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

VII. ADEQUACY OF THE SPECIAL EDUCATION SYLLABUS

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

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

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

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

IX. DURATION OF THE COURSE

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

X. WORKING DAYS AND ATTENDANCE

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

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

XI. ELIGIBILITY FOR ADMISSION

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

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

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

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

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

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

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

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

Candidate should have valid RCI registration.

XII. ADMISSION

Admission Procedure: as per University norms.

XIII. PROGRAMME PATTERN

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

XIV. PASSING MINIMUM

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

XV. NATURE OF EVALUATION

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

XVI. TRANSITORY REGULATIONS

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

XVII. FACULTY-STUDENT RATIO

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

XVIII. FACULTY NORMS

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

XIX. INFRASTRUCTURAL FACILITIES

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

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

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

XX. CERTIFICATION AS A REGISTERED PROFESSIONAL

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

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

XXI. AWARD OF DEGREE

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

XXII. PRACTICING SCHOOLS

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

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

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[5] Not applicable for National Institutes and Universities.

Course Details

AREA A

CORE COURSES

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

DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION

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

Contact Hours: 60   **Marks: 100**

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: An Overview of Development of Education System

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

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

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

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

National Legislations (RCI Act 1992, PWD Act 1995, National Trust Act, Biwako Millennium Framework)

International Legislations for Special Education and International Organisations (UNESCAP, UNCRPD, WHO, UNICEF, NESCO, UNDP, Action Aid, CBM)

National Policies (POA 1992, SSA, RMSA and RUSA) & Government Schemes and Provisions for Persons with Disabilities

Role of Governmental and non-governmental agencies in general and special education

Current issues– Identifications, Labelling, cultural and linguistic diversity & advocacy

Unit 4: Quality Issues in Education

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

Linking pedagogy with curriculum, contextual constructivism

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

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

Quality enhancement in service delivery and community rehabilitation

Unit 5: Current Trends and Future Perspective

Education as a development indicator, and enhancer of development indicators

Education for sustainable development & Right based approach

International curriculum framework in the light of changing priorities and international perspectives

Education for conservation of environment and social change

Education for individual and national development

Course Work/ Assignments

Trace development of education in India during pre-Independence

Identify Constitutional provisions ensuring equity and protection of human rights as well as non-discrimination

Study factors influencing special education as a discipline in India

Identify quality related issues of your State and suggest strategies to address them

Suggested Readings

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

Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.

Education Commission. (1964-1966). Ministry of Education, Government of India, New Delhi.

Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, New Delhi.

Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). Including Children with Special Needs: Primary Stage. NCERT, New Delhi.

Kumar, A. (2003). Environmental challenges of the 21st century, APH Publishing Corporation, New Delhi.

Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers. MacMillan, New Delhi.

National Policy on Education (1986). Ministry of Human Resource Development. Govt. of India, New Delhi.

National University of Educational Planning and Administration (2014). Education for All Towards Quality with Equity: INDIA. NUEPA, New Delhi.

Ozial, A.O. (1977). Hand Book of School Administration and Management. Macmillan, London.

Programme of Action (1992). Ministry of Human Resource Development. Govt. of India, New Delhi.

Report of Core group on value orientation to education (1992). Planning commission, Govt of India.

Salamatullah, (1979). Education in Social context, NCERT, New Delhi.

School Education in India – Present Status and Future Needs (1986). NCERT, New Delhi.

Seventh All India School Education Survey (2002). NCERT, New Delhi.

UNDP (1996). Human Development Reports. Oxford University Press. New York.

UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.

UNESCO (2009). Report on Education for sustainable development.

Varghese, N.V. (1995). School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.

PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Course Code: A 2   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Introduction

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

Objectives

After completing the course teacher educators will be able to

Explain the psychological principles and their application in specific context of education and special education.
Explain the principles and their implication for growth and development.
Critically analyse the process from the point of view of cognitive psychology.
Explain role of motivation in learning, learning processes and theories of personality.
Apply psychological aspects to teaching - learning situations.

Unit 1: Overview Educational Psychology

Nature and scope of educational psychology
Principles of educational psychology
Methods of Educational Psychology
      Observation
      Experimental
method 1.3.3Correlational
- Clinical
- Case Study

Applications of educational psychology to person with disabilities
Contemporary trends

Unit 2: Understanding the Development of the Learner

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

Unit 3: Cognition and Information Processing

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

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

Unit 4: Motivation, Learning and Personality

Concept, definition and theories of Motivation

Classical and Contemporary Learning Theories: Behavioural, Cognitive and Social
Concept, definition and principles of personality development
Personality Theories-
    Psychoanalytic-Freud & Neo-Freudians, Trait, Humanistic
    Assessment of Personality
Implications in teaching-learning with reference to children with disabilities

Unit 5: Psychological Aspects of Teaching

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

Course Work/ Assignments/ Practicum

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

Transaction

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

Essential readings

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

Maslow, A.M. (1954). Motivation and Personality. Harper Press, New York.

Morgan, C.T. (1961). Introduction to Psychology. McGraw Hill, New York.

Mussen, P.H., Conger, J.J., & Kagan, J.(1969). Child development and personality. Harper & Row, New York.

Suggested Readings

Bernard, H.W. (1972). Psychology of Learning and Teaching. Mc Grow Hill, New York.

Chauhan, S.S. (1996). Advanced Educational Psychology. Vikas Publishing House, New Delhi.

DeCecco, J.P., & Crawford, W. (1977). Psychology of Learning and Instruction. Prentice Hall, New Delhi.

Driscoll, P.M. (1994). Psychology of Learning for Instruction. Allyn & Becon, Boston.

Hurlick, E.B. (1992). Child Development. Mc Grow Hill, New York.

Joyce, M., & Others (1992). Models of Teaching. Holt Rinehart and Winston, New York. Bruce R. Joyce (Author), Marsha Weil (Author), Emily Calhoun

Lindgren, H.C. (1976) Educational Psychology in the Classroom. John Wiley, New York.

Mildred, C.R.F. (1978). Infants, Children: Their Development and Learning. Gran Hill, New York. (Indian Reprint).

Panda, K.C. (1997). Elements of Child Development. Kalyani Publishers, New Delhi.

Sharma, P. (1995). Basics on Development and Growth of a Child. Reliance Publication, New Delhi.

Slavin, E.R. (2003). Educational Psychology: Theory and Practice (7th ed.). Allyn & Becon, Boston.

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

RESEARCH METHODOLOGY AND STATISTICS

Course Code: A 3   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Introduction

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

Objectives

After completing the course teacher educators will be able to

Develop a conceptual understanding of research, its need and ethical research practices.
Describe the types, methods and process of research.
Apply statistical techniques for analysis of data.
Explain the methods and techniques of qualitative research.
Prepare research proposal and report.

