

SARDAR PATEL UNIVERSITY
M.Ed. Spl. Ed. (Intellectual Disability) Master of Education- Special Education
Programme

I. PREAMBLE

A high quality teacher education is essential for the efficacy and relevance of education at all levels, and to the high status of the teaching profession itself. The quality and effectiveness of a teacher education program depend upon its capacity to respond to the current social, economic, cultural, civic and legal contexts of a country.

The last ten years have seen several global and national initiatives that warrant a change in the current teacher education paradigm. There has been increased awareness and advocacy about civil, political, economic rights of persons with disabilities. The UNCRPD (2006) expects India to ensure that children with disabilities are not excluded from free and compulsory primary and secondary education, on the basis of disability. The Sarva Shiksha Abhiyan (SSA) has been a vehicle for the international agenda of 'education for all'. More recently, education has been considered as a fundamental right under the Right to Education Act (Government of India, 2009). All children, including those with disabilities, must have access to free and compulsory education. Today Rashtriya Madhyamik Shiksha Abhiyan (RMSA, 2009) and Rashtriya Uchhtar Shiksha Abhiyan (RUSA,) is taking the challenge to secondary and higher education.

In addition, an enhanced parental awareness about disability has seen an increment in the enrollment of special needs children in schools. More parents than ever before see the value of special education support for their children. The teacher preparation program at the Master's level must address these significant social and constitutional changes.

While the B.Ed. Spl. Ed. program provides a firm initial foundation essential to equip teachers with the knowledge, competences, skills, attitudes, awareness and confidence required to teach children with special needs in general and special education settings, the M.Ed. Spl. Ed. course must prepare professionals with ability for curriculum and instructional planning, educational management, research and human resource development in the context of diversity of learners arising out of conditions imposed by the disability.

The implementation of the Right to Education Act would create a demand for a large number of special education teachers (at D.Ed. and B.Ed. levels) by government run schools as well as schools in the private sector. The need for teacher educators to prepare this cadre of teachers is implicit here. It is accepted that teacher educators need to be qualified in their professional area, since in today's society the expectations from teachers are continuously growing. But it is also essential for teacher educators to have thorough knowledge of the practice field and close contact to the everyday reality of schools, so that the knowledge of theory and practice are not separate identities but meaningful interaction can lead to the development of effective teachers and teacher educators. The M.Ed. Spl. Ed. program must serve this purpose building on the enhanced duration.

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. 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. Teachers must acquire theoretical knowledge and skills in research methodologies to organize, implement and analyze research and development work usually within their own classroom or school and elsewhere. This is essential for enabling teachers to be reflective practitioners throughout their careers and to assess and improve their teaching; it also increases teachers' ability to conduct research themselves into their own practice and cooperate with research institutions on 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. degree may become educational manager or curriculum planner or teacher educator, research remains a common thread in all or any of these roles. The research component in the M.Ed. (Special Education) program produces reflective practitioners, efficient managers and professionals engaged in academic pursuits.

II. OBJECTIVE

The M.Ed. Spl. Ed. programme aims at preparing Teacher Educators in Special Education other education professionals with base in special education such as curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals, faculty and researchers for Contact/ Regular and Open and Distance Learning setups.

III. NOMENCLATURE

Nomenclature of M. Ed. Special Education courses is as per UGC Notification of 2009 and 2014 and the new nomenclature will be M.Ed.Spl.Ed. (Intellectual Disability).

IV. GENERAL FRAMEWORK OF THE COURSE

The M.Ed.Spl.Ed. (Intellectual Disability) 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 that and has planned for 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
 - 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 student obtaining Grade F shall be considered failed 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 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 system. Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.

Duration

The M.Ed.Spl.Ed. (Intellectual Disability) course 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.

