

**SCHEME OF EXAMINATION FOR M. Ed. SPE. ED. (MR) TWO YEAR
PROGRAMME (To be implemented from the session 2015-17)**

SEMESTER I

Course	Nomenclature	Max. Marks			No. of Credits	Teaching Hours per week (Exam Hours : Marks)
		Total	Theory	Internal Assessment		
I	Developments in Education and Special Education	100	80	20	4	4 (3 Hrs: 80)
II	Psychology of Development and Learning	100	80	20	4	4 (3 Hrs: 80)
III	Identification, Assessment and Needs of Children with Mental Retardation /Intellectual Disability	100	80	20	4	4 (3 Hrs: 80)
IV	Curriculum And Teaching Strategies for Children with Mental Retardation /Intellectual Disability	100	80	20	4	4 (3 Hrs: 80)
V	Practical related to disability (MR/ID) (Teaching Practice)	100			4	
Total Marks		500	Total Credits		20	

Engagement with field as part of courses indicated below:

Sr. No.	Task for the Student Teachers	Course	Place
1	Assignment / Project	Course I & II	Institute
2.	Assignment / Project / Presentation	Course III & IV (related to MR/ID)	Clinic / School, etc

SEMESTER II

Course	Nomenclature	Max. Marks			No. of Credits	Teaching Hours per week (Exam Hours : Marks)
		Total	Theory	Internal Assessment		
I	Research Methodology and Statistics	100	80	20	4	4 (3 Hrs: 80)
II	Curriculum Design & Development	100	80	20	4	4 (3 Hrs: 80)
III	Inclusive Education	100	80	20	4	4 (3 Hrs: 80)
IV	Therapeutics and Assistive Devices (Related to MR/ID)	100	80	20	4	4 (3 Hrs: 80)
V	Practical related to disability (MR/ID) (Preparation & Administration of Teacher Made Test (TMT)	100			4	
Total Marks		500	Total Credits		20	

Engagement with field as part of courses as indicated below:

Sr. No.	Task for the Teacher Educators	Course	Place
1	Assignment / Project / Presentation	Course I & II	Institute
2	Assignment / Project / Presentation	Course III & IV	Institute/ Special/ Inclusive

SEMESTER III

Course	Nomenclature	Max. Marks			No. of Credits	Teaching Hours per week (Exam Hours : Marks)
		Total	Theory	Internal Assessment		
I	Perspectives in Teacher Education – In-Service & Pre-service	100	80	20	4	4 (3 Hrs: 80)
II	Educational Evaluation	100	80	20	4	4 (3 Hrs: 80)
III	Adulthood and Family Issues	100	80	20	4	4 (3 Hrs: 80)
IV	Educational Management	100	80	20	4	4 (3 Hrs: 80)
V	Field Engagement/ Internship as a Teacher Educator	100			4	
Total Marks		500	Total Credits		20	

Engagement with field as part of course as indicated below:

Sr. No.	Task for the Student Teachers	Course	Place
1	Assignment/ Project/ Presentation	Course I, II, III & IV	Institute/School

SEMESTER IV

Course	Nomenclature	Max. Marks			No. of Credits	Teaching Hours per week (Exam Hours : Marks)
		Total	Theory	Internal Assessment		
I	Educational Technology	100	80	20	4	4 (3 Hrs: 80)
II	Guidance & Counseling	100	80	20	4	4 (3 Hrs: 80)
III	Field Engagement/ Internship as a Teacher Trainer	100			4	
IV	Dissertation	200			8	
Total Marks		500	Total Credits		20	

Engagement with field as part of course as indicated below:

Sr. No.	Task for the Student Teachers	Course	Place
1	Assignment/ Project/ Presentation	Course I &II	Institute

- Note:** i) Evaluation and Viva-voce Exam. of Dissertation will jointly be done by the external and internal examiners at the end of Fourth semester
ii) Practical Exam. will be conducted by the external examiners at the end of each semester.

