

**SARDAR PATEL UNIVERSITY
VALLABH VIDYANAGAR
ANAND (GUJ.)**



SYLLABUS

ON

M.Ed. Special Education (MR)

Norms, Regulations & Course Content

REHABILITATION COUNCIL OF INDIA

(Statutory Body under the Ministry of Social Justice and Empowerment)

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RCI, Syllabus, May 2015

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

I. PREAMBLE

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

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

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

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

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

The knowledge of research methods and statistics is integral to any Master's level program. A teacher with M.Ed. Spl. Ed. degree may become educational manager or curriculum planner or teacher educator, research remains a common thread in all or any of these roles. The research component in the M.Ed. Spl.Ed. program produces reflective practitioners, efficient managers and professionals engaged in academic pursuits.

II. Aim

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

III. Objectives of the program

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

- Assist potential teacher educators to exert leadership in advocating and meeting educational needs of children with disabilities in various settings
- Offer special teacher educators the opportunity to develop specialized capacity for leadership in curriculum, pedagogy and universal design

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

IV. NOMENCLATURE

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

V. GENERAL FRAMEWORK OF THE COURSE

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

The Course structure has three sets of courses:

1. Core courses in every semester
2. Elective course which can be chosen from pool of papers in order to;
 - a. Support the discipline of study
 - b. Provide an expanded scope
 - c. Exposure to some other discipline/domain (*this will depend on the options available with the implementing university and institution*)
 - d. Nurturing student proficiency/skills
3. Elective Foundation courses are value-based

RCI will follow the 10-point grading system following letter grades recommended by the UGC¹ as given below:

Table 1: Grades and Grade Points

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

- a. A student obtaining Grade F shall be considered fail and will be required to reappear in the examination.
- b. For non-credit courses „Satisfactory” or “Unsatisfactory” shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/ CGPA.
- c. The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE, etc.
- d. The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, science, commerce, etc., is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for reserved and general category.

Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly cutoff 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 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 presently² being offered in following specializations:

- I. Hearing Impairment (HI)
- II. Learning Disability(LD)
- III. Mental Retardation / Intellectual Disability³
(MR/ID)
- IV. Visual Impairment (VI)

AREA A - CORE COURSES

Code	Area	Courses	Credits
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

Code	Area	Courses	Credits
B8	Identification, Assessment and Needs of Children with Mental Retardation	4	100
B9	Curriculum And Teaching Strategies for Children with Mental Retardation	4	100
B10	Adulthood and Family Issues	4	100
B11	Therapeutics and Assistive Devices*	4	100

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

AREA C - ELECTIVE COURSES**Note: Any one to be offered**

Code	Area	Courses	Credits
C12	Educational Management	4	100
C13	Educational Technology	4	100
C14	Guidance and Counselling	4	100

AREA D – DISSERTATION

Code	Area	Courses	Credits
D	Dissertation	16	400

AREA E - PRACTICAL RELATED TO SPECIFIC DISABILITY

Code	Area	Courses	Credits
E1	Related to Specific Disability	4	100
E2		4	100

AREA F - PRACTICAL II

Code	Area	Courses	Credits
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 Mental Retardation	4	20	80	100
B9	Curriculum And Teaching Strategies for Children with Mental Retardation	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, etc
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
	Adulthood and Family Issues	4	20	80	100
	ELECTIVE COURSES (Any one):				
C12	Educational Management	4	20	80	100
C13	Educational Technology				
C14	Guidance and Counselling				
D	Dissertation*	2			--
F1	Field Engagement/Internship as a Teacher Educators	4	100	00	100
	TOTAL	22			

**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	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
D	Dissertation	14	200	200	400
F2	Field Engagement / Internship as a Teacher Trainer	4	50	50	100
	TOTAL	18			500

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

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

Area E- Practical Related to Disability

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

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

Area F- Field Engagement/ Internship as Teacher Educators

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

VII. ADEQUACY OF THE SPECIAL EDUCATION SYLLABUS

The syllabus prescribed at the M.Ed.Spl.Ed. level is on the basis of minimum requirements and therefore, Universities and Colleges of Education/ Institutes implementing the M.Ed.Spl.Ed. programme can exercise flexibility in opting the number of papers without compromising on the adequacy and validity of the contents prescribed by the RCI.