Unit 1: Scientific Knowledge and Research

Sources and philosophy of knowledge
Scientific thinking and research
Role of theory in research
Need for research in Education and Special Education
Ethics in research

Unit 2: Types and Methods of Research

Types of research- Quantitative, Qualitative, Fundamental, Applied, Action
Methods of Research:
   Descriptive
   Correlational
   Ex-post facto
   Experimental; Designs (i) Pre-experimental, (ii) Pre-Post designs, (iii) Quasi Experimental design, (iv) single subject design
Variables- Types and threats
Process of research- Selection of problem, Review of literature, Sampling; Types and selection process, Hypothesis
   Instruments; tests, questionnaire, interview, observation schedule, rating scale
   Data collection and analysis

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

Unit 3: Methods of Quantitative Analysis

Parametric and non-parametric tests: Concept and difference
Descriptive Statistics:
  Measures of Central Tendency
  Correlations; Product-moment, Biserial-r, Point-biserial, Phi-coefficient, Regression analysis
Inferential statistics
  Underlying concepts: Sampling error, standard error of mean, confidence level, degrees of freedom, one tail-two tail test, type I and type II errors
  Student t- test, ANOVA, Ancova, Chi-square, Sign Test, Mann Whitney U test, Kruskal-Wallis test
Computer applications for analysis
Tabulation and graphic representation

Unit 4: Qualitative Research Methods and Analysis

Grounded theory
Ethnography and case study
Narrative/discourse and visual methodologies
Mixed method
Themes, coding and presentation

Unit 5: Preparing Research Proposal & Report

Components of research proposal
Presentation of proposal
Writing of thesis/dissertation
Writing technical paper for publication
Research management

Assignments/ Course Work/ Practicum

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

Transaction

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

Essential Readings

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

Best, J.W., & Kahn, J.V. (1996). Research in Education. Prentice-Hall, New Delhi.

Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.

Desu, M.M., & Raghavarao, D. (1990) Sample Size Methodology. Academic Press, Boston.

Dooley, D. (1997). Social Research Methods. Prentice-Hall, New Delhi.

Gaur,A.S., & Gaur, S. S.(2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. Sage Publishers, New Delhi.

Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication, London.

Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.

Guptha, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.

Hegde, M. N. (2003). Clinical research in communicative disorders. PRO-ED: Austin, Texas

Khan, M.S. (2005). Educational research. Ashish Publishing House: New Delhi

Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.

Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananathapuram.

Siegel, A., & Castellen, N.J. (1988). Non Parametric statistics for Behavioural Sciences. McGraw-Hill, New York.

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

Suggested Readings

Berg, B.L., & Lune, H. (2011). Qualitative Research Methods for the Social Sciences. Pearson Publication, Boston.

Bogdan, R. C., & Biklen, S. K. (2007). Qualitative research for education: An introduction to theory and methods (5th ed). Pearson, Boston.

Lipsey, M.W. (1990). Design Sensitivity: Statistical Power for Experimental Research. Sage Publications, Newbury Park, CA.

Singh, A. K. (2004).Tests Measurement and Research Methods in Behavioural Science. Tata McGraw-Hill Publishing, New Delhi.

CURRICULUM DESIGN & DEVELOPMENT

Course Code: A 4   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Nature of Curriculum

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

Unit 2: Approaches & Types of Curriculum Development

2.1 Developmental Approach
Functional Approach
Eclectic Approach
Ecological Approach
Expanded Core Curriculum
Hidden Curriculum

Unit 3: Principles of Curriculum Construction

Curriculum & Ideology
Curriculum as a Social Construct
Differentiating between Curriculum Design and Curriculum development
Theories of Curriculum Development
Universal Design of Learning for Curriculum Development

Unit4: Curriculum Development & Instructional Design

     Differentiation of Curriculum

     Pedagogical Theories and curriculum transaction

     Material and Instructional Adaptations

     Assessment and Evaluation

Unit 5: Critical Issues in Curriculum

     Organisation of learning opportunities for diverse needs

     Designing integrated and inter-disciplinary learning experiences

     Collaborative curriculum

     Alignment of curriculum and modes of assessment

     Curricular trends

Transaction

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

Course Work/ Practical/ Field Engagement

     Write a 2000 word essay describing a curriculum in action in an inclusive school

     Adapt any one lesson in collaboration with a regular teacher within a secondary school text book (using one of the approaches to curriculum development) to meet the needs of children with disabilities

Essential Readings

Aggarwal, D. (2007).Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.

Alexander, R. J. (2001). Culture and pedagogy: International comparisons in primary education. Oxford and Boston, Blackwell.

Daniels, H., & Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. McGraw Hill, New York.

Daniels, H., & Porter, J. (2011). Educational theories, cultures and learning: A critical perspective. Routledge, London.

Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues in curriculum. Allyn & Bacon, Boston.

Wiles, J. (2009). Leading Curriculum Development. Corwin Press, New Jersey.

Wiles, J.W., & Joseph, B. (2006). Curriculum Development: A Guide to Practice. Pearson Publication, London.

Suggested Readings

CIET(2006). The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET,NCERT, New Delhi.

Jacobs, H. H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (Professional Development). Association for Supervision & Curriculum Development, Alexandria.

Westbrook, J., Durrani, N., Brown, R., Orr D., Pryor J, Boddy, J., & Salvi, F. (2013). Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries. Final Report. Education Rigorous Literature Review. Department for International Development.

Wiggins, G., & Mc Tighe, J. (2005). Understanding by Design. Association for Supervision and Curriculum Development, Alexandria.

Wiles, J. W., & Bondi, J. C. (2010). Curriculum Development: A Guide to Practice. Prentice Hall, New Jersey.

INCLUSIVE EDUCATION

Course Code: A 5   **Credits: 04**

Marks: 100   **Hours: 60**

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Perspectives in Inclusive Education

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

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

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

Unit 3: Building Inclusive Schools

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

Unit 4: Building Inclusive Learning Environments

Classroom Management
Effective Communication
Promoting Positive Behaviour
Reflective Teaching
Peer mediated instruction: Peer tutoring, Co-operative learning

Unit 5: Planning for Including Diverse Learning Needs

Universal design of learning
Adaptations and accommodations for sensory impairments
Adaptations and accommodations for children with multiple disabilities
Adaptations and accommodations for children with neuro-developmental disabilities
Adaptations and accommodations for children with intellectual impairment
Adaptations and accommodations for gifted children

Unit 6: Collaborations

Models of collaboration
Working with Parents
Managing Conflict
Co-teaching
Mentoring and Coaching

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman Publishing, London.

Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.

Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.

Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). Essential best practices in inclusive school. Institute on Disability/UCE, University of New Hampshire

Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.

Peterson, M., & Hittie, M. (2009). Inclusive teaching: The journey towards creating effective schools for all learners. Merrill, New Jersery.

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

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

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

Suggested Readings

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

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

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

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

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

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

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

PERSPECTIVES IN TEACHER EDUCATION - IN-SERVICE AND PRE-SERVICE

Course Code: A 6   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Understanding Teacher Education (TE)

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

Unit 2: TE and Education of Children with Disabilities

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

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

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

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

Unit 4: Continued Teacher Development Program

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

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

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

Course Work/ Practical/ Field Engagement

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

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

Suggested Readings

NCTE (1998). Policy Perspectives in Teacher Education: Critique and Documentation, New Delhi.

Saxena, N.R., Mishra, B.K., & Mohanty, R.K. (1998). Teacher Education, R-Lall Book Depot, Meerut.

Sharma, R.A. (2002). Teacher Education. International Publication House, Meerut.

EDUCATIONAL EVALUATION

Course Code: A 7   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Foundations in Evaluation

Concept of testing, measurement, assessment and evaluation
Difference between investigation, auditing, monitoring & evaluation
Principles of Evaluation
Areas of Evaluation
The evolution of the evaluation function; i) Measurement/ comparison, Transparency/ accountability, ii) Understanding/ learning/ decision making/ positive accountability

Unit 2: Scope of Evaluation

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

Unit 3: Teaching-learning and Evaluation

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

Unit 4: Programme Evaluation & Review

Concept, need, goals and tools
Evaluation of instructional programmes
Techniques of programme evaluation
Reliability, validity and sensitivity in programme evaluation
Reviewing outcomes

Unit 5: Current Trends in Evaluation

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

Transaction & Evaluation

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

Practicum

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

Essential Readings

Airasian, P.W. (1991). Classroom Assessment. Mc Graw-Hill, New York.

American Educational Research Association, American Psychological Association, and National Council on Measurement and Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.

American Federation of Teachers, National Council on Measurement in Education, and the National Education Association. (1990). Standards for teacher competence in educational assessment of students. Washington, DC: Author.

Gipps, (1996). Assessment for learning. In Little, A. and Wolf, A. (eds) Assessment in transition: Learning, monitoring and selection an international perspective. Oxford Pergamon Press, London.

Gronlund, N.E., & Linn, R. (1990). Measurement and evaluation in teaching (6th Edition). Macmillan, New York.

Hamayan, (1995). Approaches to alternative assessment. "Annual Review of Applied Linguistics," 15, 212-226.

Headington (2003). Monitoring, Assessment, Recording, Reporting & Accountability. II-Ed, David Fulton Pub. , London.

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

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

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

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Suggested Readings

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

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

Fernandez, H. (2008). Knowledge based achievement of students with hearing impairment on different types of assessment. Unpublished Master Disseratation, University of Mumbai.

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Junaid, I.M., & Muhammad, D. N. (2002). Assessing nomadic children's learning achievement: what tools and which strategies? Retrieved from curriculum.pgwc.gov.za/resource_files/22153409_16.doc

Linn. R.L, Baker, E. L., & Dunbar, S. B. (1991). Complex Performance based assessment. Educational Researcher, 20(8), 15-21.

Mathew, S. (2010). Impact of Knowledge Based Evaluation on Achievement of Students with Hearing Impairment: An Experimental Study. A PhD Thesis (Unpublished), MJP Rohilkhand University.

Meyer, C.A. (1992) .What is the difference between Authentic and Performance assessment? Educational Leadership,49(8),39-40

Mountain, A. (2005). Science assessment of deaf students: Considerations and implications of state accountability. Measurements. MSSE Masters Project. Submitted to the National Technical Institute for the Deaf, Rochester Institute of Technology, New York.

Musselman, C.R., Lindsey. P. H., & Wilson A. K. (1988). An evaluation of recent trends in preschool programming for hearing impaired children. Journal of Speech and Hearing Disorders, 53, 71-88.

Nair, P. (2005). A study of the effectiveness of individualized instructional material on mastery of mathematical concepts related to time in children with hearing impairment. Unpublished Master Dissertation, University of Mumbai.

Stiggins, R.J. (1994). Student-Centered classroom assessment. MacMillan, New York

Tannenbaum, J.E. (1996). Practical Ideas on Alternative Assessment for ESL Students. ERIC Clearinghouse on Languages and Linguistics Washington DC, ERIC Identifier ED395500, 1-6.

AREA B

SPECIALIZATION COURSES

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

*Specific Disability in which M.Ed.Spl.Ed. Programme is being
offered. ** As per the need of disability different title has been used.

Disability Specialization

HEARING IMPAIRMENT

IDENTIFICATION, ASSESSMENT AND NEEDS OF INDIVIDUALS WITH HEARING IMPAIRMENT

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

Contact Hours: 60   **Marks: 100**

Introduction

The course aims to develop an understanding of applications of various Audiological, speech, language and communication assessments for recommendations of various educational practices. The said course would also help learners to appreciate the role of professionals to address the needs of the child with hearing impairment in a holistic manner using team approach.

Objectives

After completing the course teacher educators will be able to

> *Explain audiological evaluation and reflect its application in education of CWHI.*
> *Describe speech of children and reflect its use in evaluation of CWHI.*
> *Explain various issues related to assessment of language and communication of CWHI.*
> • *Explain the practices in educational assessment including the setting up of an educational assessment centre.*
> *Describe the importance of team approach and reflect on their role in assessment and identification of needs.*

Unit 1: Audiological Assessment, Identification and Addressing Needs

> Overview and need of various audiological assessment
> Choice and selection of audiological tests according to age and functional abilities of the child
> Overview of audiological assessment of children with additional/ associated disabilities
> Selection of modality / method of management (auditory, speech reading vs manual communication) based on aided performance (aided audiogram & speech identification)
> Recommendation of educational set-up (special, partial integration vs inclusive education) based on aided performance (aided audiogram & speech identification) as one of the factors

Unit 2: Speech Assessment, Identification and Addressing Needs

> Overview of acoustics of speech; Classification of speech sounds based on major acoustic cues
> Compare and contrast speech development in typical developing children and CWHI

Phonological errors as a function of audiogram configuration (flat, gradually sloping and steeply sloping) and degree of hearing loss

Selection of appropriate strategies, material, and equipment for teaching speech

Need for use of regional language based speech assessment tests

Unit 3: Language & Communication Assessment, Identification and Addressing Needs

Parameters of selecting medium of instruction for CWHI: Language/s used at home, school & society