Criteria for the award of 20 % Internal Assessment in Theory Papers will be as per the distribution given below:-

1.	One Task & Assignment in every Theory Paper	10% Marks
2.	One test in every theory paper	5% Marks
3.	Attendance	5% Marks
	Up to 75%	0 Mark
	Up to 80%	2% Mark
	Up to 85%	3% Mark
	Up to 90%	4% Mark
	Above 90%	5% Mark

Note:-

If a candidate is awarded Internal Assessment of more than 75% the concerned teacher will specific justification for the same which shall be considered by a committee to be constituted by the concerned Head/Principal of the Department/ College as the case may be.

Grand Total: - 2000 Marks

Total Credits: - 80

SEMESTER I

COURSE – I: DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION

Time: 3 Hours

Max. Marks: 100
(Theory: 80 Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of 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.

COURSE CONTENT

UNIT I

An Overview of Development of Education System

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

Issues in Indian Education with Special Reference to Persons with Disabilities

- Accessibility to School, Curriculum & Learning Resources and Attitudinal Barriers
- Analysis of the Status of Elementary & Secondary Education for All. (SSA, RMSA,) and Issues for Bridging Gaps
- Ensuring Equity Principles across Disabilities, Gender, Caste, Socially

Disadvantaged Groups, Marginalized and their Specific Educational Problems

- Challenges of Special Education, Inclusion, Systemic Reforms, Provisions and Support System, Public Private Partnership & NGO Initiatives
- Support Systems to Meet Diverse Learning Needs- Family, Community, School, Peer, Administrative and Resource Support.

UNIT II

Policies and Legislations for Education & Special Education Development of Special Education in India

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

UNIT III

Quality Issues in Education

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

UNIT IV

Current Trends and Future Perspective

- Education as a development indicator, and enhancer of development indicators
- Education for sustainable development & Right based approach
- International curriculum framework in the light of changing priorities and international perspectives
- Education for conservation of environment and social change
- Education for individual and national development

Tasks & Assignments: Any one of the following (10 marks)

- Trace development of education in India during pre-Independence
- Identify Constitutional provisions ensuring equity and protection of human rights as

well as non-discrimination

- Study factors influencing special education as a discipline in India
- Identify quality related issues of your State and suggest strategies to address them.

SUGGESTED READINGS

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

COURSE –II: PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Time: 3 Hours

Max. Marks: 100
(Theory: 80 Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv. All questions will carry equal marks.

OBJECTIVES

After completion of 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.

COURSE CONTENT

UNIT I

Overview Educational Psychology

- Nature and scope of educational psychology
- Principles of educational psychology
- Methods of Educational Psychology
 - Observation
 - Experimental method
 - Co-rrelational
 - Clinical
 - Case Study
- Applications of educational psychology to person with disabilities
- Contemporary trends

UNIT II

Understanding the Development of the Learner

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

Cognition and Information Processing

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

UNIT III

Motivation, Learning and Personality

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

UNIT IV

Psychological Aspects of Teaching

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

Task & Assignments: Any one of the following (10 marks)

- 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

SUGGESTED READINGS

- Agarwal, I.J.C (1994). Essentials of Educational Psychology. Vikas Publishing House, Pvt.Ltd., New Delhi.
- Bernard, H.W. (1972). Psychology of Learning and Teaching. Mc Grow Hill, New York.
- Chatterjee, S.K. (2000). Advanced Educational Psychology. Arunabhasen Books and ALLIED(P) Ltd.,
- 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.
- Freud, S (1935). A general Introduction to psychoanalysis. Live right, New York.
- 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.
- 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.
- Mildred, C.R.F. (1978). Infants, Children: Their Development and Learning. Gran Hill, New York. (Indian Reprint).
- 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.
- 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.

**COURSE III: IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN
WITH MENTAL RETARDATION/ INTELLECTUAL DISABILITY**

Time: 3 Hours

Max. Marks: 100

(Theory: 80 Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv. All questions will carry equal marks.

OBJECTIVES

After completion of 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.