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

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

IX. DURATION OF THE COURSE

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

X. WORKING DAYS AND ATTENDANCE

The programme will be conducted for **at least 200 working** days each year exclusive of the period of examination and admission. The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed. The minimum attendance of Student-Teachers shall have to be 80% for all course work, 90% for all practicum, and 100% for school internship (5% attendance may be condoned by the head of institution on genuine grounds).

XI. ELIGIBILITY FOR ADMISSION

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

- a) A candidate who has successfully passed B.Ed Spl.Ed. with minimum 50% marks in respective disability area from a recognized university or any other degree considered equivalent to B.Ed Spl. Ed. from an affiliating university and/ or teaching department under any University recognized by U.G.C. with RCI registration.
- b) A candidate who has successfully passed the B.Ed. General course and has successfully completed Diploma in Education Special Education in respective disability area recognized by the Rehabilitation Council of India with minimum 50 percent marks in each course.
- c) A candidate having passed PG Diploma⁴ (Till Academic session 2014-15)
- d) A candidate with B.Ed. in particular specialization may be allowed for M.Ed. cross disability/ multicategory (as and when offered) but the reverse is not allowed. B.Ed. with multi-category should not be admitted for specialization in a single disability at the M.Ed. level, however; as part of CBCS, these can be admitted to B.Ed. Spl. Edu. Area C Courses and complete the Specialization Courses to qualify for a particular disability. On completion of Area C, these can be admitted to the M.Ed. Spl.Ed in a specific disability.

- d) A student with B.A./B.Sc./B.Com. B. Ed. Spl. Ed. (4 years Integrated)
e) Candidate should have valid RCI registration.

XII. ADMISSION

Admission Procedure: as per University norms.

XIII. PROGRAMME PATTERN

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

XIV. PASSING MINIMUM

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

XV. NATURE OF EVALUATION

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

XVI. TRANSITORY REGULATIONS

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

XVII. FACULTY-STUDENT RATIO

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

XVIII. FACULTY NORMS

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

XIX. INFRASTRUCTURAL FACILITIES

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

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

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

XX. CERTIFICATION AS A REGISTERED PROFESSIONAL

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

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

XXI. AWARD OF DEGREE

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

XXII. PRACTICING SCHOOLS

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

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

5Not applicable for National Institutes and Universities.

Course Details

AREA A

CORE COURSES

Course Code	COURSE 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 – Inservice & Pre-service	4	100
A7	Educational Evaluation	4	100
	TOTAL	28	700

DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION

Course Code: A 1 Credits: 04

Contact Hours: 60 Marks:

100 Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: An Overview of Development of Education System

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

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

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

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

- 3.1 National Legislations (RCI Act 1992, PWD Act 1995, National Trust Act, Biwako Millennium Framework)
- 3.2 International Legislations for Special Education and International Organisations (UNESCAP, UNCRPD, WHO, UNICEF, NESCO, UNDP, Action Aid, CBM)
- 3.3 National Policies (POA 1992, SSA, RMSA and RUSA) & Government Schemes and Provisions for Persons with Disabilities
- 3.4 Role of Governmental and non-governmental agencies in general and special education
- 3.5 Current issues– Identifications, Labelling, cultural and linguistic diversity & advocacy

Unit 4: Quality Issues in Education

- 4.1 Indicators of quality related to teaching - learning strategies, classroom environment, and Student Assessment
- 4.2 Linking pedagogy with curriculum, contextual constructivism
- 4.3 Ensuring standards in Open & Distance Learning system – Non-formal education, face-to-face vs. Distance mode
- 4.4 Special and Inclusive education - Adopting flexible strategies for the acquisition and use of inputs and monitoring performance in inclusive set up