Language assessment of the deaf: Challenges and concerns (standardized versus teacher made tools; Setting norms of children 'with' versus 'without' disability; modality dependent nature of language; measuring receptive language; identifying measurable indicators)

Biological foundations and research in early language experiences in the past two decades: From input to uptake

Processing sign languages in early years: Neural reorganization; Access to age appropriate language; Ease of intake; Universal grammar; Modality dependent versus modality independent components

Studying language assessment component in ICF; Recommendations related to language assessment reflecting in National Curriculum Framework (NCF)

Unit 4: Educational Assessment, Identification and Addressing Needs

Concept & principles of Educational Assessment

Scope & priorities in educational assessment

Methods, Techniques & tools for educational assessment & Reporting: Formal & Informal

Outcomes of educational assessment: Identification, addressing educational needs; linking with pedagogical decisions

Setting up of an educational assessment clinic/centre: Need & Requirements (essentials & Desirables)

Unit 5: Team Approach in Assessment, Identification & Assessing Needs

Team Approach: concept & types (Multidisciplinary, Interdisciplinary and Trans-disciplinary);

Role of various stakeholders: professionals, personnel, parent and the child;

Constitution of team with respect to CWHI: Considerations on child's age, severity and associated conditions;

Team's role before, during and after assessment; Identifying and addressing the need and planning IEP / IFSP

Team's role in outcome measures: Periodic assessment and evaluation; review of performance against previously set goals

Course Work/ Practical/ Field Engagement

Compiling a set of 10 aided audiograms and aided speech identification scores for selection of modality, method of communication and educational set-up.

Review two IEP records and reflect upon the role responsibilities and team approach

Reflections on changing trends in language assessment beyond syntax (semantics & pragmatics)

Compiling of recently developed speech tests in India and critically analysing them

Visit an educational assessment clinic / centre and review the different tools available for educational evaluation of children with hearing impairment.

Transaction & Evaluation

Lecture-cum-demonstration, Assignments and Class tests

Essential Readings

Beattie, R. G. (2001). Ethics in Deaf Education: The First Six Years. Academic Press Inc., New York.

English, K.M. (2002). Counseling Children with Hearing Impairment and Their Families. Allyn and Bacon, Boston.

Gipps, C. (1996). Assessment for learning. In Little, A. and Wolf,A. (eds) Assessment in transition: Learning, monitoring and selection an international perspective. Oxford Pergamon Press, London.

Gronlund, N.E., & Linn, R. (1990). Measurement and evaluation in teaching (6th Edition). Macmillan, New York.

Headington, R (2003). Monitoring, Assessment, Recording, Reporting & Accountability (2nd ed.). David Fulton. London.

Jalvi, R., Nandurkar, A., & Bantwal A., (2006). Introduction to Hearing Impairment. Kanishka Publication, New Delhi.

Johnson, C. D., & Seaton, J. (2010). Educational audiology handbook (2nd ed.). Clifton Park: Delmar Cengage Learning Delmar Cengage Learning

Lane, V.W., & Molyneaux, D. (1992). The dynamics of communicative development. Prentice Hall Inc., Englewood Cliffs.

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Martin, F.N., & Clark, J.G. (2009). Introduction to Audiology(10th ed.).Pearson Education, Boston.

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Mathew, S. (2005). Evaluation: Curricular Strategies and Adaptations for Children with Hearing Impairment, Kanishka Publication, New Delhi,

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

Mc. Laughlin, J. A. & Lewis, R .B. (2001).Assessing students with special needs (Ed.V). Merrill & Prentice Hall, New Jersey.

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

Newby, H. A., & Popelka, G. R. (1992). Audiology (6th ed.). Appleton-Century-crofts, New York.

Northern, J.L., & Downs, M.P. (2002). Hearing in Children. 5th Edition. Williams and Wilkins, Philadelphia: Lippincott.

Owens, R.E. (2012). Language development: An introduction (8th ed.). Pearson, Boston.

Status of Disability in India (2007). Hearing Impairment and Deaf-blindness. Rehabilitation Council of India, New Delhi.

Yoshinaga-Itano, C. (2003). From screening to early identification and intervention: Discovering predictors to successful outcomes for children with significant hearing loss. Journal of deaf studies and deaf education, 8(1), 11-30.

Suggested Readings

Bess, F. H., & Humes, L. E. (1990). Audiology: The fundamentals. Williams & Wilkins, London.

Billeaud, F.P. (2003). Communication Disorders In Infants and Toddlers: Assessment And Intervention. 3rd ed. Butterworth Heinemann.

Hamayan, E. V. (1995). Approaches to alternative assessment. Annual Review of Applied Linguistics, 15, 212-226.

Harrison, M., Roush, J., & Wallace, J. (2003). Trends in age of identification and intervention in infants with hearing loss. Ear and Hearing, 24(1), 89-95.

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

Katz, J. (1978, 1985, 1994). Handbook of Clinical Audiology. (2nd, 3rd & 4th eds.). Williams and Wilkins. Baltimore.

Madell, J.R., & Flexer, C. (2008) Pediatric Audiology: Diagnosis, Technology and Management. Thieme Medical Publishers, New York.

Paul, P.V., & Whitelaw, G.M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Jones and Bartlett Learning, Boston.

Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. Plural Publishing, San Diego.

Yoshinaga-Itano, C. (2003). Universal newborn hearing screening programs and developmental outcomes. Audiological Medicine, 1(3), 199-206.

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CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH HEARING IMPAIRMENT

Course Code: B 9   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Introduction

Having the foundations of curriculum design and approaches, the learners will find its applications while studying and designing the curriculum for children with hearing impairment. The course is especially design to add on the specialised curricular requirements of children with hearing impairment and strategies in both special and inclusive classrooms.

Objectives

After completing the course teacher educators will be able to

Describe the curricular needs, framework and practices emerged out of the paradigm shift in education.
Explain the bases, types and strategies of curricular adaptations.
Understand the concept and strategies in differentiated instructions.
Explain the processes and theories of literacy development.
Explain the multiple literacy and their applications in curriculum.