COURSE CONTENT

UNIT I

Overview of Intellectual Disability

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

UNIT II

Screening, Identification, Assessment and Diagnosis

- Introduction to existing screening, identification and assessment / techniques trends in the field of intellectual disability
- Approaches in and types of assessment

- Methods and tools of assessment
 - Screening tools
 - Early identification
 - Developmental assessment tools
 - Intellectual - various standardized assessment tools: Binet – WISC - VSMS - DST Indian adaptations and other Indian tools
 - Social, Behavioral, Language and Speech Assessment Tools and other Indian tools
 - Special educational – use of CRTs, construction, precautions to be taken for development with reference to programming
- 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
- Implications of the above for Inclusion

UNIT III

Identification of Needs

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

UNIT IV

Use of Assessment Information

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

Emerging and Future Issues

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

Task & Assignments: Any one of the following (10 marks)

- 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

SUGGESTED 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.
- 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.
- Panda, K.C. (1997) *Education of Exceptional Children*. Vikas, New Delhi.
- 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.

**COURSE IV: CURRICULUM AND TEACHING STRATEGIES FOR
CHILDREN WITH MENTAL RETARDATION/ INTELLECTUAL
DISABILITY**

Time: 3 Hours

**Max. Marks: 100
(Theory: 80 Internal: 20)**

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv. All questions will carry equal marks.

OBJECTIVES

After completion of 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.

COURSE CONTENT

UNIT I

Curriculum Development

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

Teaching Approaches

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

UNIT II

Curricular Domains & Levels

- Development of Curriculum at Pre-primary and Primary level– Personal, Social, Academic, Occupational and Recreational
- Development of Curriculum at Secondary level– Personal, Social, Academic, Occupational and Recreational
- Development of Curriculum at pre-vocational and transitional level– Personal, Social, Academic, Occupational and Recreational
- 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
- Implications of above in Inclusion

UNIT III

Instructional Programs and Methods

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

UNIT IV

Teaching Strategies & TLM

- Stages of learning, Principles of teaching, and Steps in teaching concepts
- Teaching Strategies – Task Analysis, Prompting & Fading, Shaping, Chaining, Reinforcement, Play way method, Project method
- Concept and type of Teaching materials and Learning materials, Functional Aids and Criteria for selecting appropriate TLM's
- Principles of adaptation, Adaptation of ADL material & functional academics
- Integration of above for Inclusion

Task & Assignments: Any one of the following (10 marks)

- 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

SUGGESTED 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. (1988). *Teaching Students with Learning and Behaviour Problems*. Merrill Publishing Co.
- Kauffman, J.M., & Paynes, J.S. (1960) *Intellectual Disability: Introduction and Personal Perspectives*. Charges & Merrill, Columbus.
- 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 Retarders Learners: Curriculum and Methods for Improving Instruction*. Allyn and Bacon, Boston.
- 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.
- 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.
- Petersun, M.J., & Hitfie, M.M. (2003). *Inclusive Teaching: Creating Effective Schools For all Learners*. Allyn & Becon. Boston.
- 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.
- West, C. K., Farmer, J. A., & Wolff, P. M. (1991). *Instructional Design, Implications from Cognitive Science*. Prentice Hall, New Jersey.

COURSE V: PRACTICAL RELATED TO DISABILITY (MR/ID) (TEACHING PRACTICE)

Max. Marks: 100

Each Teacher Educator 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 at the end of second semester.

SEMESTER II

COURSE –I: RESEARCH METHODOLOGY AND STATISTICS

Time: 3 Hours

Max. Marks: 100

(Theory: 80 Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv. All questions will carry equal marks.

OBJECTIVES

After completion of 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.