4.5 Quality enhancement in service delivery and community rehabilitation

Unit 5: Current Trends and Future Perspective

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

5.2 Education for sustainable development & Right based approach

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

5.4 Education for conservation of environment and social change

5.5 Education for individual and national development

Course Work/ Assignments

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

Suggested Readings

- Anand, C.L. et.al. (1993). *Teacher and Education in Emerging Indian Society*, NCERT, New Delhi.
- *Compendium of Schemes (2014)*. Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.
- *Education Commission. (1964-1966)*. Ministry of Education, Government of India, New Delhi.
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- Kumar, A. (2003). *Environmental challenges of the 21st century*, APH Publishing Corporation, New Delhi.
- Mohanty, J., (1986). *School Education in Emerging Society*, sterling Publishers. MacMillan, New Delhi.
- *National Policy on Education (1986)*. Ministry of Human Resource Development. Govt. of India, New Delhi.
- *National University of Educational Planning and Administration (2014)*. *Education for All Towards Quality with Equity: INDIA*. NUEPA, New Delhi.
- Ozial, A.O. (1977). *Hand Book of School Administration and Management*. Macmillan, London.
- *Programme of Action (1992)*. Ministry of Human Resource Development. Govt. of India, New Delhi.
- *Report of Core group on value orientation to education (1992)*. Planning commission, Govt of India.
- Salamatullah, (1979). *Education in Social context*, NCERT, New Delhi.
- *School Education in India – Present Status and Future Needs (1986)*. NCERT, New Delhi.
- *Seventh All India School Education Survey (2002)*. NCERT, New Delhi.
- UNDP (1996). *Human Development Reports*. Oxford University Press. New York.
- UNESCO (2004). *Education for All: The Quality Imperative*. EFA Global Monitoring Report. Paris.
- UNESCO (2009). *Report on Education for sustainable development*.
- Varghese, N.V. (1995). *School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala*. In Kuldip Kumar (Ed.) *School effectiveness and learning achievement at primary stage: International perspectives*. NCERT. New Delhi.

PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Course Code: A 2
Contact Hours: 60

Credits: 04
Marks: 100

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Overview Educational Psychology

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

Unit 2: Understanding the Development of the Learner

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

Unit 3: Cognition and Information Processing

- 3.1 Sensation, Perception and Attention
- 3.2 Memory - Nature and types, factors affecting memory
- 3.3 Thinking: Concept Formation, Reasoning, Problem solving
- 3.4 Intelligence: Nature, types, theories and assessment
 - 3.4.1 Creativity
- 3.5 Individual differences and its educational implications for children with disabilities

Unit 4: Motivation, Learning and Personality

- 4.1 Concept, definition and theories of Motivation
- 4.2 Classical and Contemporary Learning Theories: Behavioural, Cognitive and Social
- 4.3 Concept, definition and principles of personality development
- 4.4 Personality Theories-
 - 4.4.1 Psychoanalytic-Freud & Neo-Freudians, Trait, Humanistic
 - 4.4.2 Assessment of Personality
- 4.5 Implications in teaching-learning with reference to children with disabilities

Unit 5: Psychological Aspects of Teaching

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

Course Work/ Assignments/ Practicum

- 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
Contact Hours: 60

Credits: 04
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

- 1.1 Sources and philosophy of knowledge
- 1.2 Scientific thinking and research
- 1.3 Role of theory in research
- 1.4 Need for research in Education and Special Education
- 1.5 Ethics in research

Unit 2: Types and Methods of Research

- 2.1 Types of research- Quantitative, Qualitative, Fundamental, Applied, Action
- 2.2 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
- 2.3 Variables- Types and threats
- 2.4 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
- 2.5 Standardization of research instrument- Selection of items, reliability and validity and norms

Unit 3: Methods of Quantitative Analysis

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

Unit 4: Qualitative Research Methods and Analysis

- 4.1 Grounded theory
- 4.2 Ethnography and case study

- 4.3 Narrative/discourse and visual methodologies
- 4.4 Mixed method
- 4.5 Themes, coding and presentation

Unit 5: Preparing Research Proposal & Report

- 5.1 Components of research proposal
- 5.2 Presentation of proposal
- 5.3 Writing of thesis/dissertation
- 5.4 Writing technical paper for publication
- 5.5 Research management

Assignments/ Course Work/ Practicum

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

Transaction

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

Essential Readings

- Agarwal, A.N. (2002). Quantitative Methods. Vrinda Publishing, New Delhi.
- Best, J.W., & Kahn, J.V. (1996). Research in Education. Prentice-Hall, New Delhi.
- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
- Desu, M.M., & Raghavarao, D. (1990) Sample Size Methodology. Academic Press, Boston.
- Dooley, D. (1997). Social Research Methods. Prentice-Hall, New Delhi.
- Gaur, A.S., & Gaur, S. S. (2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. Sage Publishers, New Delhi.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication, London.
- Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
- Gupta, 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, Thiruvananthapuram.
- 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
Contact Hours: 60

Credits: 04
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

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

Unit 2: Approaches & Types of Curriculum Development

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

Unit 3: Principles of Curriculum Construction

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

Unit 4: Curriculum Development & Instructional Design

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

Unit 5: Critical Issues in Curriculum

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

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

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

INCLUSIVE EDUCATION

Course Code: A 5

Marks: 100

Credits: 04

Hours: 60

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Perspectives in Inclusive Education