Unit 1: Curricular Needs at Different Levels

Paradigm shift in education: school, teacher, learner & curriculum for 21st century
Causes of learning difficulties in children with hearing impairment
Differential curricular needs of early and late intervened children with hearing impairment
Curricular framework for Early intervention & Early Childhood Education
Domains of development facilitating the school readiness for inclusive education

Unit 2: Curricular Adaptations

Bases of curricular adaptations & decision making
Step wise curricular approach and its adaptation
Types of accommodations, modifications and its applications
Strategies of adaptation of text of different school subjects
Adaptation in evaluation

Unit 3: Differentiated Instructions

Relevance & Concept
Elements of differentiated instructions (Knowing the learner, assessing the learner, school climate, instructional strategies, adjustable assignments)
Need assessment & Decision making

Learning pyramid

Mastery level learning

Unit-4: Literacy Development & Teaching Strategies

Deafness & literacy issues;

Theories of literacy development and their applications

Processes involved in reading & writing

Processes involved in speaking, listening & signing in literacy development

Meta cognitive strategies & instructional practices

Unit 5: Research & Development in Literacy

Research in literacy: An overview

Priority areas of research

Identifying the gaps in literacy research

Readings in Researches on literacy development at different levels in the past two decades

Evidence based practices in literacy development

Course Work/ Practical/ Field Engagement

Select a text of your choice and adapt the content in terms of knowledge, language, presentations illustrations

Write an essay on the Montessori curriculum and its relevance to children with hearing impairment

Profile the current level of functioning of literacy (one child)

Present an article published after 2011 in an indexed journal on literacy

Transaction & Evaluation

Lecture cum demonstration, Self-learning & Workshop

Essential Readings

Armstrong, D. G. (1989). Developing & documenting the curriculum . Allyn & Baccon, London.

Beane J. A., Toeepfen, C. F., Allen, S. J. (1986). Curriculum planning & Development. Allyn & Bacon, London.

Gregory, S., Powers, P., & Watson, S.(1998).Issues in Deaf Education. David & Fulton. London.

Judy, W. (1998). Adapting instructions to accommodate students in inclusive settings. Pearson Publication, London.

Mishra, A. (2012).Research of deaf and hard of hearing in India. Status of Disability in India, Rehabilitation Council of India, New Delhi.

Owens, R.E. (2012). Language development: An introduction (8th ed.). Pearson, Boston.

Sampson, M., Allen, R. V., & Sampson, M. B. (1991). Pathways to literacy. Holt Rinehail & Winston Inc., London.

Spodek, B., & Saracho, O. N.(2006). Handbook of Research on the Education of Young Children. (II Ed). Lawrence Erlbaum, London.

Status of Disability in India (2007). Hearing Impairment and Deaf-blindness. Rehabilitation Council of India, New Delhi.

Stokes, J. (2000). Communication options. In J. Stokes (Ed.), Hearing impaired infants – Support in the first eighteen months. Whurr Publishers Ltd., London.

Tannen, D., & Tanner, L. (1995). Curriculum development : Theory to Practice (III Ed.). Merryl & Prentice, New Jersey.

Tompkinns, G. E., & Hoskisson, K. (1995). Language arts: Content & Teaching Strategies(III Ed.). Merryl & Prentice, New Jersey.

Wallang, M. G. (2007). Sign Linguistics and Language Education for the Deaf: An Overview of North-East Region. Academic Excellence, New Delhi.

Suggested Readings

Ornstein, A. C., & Behar –Horenstein, L. S. (1999). Contemporary Issus in Curriculum (II Ed.). Allyn & Bacon, London.

Searfoss, L. W., & Readence, J. E. (1989). Helping children Learn to Read. Allyn & Bacon, London.

ADULTHOOD AND FAMILY ISSUES

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

Contact Hours: 60   **Marks: 100**

Introduction

The course is designed to develop learners' insight into transitional process from adolescence to adulthood and issues related to adulthood of individuals with hearing impairment. The learners are expected to appreciate the need for planning adulthood towards promoting their independent leaving, higher and vocational education as well as employment. The course would build suitable capacities so that the learners can address the family, community and cultural issues through suitable interventional plan.

Objectives

After completing the course teacher educators will be able to

Appreciate the importance of planning and implementing transition services for preparing adolescents towards adulthood.
Explain strategies of developing independent living skills and preparing them for gainful employment.
Describe communication, cultural and family issues to reflect in planning of services.

Unit 1: Transition from Adolescence to Adulthood

Transition: Concept and challenges as perceived by D/deaf adolescents and their families

Domains of transition: Educational, independent living, social-cultural and employment

Factors influencing transition: Academic and personal achievement, aspiration & motivation, interaction & complexities, environmental barriers, late deafened adults; concept of self and self efficacy

Role of support and facilitators: Family, peers, community; agencies and environmental support

Planning and implementing transition services

Unit 2: Independent Living

Concept and its importance

Money management and related financial skills

Health and physical fitness skills

Life skills: Social-etiquette and mannerism

Leisure time, hobbies and recreational activities

Unit 3: Higher Education, Vocational Education & Employment

Higher Education: Need, scope, status of higher education
Vocational education: Need, scope, status of vocational education
Selecting suitable higher education & vocational streams
Career choices: job seeking skills and facing interviews
Work adjustment skills; Job related social skills

Unit 4: Community& Cultural Issues

Diversity in DEAF WORLD
Comparison of Hearing world-Deaf world on culture and group identity and communication options
Legal issues regarding communication accessibility
Views of Cochlear Implantees and hearing aid users towards Deaf culture
Facilitating societal inclusion of individual with hearing impairment

Unit 5: Family Issues

Role & challenges of families in fostering adjustment, personality development, independent living employment and marriage
Raising of hearing children by Deaf parents: Deaf Child Deaf Parent (DCDP); Deaf Child Hearing Parent (DCHP) issues
Communication patterns and parenting issues in families with Deaf parents and hearing children
Identifying family needs and Supporting towards resource mobilization, family networking and facilitating availability of welfare schemes
Advocacy at family and individual levels; Strategies

Practicum/ Field Engagement

Prepare a poster on family advocacy
Hold a mock interview session and write your reflections upon it
Interview a family to identify 'need and support'
Have a focussed group discussion Deaf culture in India, and submit a reflective essay on the same
Make a pamphlet regarding financial management for the D/deaf adult

Transaction & Evaluation

Lecture-cum-demonstration
Inviting Deaf adults to share their experiences & success stories.

Essential Readings

Annable G., Walters, C., Strensta, D., Symanzik, S, Tuuuyb. L., & Sterwer, N. (2003). Students with disabilities, Transition from postsecondary education to work, Winnipeg. Canadian centre for disability studies, Manitoba.

Christensen, K.M., & Gilbert, L.D. (1993). Multicultural Issues in deafness, White Plairs, Longman, New York.

Narayansamy, S., Kamraj, J., & Rangasayee, R. (2006). Family, Community and the hearing impaired child.: Kanishka Publishers, New Delhi.

Parasins, L.A.(1996). Cultural and Language Diversity and Deaf Experience. Cambridge University Press, New York.