COURSE CONTENT

UNIT I

Scientific Knowledge and Research

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

UNIT II

Types and Methods of Research

- Types of research- Quantitative, Qualitative, Fundamental, Applied, Action
- Methods of Research:
 - Descriptive
 - Co relational
 - Ex-post facto
 - Experimental; Designs (i) Pre-experimental, (ii) Pre-Post designs, (iii) Quasi Experimental design, (iv) single subject design

- Variables- Types and threats
- Process of research- Selection of problem, Review of literature, Sampling; Types and selection process, Hypothesis
 - Instruments; tests, questionnaire, interview, observation schedule, rating scale
 - Data collection and analysis
- Standardization of research instrument- Selection of items, reliability and validity and norms

UNIT III

Methods of Quantitative Analysis

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

UNIT IV

Qualitative Research Methods and Analysis

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

Preparing Research Proposal & Report

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

Task & Assignments: Any one of the following (10 marks)

- 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

SUGGESTED READINGS

- Agarwal, A.N. (2002). Quantitative Methods. Vrinda Publishing, New Delhi.
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- Best, J.W., & Kahn, J.V. (1996). Research in Education. Prentice-Hall, New Delhi.
- Bogdan, R. C., & Biklen, S. K. (2007). Qualitative research for education: An introduction to theory and methods (5th ed). Pearson, Boston.
- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
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- 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.
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- 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.
- Lipsey, M.W. (1990). Design Sensitivity: Statistical Power for Experimental Research. Sage Publications, Newbury Park, CA.
- 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.
- Singh, A. K. (2004). Tests Measurement and Research Methods in Behavioural Science. Tata McGraw-Hill Publishing, New Delhi.

COURSE –II: CURRICULUM DESIGN & DEVELOPMENT

Time: 3 Hours

Max. Marks: 100
(Theory: 80 Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv. All questions will carry equal marks.

OBJECTIVES

After completion of 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.

COURSE CONTENT

UNIT I

Nature of Curriculum

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

Approaches & Types of Curriculum Development

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

UNIT II

Principles of Curriculum Construction

- Curriculum & Ideology
- Curriculum as a Social Construct
- Differentiating between Curriculum Design and Curriculum development
- Theories of Curriculum Development

- Universal Design of Learning for Curriculum Development

UNIT III

Curriculum Development & Instructional Design

- Differentiation of Curriculum
- Pedagogical Theories and curriculum transaction
- Material and Instructional Adaptations
- Assessment and Evaluation

UNIT IV

Critical Issues in Curriculum

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

Task & Assignments: Any one of the following (10 marks)

- 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

SUGGESTED 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.
- CIET(2006). The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
- 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.
- Jacobs, H. H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (Professional Development). Association for Supervision & Curriculum Development, Alexandria.
- Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues in curriculum. Allyn & Bacon, Boston.
- Westbrook, J., Durrani, N., Brown, R., Orr D., Pryor J, Boddy, J., & Salvi, F. (2013). Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries. Final Report. Education Rigorous Literature Review. Department for International Development.
- Wiggins, G., & Mc Tighe, J. (2005). Understanding by Design. Association for Supervision and Curriculum Development, Alexandria.

- Wiles, J. (2009). *Leading Curriculum Development*. Corwin Press, New Jersey.
- Wiles, J. W., & Bondi, J. C. (2010). *Curriculum Development: A Guide to Practice*. Prentice Hall, New Jersey.
- Wiles, J.W., & Joseph, B. (2006). *Curriculum Development: A Guide to Practice*. Pearson Publication, London.

COURSE –III: INCLUSIVE EDUCATION

Time: 3 Hours

Max. Marks: 100
(Theory: 80 Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv. All questions will carry equal marks.

OBJECTIVES

After completion of 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.

COURSE CONTENT **UNIT I**

Perspectives in Inclusive Education

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

UNIT II

Covenants and Policies Promoting Inclusive Education – A Critique

- International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- International Conventions: Convention Against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)
- International Frameworks: Salamanca Framework (1994)
- National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy for

Persons with Disabilities (2006)

- National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA (2009), IEDSS (2013)

UNIT III

Building Inclusive Schools

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

Building Inclusive Learning Environments

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

UNIT IV

Planning for Including Diverse Learning Needs

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

Collaborations

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

Task & Assignments: Any one of the following (10 marks)

- 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

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.
- 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
- Kunc, N. (2000). *Rediscovering the right to belong*. In R. A. Villa & J. Thousand
- Mastropieri, M. A., & Scruggs, T. E. (2006). *The inclusive classroom: Strategies for effective instruction*. Prentice-Hall, New Jersey.
- 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.
- 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.
- 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.
- UNESCO (1994). *The Salamanca statement and framework for action on special needs education*. Paris.
- 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.