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

V. COURSE AT A GLANCE

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 being offered by Sardar Patel University in the Intellectual Disability (ID)

AREA- A CORE COURSES

Course Code	Title	Credit	Marks
PE01CMES01	Developments in Education and Special Education	4	100
PE01CMES02	Psychology of Development and Learning	4	100
PE02CMES03	Research Methodology and Statistics	4	100
PE02CMES04	Curriculum Design & Development	4	100
PE02CMES05	Inclusive Education	4	100
PE03CMES06	Perspectives in Teacher Education – In-service & Pre-service	4	100
PE03CMES07	Educational Evaluation	4	100
Total		28	700

AREA B- SPECIALIZATION COURSES

Course Code	Title	Credit	Marks
PE01SMES01	Identification, Assessment and Needs of Children with Intellectual Disability	4	100
PE01SMES02	Curriculum And Teaching Strategies for Children with Intellectual Disability	4	100
PE02SMES03	Therapeutics and Assistive Devices	4	100
PE03SMES04	Adulthood and Family Issues	4	100
Total		16	400

AREA C-ELECTIVE COURSES

Note: Any one to be offered

Course Code	Title	Credit	Marks
PE03EMES01	Educational Management	4	100
PE03EMES02	Educational Technology	4	100
PE03EMES03	Guidance and Counselling	4	100
Total		4	100

AREA D- DISSERTATION

Course Code	Title	Credit	Marks
PE04DMES01	Dissertation	16	400

AREA E- PRACTICAL RELATED TO SPECIFIC DISABILITY

Course Code	Title	Credit	Marks
PE01PMES01	Related to Intellectual Disability	4	100
PE02PMES02		4	100

AREA F-PRACTICAL II

Course Code	Title	Credit	Marks
PE03PMES03	Field Engagement / Internship as a Teacher Trainer	4	100
PE04PMES04		4	100

SEMESTER-WISE STRUCTURE

SEMESTER I

CODE	COURSE TITLE	CREDITS	INT. MARKS	EXT. MARKS	TOTAL MARKS
PE01CMES01	Developments in Education and Special Education	4	30	70	100
PE01CMES02	Psychology of Development and Learning	4	30	70	100
PE01SMES01	Identification, Assessment and Needs of Children with Intellectual disability	4	30	70	100
PE01SMES02	Curriculum And Teaching Strategies for Children with Intellectual disability	4	30	70	100
PE01PMES01	Practical related to disability	4	100	00	100
	TOTAL	20			500

Engagement with field as part of courses indicated below:

S.N.	Task for the Teacher Trainees	Course	Place
1	Assignment / Project	PE01CMES01	Institute
2	Assignment / Project	PE01CMES02	Institute
3	Assessment & Identification of Needs	PE01SMES01& PE01SMES02 (Specific disabilities)	Clinic / School, etc

SEMESTER II

CODE	COURSE TITLE	CREDITS	INT MARKS	EXT MARKS	TOTAL MARKS
PE02CMES03	Research Methodology and Statistics	4	30	70	100
PE02CMES04	Curriculum Design & Development	4	30	70	100
PE02CMES05	Inclusive Education	4	30	70	100
PE02SMES03	Therapeutics and Assistive Devices	4	30	70	100
PE02PMES02	Practical related to disability	4	100	00	100
TOTAL		20			500

Engagement with field as part of courses as indicated below:

S.N.	Task for the Teacher Trainees	Course	Place
1	Assignment / Project / Presentation	PE02CMES03	Institute
2	Assignment / Project / Presentation	PE02CMES04	Institute/ Special/ Inclusive school
3	Assignment / Project / Presentation	PE02CMES05	
4	Assignment / Project / Presentation	PE02SMES03	

SEMESTER III

CODE	COURSE TITLE	CREDITS	INT. MARKS	EXT. MARKS	TOTAL MARKS
PE03CMES06	Perspectives in Teacher Education – In-service & Pre-service	4	30	70	100
PE03CMES07	Educational Evaluation	4	30	70	100
PE03SMES04	Adulthood and Family Issues	4	30	70	100
	ELECTIVE COURSES (Any one):	4	30	70	100
PE03EMES01	Educational Management				
PE03EMES02	Educational Technology				
PE03EMES03	Guidance and Counselling				
D	Dissertation*	2			--
PE03PMES03	Field Engagement / Internship as a Teacher Trainer	4	100	00	100
	TOTAL	22			500