Suggested Readings

Bowe F.G. (2003). Transition for deaf and hard of hearing students: A blueprint for change, Journal of deaf studies and deaf education 8(40;485-93

ASSISTIVE DEVICES & SERVICES FOR INDIVIDUALS WITH HEARING IMPAIRMENT

Course Code: B 11   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Introduction

The course will assist learners to know about technological devices required and used in various interventional settings and also the schemes available to procure the individual aids and appliances. The course also envisages to arouse curiosity amongst learners about various technological advancements and research and development in the said area.

Objectives

After completing the course teacher educators will be able to

> *Describe the available schemes and reflect on status of services for individuals with hearing impairment and suggest ways to improve.*
> *Understanding about individual and group listening devices used by CWHI in schools.*
> *Discuss role of technology in facilitating communicative educational and social functioning of language.*
> *Understanding about use of assistive devices & methods in the management of CWHI in schools/ clinics.*
> *Explain the present and future technologies, research developments and evidence based practices facilitating the education of CWHI.*

Unit 1: Schemes & Services for Individuals with Hearing Impairment

Schemes for persons with disabilities of various ministries/departments of central and state government in early intervention, rehabilitation, education and employment;
Schemes for availing aids and appliances: ADIP and other schemes
Services for individuals with hearing impairment: Types, availability, coverage and quality
Delivery of services; Role of various stakeholders, planning, implementing, collaboration, challenges and issues
Appraisal of services: Methods of measuring outcomes and suggesting plan of action

Unit 2: Listening and Assistive Devices in Audiological Management

Hearing aids: Overview to hearing aids; Overview to electro-acoustic characteristics and need to study same; Importance of ear moulds and its modifications
Cochlear Implant: Overview to cochlear implants; Need and importance for regular mapping
FM system: Components, Functioning, Types, Advantages and disadvantages

Induction loop systems & Hardwire systems: Components, Functioning, Types, Advantages and disadvantages

Criteria for recommendation of one device over the other; Role of special educators in measuring outcome of listening devices

Unit 3: Assistive Devices in Management of Language & Communication

Meta level understanding of use of technology for language development

Access to whole language: Challenges of communication options and use of technology for ways to overcome

Use and availability of social media for sign language users: Communicative, educational and social purposes

Orientation to web based Curriculum Based Measurement (CBM) tools

Tele captioning of popular media and its role in literacy development

Unit 4: Technology & Methods in Management of Speech

4.1 Parameters measured in phonation and suprasegmental aspects of speech using advanced technology and their application

Need and methods to analyse and to correct articulation of speech

Selecting management techniques for phonation and suprasegmental aspects of speech

Selecting management methods for facilitating articulation in CWHI

Methods to improve speech intelligibility; Measurement of outcome

Unit 5: Assistive Devices in Educational Management

Impact of Technology on education: Present & Future

Assistive technologies for personal and educational purposes: Devices & Processes and their application

Mainstream Technologies: Universal Designs; its Concept, Principles & product design

Research & Developments in Educational technology: national & international

Evidence Based Practices

Course Work/ Practical/ Field Engagement

Compare the application of the technology in classroom teaching between a developing and a developed country

Undertake a survey of available services in your locality and reflect on their status for individuals with hearing impairment. Prepare a report.

Analysis of electro-acoustic characteristics of 5 hearing aids and write a report

Use social media to link with individuals with deafness and submit report on your experience

Interaction with a D/deaf adult to find out role of technology in his/her social life. Write your reflections

Measure the speech intelligibility of 2 children with hearing impairment

Compare schemes available in your state / country with any state / country

Transaction & Evaluation

Self learning, Lecture-cum-demonstration & Workshops

Essential Readings

Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deafblind. Springer, London.

Beattie, Rod G. (2001). Ethics in Deaf Education: The First Six Years. Academic Press Inc. New York.

Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. San Diego: Plural Publishing.

Dillon, H. (2001). Hearing aids. Thieme Medical Publications, New York.

English, K. M. (2002). Counselling Children with Hearing Impairment and Their Families. Allyn and Bacon, Boston.

Huang, D. (1998). Speech skill build-up for children. Tiger DRS Inc. http://www.drspeech.com

Katz, J. (1978, 1985, 1994). Handbook of Clinical Audiology. (2nd, 3rd & 4th eds.). Williams and Wilkins, Baltimore.

Krumenacker, S. (2014). Hearing Aid Dispensing Training Manual. Plural Publishing. San Diego.

Kumar, K. L. (2009).Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers. New Age International, New Delhi.

Mathew, S. M. (2012).Technology for persons with hearing impairment. Status of Disability in India-2012. Rehabilitation Council of India, NewDelhi.

Owens, R.E. (2012). Language development: An introduction (8th ed.). Pearson, Boston.

Owens, R.E. (2012). Language development: An introduction (8th ed.).Pearson, Boston.

Rapp, W. H. (2014). Universal design for learning in action. Baltimore MD: Brooks

Sandlin, E. R. (1995). Handbook of hearing aid amplification: Theoretical and technical considerations. (vol. I).Singular Publishing Group, Inc. San Diego.

Stewart, D. A., & Kluwin, T.N. (2001).Teaching Deaf & Hard of Hearing Students : Content , Strategies & Curriculum. Allyn & Bacon, London.

Taylor, B., Mueller, H. G.(2011). Fitting and Dispensing Hearing Aids. Plural Publishing, San Diego.

Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. Plural Publishing, San Diego.

Suggested Readings

Allum, D.J. (1996). Cochlear Implant Rehabilitation in Children and Adults. Whurr Publishers, London.

Maltby, M.T. (1994). Principles of Hearing Aid Audiology. Whurr Publishers, London.

Pollack, M. C. (1980). Amplification for the hearing impaired. Grune & Stratton, New York.

Tweedie, J. (1987). Children's Hearing Problems, Their Significance, Detection and Management. The Bath Press, Bristol.

Valente, M. (1996). Hearing aids standards, options and limitations. Thieme Medical Publishers, Inc., New York.

Valente, M., Dunn, H. H., & Roeser, R. J. (2000). Audiology- treatment. Thieme Medical Publishers, New York.

Wong, L. H., & Louise, M. (2012). Evidence-Based Practice in Audiology: Evaluating Interventions for Children and Adults with Hearing Impairment. Plural Publishing, San Diego.