COURSE -IV: THERAPEUTICS AND ASSISTIVE DEVICES

Time: 3 Hours

Max. Marks: 100

(Theory: 80 Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv. All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers 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.

COURSE CONTENT

UNIT I

Language Speech and Communication

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

UNIT II

Physiotherapy

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

Occupational Therapy

- Occupational therapy– Nature, Definition, objectives, Scope and functions
- Modalities of Occupational Therapy for persons with ID with associated Conditions

- Hand Functions– Types of grasps, grip, development, and eye-hand coordination
- Sensory Integration – Nature, Development & Importance
- Integrating Occupational therapy into classroom context

UNIT III

Behaviour Modification

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

UNIT IV

Assistive Devices

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

Task & Assignments: Any one of the following (10 marks)

- 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

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.
- 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.
- Clark, D. M., & Fairburn, C.G. (1997). *Science and Practice of Cognitive Behaviour Therapy*. Oxford University Press. New York.
- 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.
- 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.
- 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.
- O'Leary, K.D., & Wilson, T.G.(1975). Behavior Therapy: Application and Outcome, 12-14.: 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.
- 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.
- Yerxa, E. J. (1983). Audacious values: the energy source for occupational therapy practice in G. Kielhofner (1983) Health though 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.

COURSE V: PRACTICAL RELATED TO DISABILITY (MR/ID) (PREPARATION & ADMINISTRATION OF TEACHER MADE TEST (TMT))

Max. 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.

SEMESTER III

COURSE –I: PERSPECTIVES IN TEACHER EDUCATION: IN-SERVICE AND PRE-SERVICE

Time: 3 Hours

Max. Marks: 100
(Theory: 80 Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv. All questions will carry equal marks.

OBJECTIVES

After completion of 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.

COURSE CONTENT

UNIT I

Understanding Teacher Education (TE)

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

TE and Education of Children with Disabilities

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

UNIT II

Pre-service TE in Education of Children with Disabilities

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

UNIT III

Continued Teacher Development Program

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

UNIT IV

Issues and Challenges in TE for Education of Children with Disabilities

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

Task & Assignments: Any one of the following (10 marks)

- 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.

COURSE –II: EDUCATIONAL EVALUATION

Time: 3 Hours

Max. Marks: 100
(Theory: 80 Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv. All questions will carry equal marks.

OBJECTIVES

After completion of 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.

COURSE CONTENT

UNIT I

Foundations in Evaluation

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

Scope of Evaluation

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

UNIT II

Teaching-learning and Evaluation

- Evaluation of learning, for learning and in learning- Contexts, Need & Nature
- Tools for evaluation and process of standardization

- Equity & fairness in evaluation including adaptations & Accommodations
- Report writing: Format, Content & Mechanics
- Mastery Level Learning

UNIT III

Programme Evaluation & Review

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

UNIT IV

Current Trends in Evaluation

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

Task & Assignments: Any one of the following (10 marks)

- 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.

SUGGESTED 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.
- 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.
- 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 Dissertation, University of Mumbai.

- Frechtling, J.A. (1991). Performance assessment: Moonstruck or the real thing? *Educational Measurement: Issues and Practices*, 10(4), 23-25.
- 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.
- Headington (2003). *Monitoring, Assessment, Recordin^g, 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.
- 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
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- Mathew, S. (2010). *Educational Evaluation .Curriculum and teaching strategies for CWHI. MED SEDE (HI) Manual*, IGNOU, New Delhi.
- 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.
- Mehrens, W. A., & Lehmann, I. J. (1991). *Measurement and evaluation in psychology (IVED)*. Harcourt Brace College Publishers, New York.
- 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.
- 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.
- UNICEF (2006). *New trends in development evaluation*. Retrieved from http://www.unicef.org/ceecis/New_trends_Dev_EValuation.pdf on 16.4.2015
- Wiggins, G. (1993) *Assessing students performance*.San Francisco:Jossey-Bass.