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

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

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

Unit 3: Building Inclusive Schools

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

Unit 4: Building Inclusive Learning Environments

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

Unit 5: Planning for Including Diverse Learning Needs

- 5.1 Universal design of learning
- 5.2 Adaptations and accommodations for sensory impairments
- 5.3 Adaptations and accommodations for children with multiple disabilities

5.4 Adaptations and accommodations for children with neuro-developmental disabilities

5.5 Adaptations and accommodations for children with intellectual impairment

5.6 Adaptations and accommodations for gifted children

Unit 6: Collaborations

6.1 Models of collaboration

6.2 Working with Parents

6.3 Managing Conflict

6.4 Co-teaching

6.5 Mentoring and Coaching

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Clough, P., & Corbett, J. (2000). *Theories of Inclusive Education*. Paul Chapman Publishing, London.
- Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.
- Jha, M. M. (2002). *School Without Walls: Inclusive Education for All*. Oxford, Heinemann.
- Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). *Essential best practices in inclusive school*. Institute on Disability/UCE, University of New Hampshire
- Mukhopadhyay, S., & Mani, M. N. G. (2002). *Education of Children with Special Needs*, in Govinda, R. (2002) (Ed) *India Education Report*. Oxford University Press, New Delhi.
- Peterson, M., & Hittie, M. (2009). *Inclusive teaching: The journey towards creating effective schools for all learners*. Merrill, New Jersey.
- Skidmore, D. (2004) *Inclusion: The Dynamic of School Development*, Open University Press, Buckingham.
- Villa, R. A., & Thousand, J. S. (2005) *Creating An Inclusive School*, Association for Supervision and Curriculum Development. ASCD, Alexandria.
- Wade, S. E. (2000). *Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers*. Lawrence Erlbaum Associates, New Jersey.

Suggested Readings

- Berry, B., Daughtrey, A., & Weider, A. (2010). *Teacher leadership: Leading the way to effective teaching and learning*. Centre for Teaching Quality, Washington, DC.
- Carr, J. F., Herman, N., & Harris, D. E. (2005) *Creating Dynamic Schools through Mentoring, Coaching, and Collaboration*. ASCD, Alexandria.
- Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer support strategies: Improving all students' social lives and learning*. Paul H. Brookes, Baltimore.
- Kunc, N. (2000). *Rediscovering the right to belong*. In R. A. Villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* Brookes. Baltimore.
- Mastropieri, M. A., & Scruggs, T. E. (2006). *The inclusive classroom: Strategies for effective instruction*. Prentice-Hall, New Jersey.
- Odom, S. L., McConnell, S. R., Ostrosky, M., Peterson, C., Skellenger, A., Spicuzza, R., Chandler, L. K., McEvoy, C. A., & Favazza, P. C. (1993). *Play time/social time: Organizing your classroom to build interaction skills*. Communication Skill Builders, Tucson, AZ.
- UNESCO (1994). *The Salamanca statement and framework for action on special needs education*. Paris.

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

Course Code: A 6
Contact Hours: 60

Credits: 04
Marks: 100

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Understanding Teacher Education (TE)

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

Unit 2: TE and Education of Children with Disabilities

- 2.1 Early Initiatives in preparing teachers for children with disabilities in India
- 2.2 Establishment of various national institutes and development of TE in special education
- 2.3 Establishment of RCI as a statutory body in standardizing and promoting TE in special education
- 2.4 Changes in School Education for Children with Disabilities and its Impact on TE
- 2.5 Paradigm shift from Segregation to Inclusion Impacting TE

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

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

Unit 4: Continued Teacher Development Program

- 4.1 Need and modalities for continuing professional development of a teacher (Continuing Rehabilitation Education (CRE), Workshop, Seminar, Conferences, Projects, Exchange programmes) and their advantages and limitations
- 4.2 Structures and models of in-service teacher education- sub-district, district, State, regional and national level organisations and their role, voluntary efforts
- 4.3 Modes (face to face, distance modes, on line and mixed modes) and models (induction, one shot, recurrent, cascade, multi-site, school based, and course work) of in-service TE

- 4.4 Planning an in-service TE programme- preliminary considerations (purpose, duration, size of group, activities and budget)
- 4.5 Designing and organizing an in-service TE programme- assessment of training needs, identifying essential components, guidelines