<u>Practicum - HI</u>

SEMESTER I

Course Code: E1   **Credits: 04**   **Hours: 120**   **Marks: 100**

A. Audiological & Speech Evaluation and Management at Different Levels

Sl. No.	Tasks for Teacher Educators	Settings	Specific activities	Hrs	Marks	Submiss-ions
1	Observing behavioural audiological tests in children below the age of 2 year	Audiological clinic	• Behavioural Observation Audiometry (2 children) • Visual Reinforcement Audiometry (2 children)	6	5	Journal with reflect-ions
2	Observing behavioural audiological tests in children between 2 to 5 years	Audiological clinic	• Conditioned play audiometry (2 children) • Speech audiometry (Closed-set testing) (2 children)	6		
3	Observing behavioural audiological tests in children	Audiological clinic	• Conditioned play audiometry (2 children of 3 years and above) • Speech audiometry: Open-set testing (2 children of 5 years and above)			
4	Observing physiological and electro-physiological testing	Audiological clinic	• Immittance audiometry (2 children) • Otoacoustic emission (2 children) • Auditory Evoked potentials (2 children)	6	5	
5	Observing hearing aid trail and measurement of outcome	Audiological clinic	• Hearing aid selection (digital and analogue) (2 children each) • Measurement of aided audiogram (2 children)	12	5	

			• Measurement of aided speech detection / identification (2 children)			
6	Use aided audiogram and speech identification scores to make recommendations	Audiological clinic	• Making recommendations regarding mode of training and educational placement using aided audiogram and Speech audiometry (10 children in different age groups)	6	5	
7	Listening training	Audiological	• Prepare lesson plans for listening training for children aged 2 years. (2 plans) • Prepare lesson plans for listening training for children aged 5 years. (2 plans) • Prepare lesson plans for speech reading training for children aged 6 years.	6	5	
8	Screening for hearing loss using checklists	Inclusive school/ clinic	• Administer a checklist having signs and symptoms of hearing loss and behavioural observation on primary school children (20 children)	12	10	
9	Troubleshooting hearing aids	Special school	• Carrying out Ling's 6 sound test (2 children) • Troubleshooting hearing aids (2 children)	6	5	
10	Room acoustics	Special school / Inclusive school	• Suggesting modifications for classroom acoustics to optimize auditory and visual reception of speech (1 inclusive school and 1 special school).	6	5	
11	Observing phonation evaluation	Speech clinic	• Evaluation of phonation in normal hearing children and CWHI (2 each)	6	5	
12	Observing	Speech clinic	• Evaluation of articulation	6	5	

	articulation evaluation		in normal hearing children and CWHI (2 each)			
13	Screening for articulation problems	Special school	• Screening of articulation of CWHI (4 children)	6	10	
14	Measuring intelligibility of speech	Special School	• Measuring intelligibility of speech of typically developing children and CWHI (6 each)	12	10	
15	Home training and counseling	Speech & Hearing clinic/ Special school / inclusive school	• Based on the auditory, speech and language abilities of children, prepare home training activities (2 children) • Counsel family regarding home training activities to improve listening skills, articulation and language.	6	10	
16	Use of Apps for Speech outcomes	Clinic	• Use of free downloadable apps for measuring outcomes of phonation and articulation of CWHI	6	5	
17	Psychological Assessment	Clinic / School	• Observe, Undertake and Interpret results of psychological test on assessment of intellectual functioning by using Bhatia Battery/ WISC-Indian Adaptation.	12	10	Practi-cal record

SEMESTER II

Course Code: E2   **Credits: 04**   **Hours: 108**   **Marks: 90**

B. Language and Educational Evaluation

Sl. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hrs	Marks	Submission
1	Compilation of tools available for educational evaluation	Educational assessment centre/ clinic	Collect different tools available for evaluation of typically hearing children and those with hearing impairment	10	5	Journal with reports & reflect-ions
2	Case History		Studying the case history of 5 CWHI with a special focus on educational history of parents , language and biographic & educational background of CWHI	5	5	
3	Administration of language assessment Tools		Observe the administration of language tests (2 standardized and 4 non standardized) on 5 children and report the findings	10	5	
4	Tools for evaluation of CWHI in other areas like communication, socio-emotional maturity		Observe the administration of two tests/checklist/rating scale on CWHI at different levels and report the findings Preschool-1 child Primary-1 child	5	5	
5	Tools for scholastic achievement and literacy achievement		Observe the administration of tests for assessing scholastic achievement and literacy achievement at different levels Preschool level -2 children Primary-2 children	10	5	
6	Observation of Educational evaluation		Observe the educational evaluation of CWHI at different levels and study	10	5	

			the findings in different areas - CWHI below 5 years: (5 no.) CWHI above 5 years: (5 no.)			
7	Conducting educational evaluation		Carryout the educational evaluation of 5 CWHI Preschool/Primary-3 Secondary-2	20	20	
8	Tool development		Develop one tool for assessment of language /school subject	15	10	
9	Development of materials for literacy development		Develop materials for developing pre reading and pre writing skills	15	10	
10	Lesson planning		Develop 3 lesson plans and demonstrate any one model lesson plan	8	20	
11	Psychological Assessment	Clinic / School	Observe, undertake and interpret results of following psychological test: A. Any test of assessing personality B. Any test of assessing occupational interest and aptitude	12	10	Practi-cal record
			Total	**120**	**100**	

SEMESTER III

Course Code: F1   Credits: 04   Hours: 120   Marks: 100

Field Engagement/ Internship as a Teacher Educators

Sl. No.	Tasks for Teacher Educators	Educatio-nal settings	Specific activities	Hrs	Marks	Submi-Ssion
1	Understanding the Organization	Teacher training institute offering diploma /degree teacher training programme	Understanding the organization's vision, mission & its programs and activities	6	5	Journal with reports & reflect-ions
2	Understanding the operational plans		Study the calendar of activities, schedules, distribution of work assigned to the teaching, clinical and administrative staff.	14		
3	Coordination support		Support the coordinator in implementing the activities based on the approved calendar of activities & other schedule; Observing the regularity & punctuality of students, Supporting the students in filling up examination forms and other procedures of the Institute / University	30	20	
4	Teaching support		Assisting the faculty members in planning & preparing the lectures through PPTs & reference materials, Demonstration of practical based activities, preparing TLM, assisting faculty in supervising practical based activities/lesson planning, undertaking at practice teaching schools/clinical set up	40	40	
5	Library support		Supporting the students & faculty members in identifying offline and online resources including reference books and journals	6	15	
6	Mainstream / General school placement	Inclusive school	Visit a school and create awareness about inclusive education of children with disabilities through PPT and prepare a report Study the readiness (facilitators & barriers)of the school in promoting inclusive education through a tool	24	20	