COURSE -III: ADULTHOOD AND FAMILY ISSUES

Time: 3 Hours

Max. Marks: 100
(Theory: 80 Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv. All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers 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.

CONTENT COURSE

UNIT I

Human Growth & Development in Adulthood

- Developmental stages and principles
- Factors influencing natural development of adults
- Adulthood and Areas of development: Physical, Social, Cognitive, Language, Emotional & Moral
- Common adulthood problems in various areas of development
- Implications of the above for Community Inclusion

UNIT II

Family and Adult with Intellectual Disability

- Meaning, Definition and concept of family
- Types of family and attitude towards PwID
- Impact of Adult with ID on the Family
- Family Adjustment and Coping skills
- Family support, Government Schemes and benefits

UNIT III

Gender, Sexuality and Marriage Related Issues

- Meaning & Concept of Gender & Sexuality and Marriage
- Religious and Cultural effect on Gender & Sexuality and Marriage

- Marriage & persons with intellectual disability: Misconceptions & Remediation
- Importance of Pre-marital Counseling, Gender Education
- Sexuality related issues, HIV, STD

Disability Issues – Community

- Attitude of community towards Adults with ID
- Community related Issues - Aggression, Antisocial behaviour, Abuse and Social discrimination of PWID
- Creating Awareness related to community issues
- Community involvement & Resource Mobilization
- Impact of technological developments on disability issues

UNIT IV

Adulthood and Family Training

- Family experiences of disability in the context of ageing
- Training of Adults- Personal Care, Social, Domestic, Community and Leisure
- Services for PwID in urban and rural areas
- Independent living: Within family, Group home & Institution.
- Parental Attitude and Counseling

Task & Assignments: Any one of the following (10 marks)

- 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

SUGGESTED READINGS

- Basu, S., Das, P., & Chakravarty, I. (2007). Family Life of the Disabled Aged, Ageing and Society. *Indian Journal of Gerontology*, 17 (3 & 4), 75 – 81.
- Blacher, J.(1984). Severely Handicapped Young Children and Other Families: Research in Review. Academic Press Inc., Ovlendio.
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- Glendinning, C. (1986). *A Single Door: Social Work with the Families of Disabled Children*. Allen and Unwin Ltd., London.
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- 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.
- 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.
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- 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.

COURSE –IV : EDUCATIONAL MANAGEMENT

Time: 3 Hours

Max. Marks: 100
(Theory: 80 Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv. All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

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

COURSE CONTENT

UNIT I

Foundations in Educational Management

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

UNIT II

Total Quality Management in Education

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

Human Resource Management

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

- Training, development & capacity building
- Organisational behaviour; climate & culture
- Individual & group dynamics, conflict management & negotiations

UNIT III

Educational Management Information Systems (EMIS)

- Need, relevance and National agencies for EMIS
- Internal & external stakeholders of EMIS
- Tools & process for collecting and disseminating data & using information
- Constituting indicators & data monitoring plans
- Dissemination, distribution & publication of data

UNIT IV

Financial Management

- Need & Importance of financial management in educational institutes
- Basic concepts in accounting
- Importance & types of budgeting
- Resource mobilization & allocation
- Proposal writing for funding in educational institutes

Task & Assignments: Any one of the following (10 marks)

- Proposal writing for fund raising of an educational institution
- Review performance appraisals from 2 educational institutions one each from a teacher training college and other from special school