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

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

Course Work/ Practical/ Field Engagement

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

Suggested Readings

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

EDUCATIONAL EVALUATION

Course Code: A 7
Contact Hours: 60
Introduction

Credits: 04
Marks: 100

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Foundations in Evaluation

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

Unit 2: Scope of Evaluation

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

Unit 3: Teaching-learning and Evaluation

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

Unit 4: Programme Evaluation & Review

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

Unit 5: Current Trends in Evaluation

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

Transaction & Evaluation

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

Practicum

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

Essential Readings:

- Airasian, P.W. (1991). Classroom Assessment. Mc Graw-Hill, New York.
- American Educational Research Association, American Psychological Association, and National Council on Measurement and Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.
- American Federation of Teachers, National Council on Measurement in Education, and the National Education Association. (1990). Standards for teacher competence in educational assessment of students. Washington, DC: Author.
- Gipps, (1996). Assessment for learning. In Little, A. and Wolf, A. (eds) Assessment in transition: Learning, monitoring and selection an international perspective. Oxford Pergamon Press, London.
- Gronlund, N.E., & Linn, R. (1990). Measurement and evaluation in teaching (6th Edition). Macmillan, New York.
- Hamayan, (1995). Approaches to alternative assessment. "Annual Review of Applied Linguistics," 15, 212-226.
- Headington (2003). Monitoring, Assessment, Recording, Reporting & Accountability. II-Ed, David Fulton Pub. , London.
- Hibbard, K. M. and others. (1996). A teacher's guide to performance-based learning and assessment. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mathew, S. (2005). Evaluation: curricular strategies and adaptations for children with hearing impairment. Kanishka: New Delhi.
- Mathew, S. & Mishra, A. (2010). Knowledge based evaluation of students with hearing impairment. Journal of NCED, 2(1), 26-33.
- Mathew, S. (2010). Educational Evaluation .Curriculum and teaching strategies for CWHI. MED SEDE (HI) Manual, IGNOU, New Delhi.
- Mehrens, W. A., & Lehmann, I. J. (1991). Measurement and evaluation in psychology (IVED). Harcourt Brace College Publishers, New York.
- NSW syllabuses: Assessment for, as and of Learning. Retrieved from syllabus.bos.nsw.edu.au/support.../assessment-for-as-and-of-learning on 10.4.2015
- Programme evaluation and review technique. Retrieved from <http://www.inc.com/encyclopedia/program-evaluation-and-review-techniquepert.html> on 10.4.2015
- School self-evaluation. <http://www.education.ie/en/Schools-Colleges/Services/Quality-Assurance/SSE-Primary-and-Post-Primary/School-Self-Evaluation.html> on 10.4.2015
- School self-evaluation. Retrieved from http://schoolself-evaluation.ie/postprimary/index.php/what-school-selfevaluation/?doing_wp_cron=1429505616.9318289756774902343750 on 10.4.2015
- UNICEF (2006). New trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/Newtrends_Dev_Evaluation.pdf on 16.4.2015
- Wiggins, G. (1993) Assessing studentsperformance.SanFrancisco:Jossey-Bass.

Suggested Readings

- Braden, J. (2001). The clinical assessment of deaf people's cognitive abilities. In Clark, M. D.; Marschark, M., & Kretchmer, M.(Eds.). Context, cognition and deafness, Galludet University press, Washington. Pg.14-37.
- Elliot, S.N., Kratochwill, T. R., & Gilbertson, A. G. (1998). The Assessment Accommodation Checklist: Who, What, Where, When, Why and Who? Teaching Exceptional Children, 31(2), 10 –14.

- Eriksen, S.C. (1969). The teacher made test. Memo to the Faculty, no.35. 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.
- Frechtling, J.A. (1991). Performance assessment: Moonstruck or the real thing? *Educational Measurement: Issues and Practices*, 10(4), 23-25.
- Jacob, L. C., Chase, C. N. (1992). *Developing and using tests effectively: A guide for faculty*. Josse-Bass Publishers, San Francisco.
- 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	COURSE TITLE	CREDITS	MARKS
B8	Identification, Assessment and Needs of Children with Mental Retardation	4	100
B9	Curriculum and Teaching Strategies of Children with Mental Retardation	4	100
B10	Adulthood and Family Issues	4	100
B11	Therapeutics and Assistive Devices *	4	100

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

Disability Specialization MENTAL RETARDATION / INTELLECTUAL DISABILITY

IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH MENTAL RETARDATION/ INTELLECTUAL DISABILITY

Course Code: B 8
Contact Hours: 60

Credits: 04
Marks: 100

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Overview of Intellectual Disability