SEMESTER IV

Course Code: F2   **Credits: 04**   **Hours: 120**   **Marks: 100**

Field Engagement/ Internship as a Teacher Educators

Sl. No.	Tasks for Teacher Educators	Educati-onal settings	Specific activities	Hrs	Marks	Submi-ssion
1	Coordination support		Support the coordinator in implementing the activities based on the approved calendar of activities & other schedule; Observing the regularity & punctuality of students , Supporting the students in filling up examination forms and other procedures of the Institute / University	10	10	Journal with reports & reflecti-ons
2	Teaching support		Assisting the faculty members in planning & preparing the lectures through PPTs & reference materials, Demonstration of practical based activities, preparing TLM, assisting faculty in supervising practical based activities/lesson planning, undertaking at practice teaching schools/clinical set up	30	30	
3	Learning support		Coaching support to weak performers for achieving the content mastery	30	30	
4	Library support		Supporting the students & faculty members in identifying offline and online resources including reference books and journals	10	10	
5	Evaluation support		Assist faculty in developing tests, observing internal test/ examination activities, evaluating class test papers & reporting under faculty supervision. Supporting the coordinator & faculty members in compiling marks for calculation of IA	10	10	
6	Research Support		Preparing a research proposal for the organization under guidance of faculty based on their needs and available resources.	30	30	

AREA C

ELECTIVE COURSES

Note: Any one to be offered

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

EDUCATIONAL MANAGEMENT

Course Code: C 12   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Foundations in Educational Management

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

Unit 2: Total Quality Management in Education

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

Unit 3: Human Resource Management

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

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Training, development & capacity building

Organisational behaviour; climate & culture

Individual & group dynamics, conflict management & negotiations

Unit 4: Educational Management Information Systems (EMIS)

Need, relevance and National agencies for EMIS

Internal & external stakeholders of EMIS

Tools & process for collecting and disseminating data & using information

Constituting indicators & data monitoring plans

Dissemination, distribution & publication of data

Unit 5: Financial Management

Need &Importance of financial management in educational institutes

Basic concepts in accounting

Importance & types of budgeting

Resource mobilisation& allocation

Proposal writing for funding in educational institutes

Transaction

Lectures, Field visits, Self-study

Course Work/ Field Work

Proposal writing for fund raising of an educational institution

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

Suggested Readings

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

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

Chatterjee, B. K. (2011). Finance for Non – Finance Managers. Jaico Publishing House, New Delhi.

Deshmukh, A.V., & Naik. A. P. (2010). Educational Management. Himalaya Publishing House Pvt. Ltd., Mumbai.

Dessler, G. (2012). Human Resource Management. Prentice Hall, London.

Dimmock, C. (2012). Leadership in Education: Concept, Themes and Impact. Routledge, New York.

Leithwood, K., & Jantzi, D. (1999). Changing Leadership for Changing Times. Open University Press, London.

Lewls, T. (2012). Financial Management Essentials: A Handbook for NGOs.

Mathis, R. L., & Jackson, J. H. (2010). Human resource management (13th ed.).

Mukhopadhya, M. (2011). Total Quality Management in Education. Sage publications India Pvt. Ltd. New Delhi.

Nkomo, S. M., Fottler, M. D., & McAfee, R. B. (2010). Human resource management applications: Cases, exercises, and skill builders (7th ed.).

Pande, S., & Basak, S. (2012). Human Resource Management. Text and Cases. Amazon Digital South Asia Services, Inc.

Rayner, S. (2007). Managing Special and Inclusive Education. Sage Publications Ltd. London.

Senge, P. (2007). A Fifth discipline Resource. Schools that lead: Nicholas Brealey Publishing, London.

Senge, P.M. (1994). The fifth Discipline; The Art & Practice of The Learning Organization. Currency Doubleday, New York.

Shapi, J. (N.K). Writing a Funding Proposal.

Ulrich, D., & Brockbank, W. (2005). The HR Value Proposition. Boston: Harvard Business School Press. (ISBN-13: 978-1591397076 or ISBN-10: 1591397073).

EDUCATIONAL TECHNOLOGY

Course Code: C 13   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Educational Technology

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

Unit 2: Instructional Technology

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

Unit 3: Instructional and Interactive Learning

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

Unit 4: ICT For Inclusion

ICT for 21st century learning

Dilemmas and Realities about applications in ICT in inclusive education

Potentials of ICT in inclusive education-Access, equity, participation, Skill development and life- long learning

ICT for teaching-learning

Role of ICT in curriculum transaction

Unit 5: Recent Trends in Technology

Online Learning

Blended Learning

M-Learning

MOOC

OER

Course Work/ Practical/ Field Engagement

- Prepare an observation report of classroom teaching based on Flanders Interaction analysis

Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics

Prepare a story board in any one unit of a subject for a child with disability

Present a research paper on appilcation of any one recent trend in inclusive education

Seminar on issues in application of ICT in inclusive education

Suggested Readings

Bhatt, B. D., & Sharma, S. R. (2003). Educational Technology concept and Technique (Modern Education Series). Kanishka Publisher, New Delhi.

Diana, L. O. (2001). Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass

Horton, W. (2001). Designing web-based Training. John Wiley & Sons. New Jersey.

Kumar, K., Kumar, S. (2004). ICT Skill Development. GBD Publications, Gurusar Sadhar.

Mukhopadhyay, M (1990). Educational Technology Challenging Issues. Sterlings Publisher's Pvt. Ltd. New Delhi.

Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York.

Sallis, E., & Jones, G. (2002). Knowledge Management in Education London: Kogan Page Ltd.

Santhosh, V. (2009). Information communications technology for teacher education. Kanishka Publisher, New Delhi.

Schank, R.C. (2001). Virtual Learning. McGraw Hill. London.

Shehzad, A. (2007). Teacher's Handbook of Educational Technology. Anmol,

Pubishing Pvt. Ltd., New Delhi.

Singh, T. (2009). ICT Skill Development. Tandon Brothers, Ludhiana.

Venkataiah, N. (2002), Educational Technology. APH Publication Corporation, New Delhi.

GUIDANCE AND COUNSELING

Course Code: C 14   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Education and Career Guidance

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

Unit 2: Vocational Guidance

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

Unit 3: Fundamentals of Counselling

Concept and nature of counselling
Scope and objectives of counselling
Stages of the counselling process
Counselling techniques
Ethical principles and issues

Unit 4: Group approaches in Vocational Counselling and Guidance

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

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

Unit 5: Assessment in Educational and Vocational Guidance and Counselling

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.

Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.

Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.

Shah, A. (2008). Basics in Guidance and Counselling. Global Vision Publishing House.

Sharma, V.K. (2005). Education and Training of Educational and Vocational Guidance. Soujanya Books, New Delhi.

Suggested Readings

Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines.

Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.

AREA D
DISSERTATION

DISSERTATION

Total Credits: 16   **Marks: 400**

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

Phase 1: Synopsis Submission

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

Phase 2: Review of Literature and Development of Tools

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

Phase 3: Data collection

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

Phase 4: Data analysis, Results Discussion and Thesis Submission

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