SUGGESTED READINGS

- Bhardwaj, K. S., (2014). Human Resource Development in Education. Partridge Publication, Gurgaon.
- Bush, T., & Paul, L. S. (2006). Principles and Practice of Educational Management. Chapman A Sage Publications Company, London.
- Chatterjee, B. K. (2011). Finance for Non – Finance Managers. Jaico Publishing House, New Delhi.
- Deshmukh, A.V., & Naik. A. P. (2010). Educational Management. Himalaya Publishing House Pvt. Ltd., Mumbai.
- Dessler, G. (2012). Human Resource Management. Prentice Hall, London.
- Dimmock, C. (2012). Leadership in Education: Concept, Themes and Impact. Routledge, New York.
- Leithwood, K., & Jantzi, D. (1999). Changing Leadership for Changing Times. Open University Press, London.
- Lewls, T. (2012). Financial Management Essentials: A Handbook for NGOs.
- Mathis, R. L., & Jackson, J. H. (2010). Human resource management (13th ed.).
- Mukhopadhyaya, M. (2011). Total Quality Management in Education. Sage publications India Pvt. Ltd. New Delhi.
- Nkomo, S. M., Fottler, M. D., & McAfee, R. B. (2010). Human resource management applications: Cases, exercises, and skill builders (7th ed.).

- Pande, S., & Basak, S. (2012). Human Resource Management. Text and Cases. Amazon Digital South Asia Services, Inc.
- Rayner, S. (2007). Managing Special and Inclusive Education. Sage Publications Ltd. London.
- Senge, P. (2007). A Fifth discipline Resource. Schools that lead: Nicholas Brealey Publishing, London.
- Senge, P.M. (1994). The fifth Discipline; The Art & Practice of The Learning Organization. Currency Doubleday, New York.
- Shapi, J. (N.K). Writing a Funding Proposal.
- Ulrich, D., & Brockbank, W. (2005). The HR Value Proposition. Boston: Harvard Business School Press. (ISBN-13: 978-1591397076 or ISBN-10: 1591397073).

COURSE V: FIELD ENGAGEMENT/ INTERNSHIP AS A TEACHER EDUCATOR

Max. Marks: 100

Internship involves a compulsory placement with a teacher training institute/college running courses of the specialization. Internship will be organized 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

COURSE –I: EDUCATIONAL TECHNOLOGY

Time: 3 Hours

Max. Marks: 100
(Theory: 80 Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv. All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- discuss roles of educational technologists in various contexts.
- apply appropriate instructional strategies.
- develop appropriate instructional media.
- integrate suitable ICT effectively in teaching-learning-evaluation.
- suggest suitable modality of instruction (online, blended, etc.).

COURSE CONTENT

UNIT I

Educational Technology

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

UNIT II

Instructional Technology

- Concept and Definition of Instructional Technology
- Theories and Models of ISD: Dick & Carrey, Gagne, Kirk and Guftason
- Steps in developing Instructional design :Learner analysis, Content analysis, Deciding entry and terminal behaviour, Preparing test, Selection of method, Selection of media, Development of material, Tryout, Formative and summative

evaluation

- Methods & Models Instructional designs for Large Group and Individual Instructions
- Co-operative and Individual Learning Strategies for children with disabilities

UNIT III

Instructional and Interactive Learning

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

UNIT IV

ICT for Inclusion

- ICT for 21st century learning
- Dilemmas and Realities about applications in ICT in inclusive education
- Potentials of ICT in inclusive education-Access, equity, participation, Skill development and life- long learning
- ICT for teaching-learning
- Role of ICT in curriculum transaction

Recent Trends in Technology

- Online Learning
- Blended Learning
- M-Learning
- MOOC
- OER

Task & Assignments: Any one of the following (10 marks)

- Prepare an observation report of classroom teaching based on Flanders Interaction analysis
- Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics
- Prepare a story board in any one unit of a subject for a child with disability
- Present a research paper on application of any one recent trend in inclusive education
- Seminar on issues in application of ICT in inclusive education

SUGGESTED READINGS

- Bhatt, B. D., & Sharma, S. R. (2003). Educational Technology concept and Technique (Modern Education Series). Kanishka Publisher, New Delhi.
- Diana, L. O. (2001). Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass
- Horton, W. (2001). Designing web-based Training. John Wiley & Sons. New Jersey.
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- Mukhopadhyay, M (1990). Educational Technology Challenging Issues. Sterlings

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- Schank, R.C. (2001). Virtual Learning. McGraw Hill. London.
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- Singh, T. (2009). ICT Skill Development. Tandon Brothers, Ludhiana.
- Venkataiah, N. (2002), Educational Technology. APH Publication Corporation, New Delhi.