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

Unit 2: Screening, Identification, Assessment and Diagnosis

- 2.1 Introduction to existing screening, identification and assessment / techniques trends in the field of intellectual disability
- 2.2 Approaches in and types of assessment
- 2.3 Methods and tools of assessment
 - 2.3.1 Screening tools
 - 2.3.2 Early identification
 - 2.3.3 Developmental assessment tools
 - 2.3.4 Intellectual - various standardized assessment tools: Binet – WISC - VSMS - DST Indian adaptations and other Indian tools
 - 2.3.5 Social, Behavioral, Language and Speech Assessment Tools and other Indian tools
 - 2.3.6 Special educational – use of CRTs, construction, precautions to be taken for development with reference to programming
- 2.4 Introduction to existing educational assessment tools – Upanayan (0 - 6 years), NIMH – Aarambh (Early Childhood Special Education Inclusive Package), Indian adaptation of portage guide, Madras Developmental Programming Systems NIMH Functional Assessment Checklists for Programming (FACP) and other relevant tools
- 2.5 Implications of the above for Inclusion

Unit 3: Identification of Needs

- 3.1 Infancy and Early Childhood; EI & Family involvement (NIMH – Family Based Program Plan)
- 3.2 School age; placement alternative (special school, Resource Room, inclusive classroom), Multidisciplinary team collaboration and role of special education teacher
- 3.3 Transition and career development – ITP (Individualized Transition Plan)
- 3.4 Vocational Development; Employment, Types; emerging Job opportunity, Placement & follow- up

3.5 Implications of the above for Inclusion

Unit 4: Use of Assessment Information

- 4.1 Use of assessment information - Medical, Special Educational, Psychological, Therapeutic and Vocational
- 4.2 Interpretation of assessment information to develop training goals
- 4.3 Use of Support Needs Assessment for Person Centered Planning
- 4.4 Writing of assessment report: for administrative purpose, for educational Programming, for referral and for alternative placement
- 4.5 Implications of the above for Inclusion

Unit 5: Emerging and Future Issues

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

Practicum / Assignment / Engagement (Any One)

School/ Clinic/ Community

- To conduct assessment of PwID using appropriate assessment tools
- To organize discussion program on role of a Special Educator in intervention from Infancy to Adulthood
- To presentation a seminar on Community Based services for ID
- To conduct orientation and sensitization program on disability issues for teachers, parents, and community members and present a report

Essential Readings

- Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor. University of Alberta, Alberta.
- Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System. Vijay Human Services, Chennai.
- King-Sears, H.E. (1994). Curriculum Based Assessment in Special Education. Singular publishing Group, San Diego.
- Mittler, P. (1976). Psychological Assessment of Mental and Physical Handicaps. Tavistock, London.
- Myreddi, V., & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.
- Narayan, J. (2003). Grade Level Assessment Device for Children with Learning Problems in Regular Schools. NIMH, Secunderabad.
- Panda, K.C. (1997) Education of Exceptional Children. Vikas, New Delhi.

Suggested Readings

- Overton, J. (1992) Assessment in Special Education. An Applied Approach. Macmillan, New York.
- Overton, T. (2000). Assessment in Special Education: An Applied Approach, 3rd Ed, Prentice Hall Inc. Merrill.
- Pun, M., & Sen, A.K. (1989) Mentally Retarded Children in India. Mittal Publication. New Delhi
- Smith, D.D. (2004). Introduction to Special Education. Training in an Age of Opportunity, 3rd Ed. Allyn & Becon. Boston.
- Wehman.P., & Kuegel. J. (2004). Functional Curriculum, Pro-Ed. Austin.

CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH MENTAL RETARDATION/ INTELLECTUAL DISABILITY

Course Code: B 9
Contact Hours: 60

Credits: 04
Marks: 100

Objectives

After completing the course teacher educators will be able to

- *Explain the principles and approaches to curriculum development and instructional program.*
- *Describe the various approaches for teaching students with Intellectual Disability.*
- *Develop Curriculum for Pre-Primary, Primary, Secondary, Pre- Vocational and Vocational Level.*
- *Use Instructional Program and methods in Inclusive Set ups.*
- *Use teaching strategies and TLMs for PwID.*