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

Engagement with field as part of course as indicated below:

S.N.	Task for the Teacher Trainees	Course	Place
1	Assignment / Project / Presentation	PE03CMES06	Institute/School
2	Assignment / Project / Presentation	PE03CMES07	Institute/School
3	Assignment / Project / Presentation	PE03SMES04	Institute/School
4	Assignment / Project / Presentation	PE03EMES01/02/03	Institute/ School
5	Assignment / Project / Presentation	PE03PMES03	Institute/ School

SEMESTER IV

CODE	COURSE TITLE	CREDITS	INT MARKS	EXT MARKS	TOTAL MARKS
PE04DMES01	Dissertation*	14	200	200	400
PE04PMES04	Field Engagement / Internship as a Teacher Trainer	4	50	50	100
	TOTAL	18			500

*** Note: Suggestive/As per the Sardar Patel 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 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

Area F- Field Engagement / Internship as a Teacher Trainer

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

VI. ADEQUACY OF THE SPECIAL EDUCATION SYLLABI

The syllabus prescribed at the M.Ed. Spl. Ed. level is on the basis of minimum requirements and therefore, Sardar Patel University is implementing the M.Ed. Spl. Ed. programme in opting the number of papers without compromising on the adequacy and validity of the contents prescribed by the RCI.

VII. ELIGIBILITY FOR INSTITUTIONS TO IMPLEMENT M.ED. SPECIAL EDUCATION COURSE

Sardar Patel University is offering B.Ed. Spl. Ed. (Intellectual Disability) programme alone is eligible for offering M.Ed. Spl. Ed. (Intellectual Disability) programme.

VIII. DURATION OF THE COURSE

The duration of the M.Ed. Spl. Ed. (Intellectual Disability) course is of 4 Semesters that is two academic years, which can be completed in a maximum of three years from the date of admission to the programme.

IX. WORKING DAYS & ATTENDANCE

The M.Ed. Spl. Ed. (Intellectual Disability) 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).

X. ELIGIBILITY FOR ADMISSION

The admission for the degree of M.Ed. Spl.Ed. (Intellectual disability) degree shall be open to:

- a) A candidate who has successfully passed B.Ed Spl. Ed. with minimum 50% marks in respective disability² 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 student with B.A./B.Sc./B.Com. B.Ed.Spl.Ed. (4 years Integrated)
 - d) Candidates should have valid RCI registration.
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XI. ADMISSION

Admission Procedure: as per Sardar Patel University norms.

XII. PROGRAMME PATTERN

The M.Ed. Spl. Ed. (Intellectual Disability) programme has been developed on Semester basis. RCI has earmarked **2000** marks for complete M.Ed.Spl.Ed. programme in view of disability specific specialization.

XIII. PASSING MINIMUM

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

XIV. NATURE OF EVALUATION

Internal & External As per Sardar Patel University norms; as *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. All the core, Specilization, Elective and practical courses will be of hundred (100) marks divided in to 70 University exam and 30 Internal exam including seminar/ and one practical work in each of the subjects. (all the Semesters)*

XV. 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 Sardar Patel University norms.

XVI. 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. course subject to prior permission of the RCI. Faculty norms are being circulated separately.

XVII. 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).

XVII. CERTIFICATION AS A REGISTERED PROFESSIONAL

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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.

XVIII. AWARD OF DEGREE

The Sardar Patel university will award degree in **Master of Education Special Education (Intellectual Disability)**. For example in the area of Intellectual Disability the degree awarded will be *M.Ed. Spl. Ed. (Intellectual Disability)*.

XIX. PRACTICING SCHOOLS

Sardar Patel University has MoU with Special & Inclusive Schools, up to senior secondary school level recognized by Government of Gujarat for the disability areas.