COURSE –II : GUIDANCE AND COUNSELING

Time: 3 Hours

Max. Marks: 100

(Theory: 80 Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv. All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- state the basic concepts in guidance & counselling.
- discuss educational, vocational and personal guidance.
- describe testing devices and non-testing techniques of guidance.
- analyze the problems faced by students in the contemporary world.
- discuss the problems faced by children with disabilities.

COURSE CONTENT

UNIT I

Education and Career Guidance

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

Vocational Guidance

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

UNIT II

Fundamentals of Counseling

- Concept and nature of counseling
- Scope and objectives of counseling
- Stages of the counseling process

- Counseling techniques
- Ethical principles and issues

UNIT III

Group approaches in Vocational Counseling and Guidance

- Types, areas and approaches of Counseling
- Steps and skills in the counseling process
- Advantages and Disadvantages of Group Guidance techniques
- Essential services in school and community based guidance programs
- Placement, research, evaluation services and Job study- i) Job description, ii) Job specification, iii) Job analysis, iv) Job satisfaction

UNIT IV

Assessment in Educational and Vocational Guidance and Counseling

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

Task & Assignments: Any one of the following (10 marks)

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

SUGGESTED READINGS

- Kapunan, R.R. (2004). Fundamentals of Guidance and Counseling. Rex Printing Company, Phillipines.
- Naik, P.S. (2013). Counseling Skills for Educationists. Soujanya Books, New Delhi.
- Nayak, A.K. (1997). Guidance and Counseling. APH Publishing, Delhi.
- Pal, O.B. (2011). Educational and Vocational Guidance and Counseling. Soujanya Books, New Delhi.
- Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.
- Shah, A. (2008). Basics in Guidance and Counseling. Global Vision Publishing House.
- Sharma, V.K. (2005). Education and Training of Educational and Vocational Guidance. Soujanya Books, New Delhi.

COURSE III: FIELD ENGAGEMENT/ INTERNSHIP AS A TEACHER TRAINER

Max. 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 “Specialization-required courses” and “Specialisation-elective courses”. The organization 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

COURSE IV: DISSERTATION

Marks: 200

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

Semester III: Synopsis Submission

In this Semester, the students have to develop the Research proposal (Synopsis) after selecting the research problem for investigation. They are required to present the synopsis of their research work to be undertaken in the Departmental/ College Committee consisting of teachers participating in M.Ed. Spl.Ed. Programme. They have to submit two copies of research synopsis along with the dissertation to the University. Moreover, they have to bring data collected as a proof of original data collection at the time of viva-voce examination.

Semester IV

Review of Literature: The students have to complete a review of related research literature in accordance with the research problems.

Methodology & Development of Tools: The students need to explain and describe the methodology used to conduct the research problem. They are required to develop relevant tools for their research projects. They have to present a seminar on collected review of literature and tools developed in the faculty seminar and seek feedback and incorporate suggestions given by the faculty.

Data collection: Students must complete data collection and data analysis.

Data analysis, Results Discussion and Thesis Submission: Students must explain the significance of the results obtained after conducting the research study and illustrate the corresponding conclusions derived and the subsequent recommendations formulated for further research and practice. They have to provide a list of references, other supportive documentation used for the study. After the report writing, they have to submit the final report (two Copies) to the Controller one month before the commencement of theory examination in the fourth semester.

NOTE: Evaluation and Viva-voce Exam. for Dissertation will jointly be evaluated by the external and internal examiners at the end of Fourth semester.