Unit 1: Curriculum Development

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

Unit 2: Teaching Approaches

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

Unit 3: Curricular Domains & Levels

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

Unit 4: Instructional Programs and Methods

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

Unit 5: Teaching Strategies & TLM

- 5.1 Stages of learning, Principles of teaching, and Steps in teaching concepts
- 5.2 Teaching Strategies – Task Analysis, Prompting & Fading, Shaping, Chaining, Reinforcement, Play way method, Project method
- 5.3 Concept and type of Teaching materials and Learning materials, Functional Aids and Criteria for selecting appropriate TLM's

5.4 Principles of adaptation, Adaptation of ADL material & functional academics

5.5 Integration of above for Inclusion

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

- To present a report on adaption of curriculum for a student with Intellectual Disability in Inclusive setting
- To develop curriculum for independent living and present a report
- To present a Seminar on any of the teaching approaches.
- To develop need based learning and functional aids for PwID

Essential Readings

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

Suggested Readings

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

ADULTHOOD AND FAMILY ISSUES

Course Code: B 10

Contact Hours: 60

Objectives

After completing the course teacher educators will be able to

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

Credits: 04

Marks: 100

Unit 1: Human Growth & Development in Adulthood

1.1 Developmental stages and principles

1.2 Factors influencing natural development of adults

1.3 Adulthood and Areas of development: Physical, Social, Cognitive, Language, Emotional & Moral

1.4 Common adulthood problems in various areas of development

1.5 Implications of the above for Community Inclusion

Unit 2: Family and Adult with Intellectual Disability

2.1 Meaning, Definition and concept of family

2.2 Types of family and attitude towards PwID

2.3 Impact of Adult with ID on the Family

2.4 Family Adjustment and Coping skills

2.5 Family support, Government Schemes and benefits

Unit 3: Gender, Sexuality and Marriage Related Issues

3.1 Meaning & Concept of Gender & Sexuality and Marriage

3.2 Religious and Cultural effect on Gender & Sexuality and Marriage

3.3 Marriage & persons with intellectual disability: Misconceptions & Remediation

3.4 Importance of Pre-marital Counseling, Gender Education

3.5 Sexuality related issues, HIV, STD

Unit 4: Disability Issues – Community

4.1 Attitude of community towards Adults with ID

4.2 Community related Issues - Aggression, Antisocial behaviour, Abuse and Social discrimination of PwID

4.3 Creating Awareness related to community issues

4.4 Community involvement & Resource Mobilization

4.5 Impact of technological developments on disability issues

Unit 5: Adulthood and Family Training

5.1 Family experiences of disability in the context of ageing

5.2 Training of Adults- Personal Care, Social, Domestic, Community and Leisure

5.3 Services for PwID in urban and rural areas

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

5.5 Parental Attitude and Counseling

Practicum/ Assignment/ Engagement (Any One)

- To conduct awareness and orientation programme on various adulthood issues for parents
- To conduct and prepare a report on awareness programmes on various Govt. schemes and benefits at local level
- To conduct seminar on Sexuality, Marriage and Gender related issues of adults with ID
- To assess and present a report on family needs and Counseling
- To conduct sibling training programme and present a report

Essential Readings

- Basu, S., Das, P., & Chakravarty, I. (2007). Family Life of the Disabled Aged, Ageing and Society. *Indian Journal of Gerontology*, 17 (3 & 4), 75 – 81.
- Blacher, J.(1984). *Severely Handicapped Young Children and Other Families: Research in Review*. Academic Press Inc., Ovlandio.
- Blook, F. (1974). *Our Deaf Children*, Martins Publishers Ltd. London.
- Cramer, H., & Carlin, J. (2008). Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey. *British Journal of Social Work*, 38 (6), 1060 – 1075.
- Dale, N. (2000). *Working with families of Children with Special Needs: Partnership and Practice*. Brunner-Routledge. East Sussex.
- Fewell, R., & Vadasy, P. (1986). *Families of Handicapped Children: Needs and Supports across the Life-span*. Ro-ed Inc. Texas.
- Findler, S. (2000). The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, *Families in Society*, 81(4) 70 – 381.
- Garginolo, R.M. (1985). *Working with Parents of Exceptional Children: A Guide for Professionals*, Houghton-Mifflin, Boston.
- Kashyap, L. (1991). Research on Families with Disabled Individuals: Review and Implications, in Unit for Family Studies (Ed.) *Research on Families with Problems in India*. Vol.II (pp.269-289). Tata Institute of Social Sciences, Bombay.
- Kashyap, L. (1996). Measurement Issues in Family Centered Social Work, in Bharat, .S. (Ed.) *Family Measurement in India*, Sage Publications. New Delhi.

Suggested Readings

- Giffiths, M., & Russle, P. (Eds.) (1985). *Working Together with Handicapped Children: Guidelines for Parents and Professionals*. Souvenir Press, London.
- Glendinning, C. (1986). *A Single Door: Social Work with the Families of Disabled Children*. Allen and Unwin Ltd., London.
- Grinker, R. (1971). *They grow in silence: the deaf child and his family*. National Association of the Deaf, Maryland.
- Hartman, A. (1979). *Finding Families: An Ecological Assessment in Adoption*. Sage Publications, Beverly Hills.
- Hartman, A., & Laird, J. (1983) *Family Centred Social Work Practice*. The Free Press, New York.
- Hewett, S., Newson, J., & Newson, E. (1970). *The Family and the Handicapped Child: A Study of Cerebral Palsied Children in Their Homes*. Allen and Unwin Ltd., London.
- Hornby, G. (1994). *Counselling in Childhood Disability: Skills for working with Parents*. Chapman and Hall, London.
- Kashyap, L. (1986). The Family & Adjustment to their Hearing-Impaired Child. *The Indian Journal of Social Work* 47(1), 28-36.
- Powell, T. H. (1985). *Brothers and Sisters: A Special Part of Exceptional Families*. Paul Brooks, London.
- Ross, A. (1972). *The Exceptional Child in the Family*. Grune and Stratton, New York.

THERAPEUTICS AND ASSISTIVE DEVICES

Course Code: B 11

Contact Hours: 60

Credits: 04

Marks: 100

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Language Speech and Communication

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

Unit 2: Physiotherapy

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

Unit 3: Occupational Therapy

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

Unit 4: Behaviour Modification

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

Unit 5: Assistive Devices

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

Practicum/ Assignment/ Engagement (Any One)

- To visit any two therapy centers and prepare and submit a report on available clinical facilities
- To present a case study on Behaviour Modification.
- To present a Seminar on Role & functions of RCI and Various Schemes of MoSJE for PwID
- To Prepare/Design appropriate adaptive and assistive device for PwID

Essential Readings

- Antony, M.M., & Roemer, E. (2003). Behavior therapy. In A.S. Gurman & S.B. Messer (Eds.), *Essential psychotherapies* (2nd ed., pp. 182-223). Guilford, New York.
- Breines, E (1990). Genesis of occupation: A philosophical model for therapy and theory. *Australian Occupational Therapy Journal*, 37(1), 45-49.
- Colman, W. (1992). Maintaining autonomy: The struggle between occupational therapy and physical medicine. *American Journal of Occupational Therapy*, 46, 63-70.
- Hocking, C. (2004). Making a difference: The romance of occupational therapy. *South African Journal of Occupational Therapy*, 34(2), 3-5.
- McColl, M. A., Law, M., Stewart, D., Doubt, L., Pollack, N., & Krupa, T. (2003) *Theoretical basis of occupational therapy* (2nd Ed). New Jersey, SLACK Incorporated.
- O'Leary, K. D., & Wilson, G.T.(1975). *Behavior Therapy: Application and Outcome*. Prentice-Hall, New Jersey.
- Peshwaria, R., & Venkatesan. S. (1992) *Behavioural approach in teaching mentally retarded children - A manual for Teachers*. NIMH, Secunderabad.
- Robertson, D. (2010). *The Philosophy of Cognitive–Behavioural Therapy: Stoicism as Rational and Cognitive Psychotherapy*. Karnac. London.
- Yerxa, E. J. (1983). Audacious values: the energy source for occupational therapy practice in G. Kielhofner (1983) *Health through occupation: Theory and practice in occupational therapy*. Philadelphia, FA Davis.
- Yerxa, E., Clark, F., Jackson, J., Pierce, D., & Zemke, R. (1989). *An introduction to occupational science, A foundation for occupational therapy in the 21st century*. Haworth Press.

Suggested Readings

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

SEMESTER-WISE PRACTICAL

SEMESTER I

Area E 1: Teaching Practice

Total Credits: 04

Hours: 120

Marks: 100

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

SEMESTER II

Area E 2: Preparation & Administration of Teacher Made Test (TMT)

Total Credits: 04

Hours: 120

Marks: 100

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

SEMESTER III

Area F1: Internship as a Teacher Trainer

Total Credits: 04

Hours: 120

Marks: 100

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

SEMESTER IV

Area F1: Field Engagement/Internship

Total Credits: 04

Marks: 100

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

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

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

