M.Ed. Special Education (ID)

SYLLABUS

MIER COLLEGE OF EDUCATION (AUTONOMOUS)
Recognised by the Govt. of J&K & Permanently Affiliated to the University of Jammu
Recognised by the UGC under Section 2(f) & 12(B). Accredited by NAAC with "A+" Grade

SCHEME OF TWO -YEAR M. Ed. SPECIAL EDUCATION(ID) PROGRAMME

The M.Ed. Special Education (ID) Programme shall be of two years'
duration spread over foursemesters.

The scheme of courses for semesters I, II, III and IV

SEMESTER-WISE STRUCTURE

SEMESTER -I

RCI CODE	MIER COURSE CODE	COURSE TITLE	CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL MARKS
A1	MID-101	Developments in Education and Special Education	4	60	40	100
A2	MID-102	Psychology of Development and Learning	4	60	40	100
B8	MID-103	Identification, Assessmentand Needs of Children with Intellectual Disability	4	60	40	100
B9	MID-104	Curriculum and Teaching Strategies for Children With Intellectual Disability	4	60	40	100
E1	MID-105	Teaching Practice	4	-	100	100
		TOTAL	**20**	240	260	**500**

SEMESTER II

RCI CODE	MIER COURSE CODE	COURSE TITLE	CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL MARKS
A3	MID-201	Research Methodology and Statistics	4	60	40	100
A4	MID-202	Curriculum Design and Development	4	60	40	100
A5	MID-203	Inclusive Education	4	60	40	100
B11	MID-204	Therapeutics and Assistive Devices	4	60	40	100

D	MID-205	Dissertation-I (Formulation of Research Proposal, Introduction Chapter and Review of Related Literature)	4	-	100	100
E2	MID-206	Preparation & Administrationof Teacher Made Test (TMT)	4	-	100	100
		TOTAL	**24**	240	360	**600**

SEMESTER III

RCI CODE	MIER COURSE CODE	COURSE TITLE	CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL MARKS
A6	MID-301	Perspectives in Teacher Education –In-service & Pre- Service	4	60	40	100
A7	MID-302	Educational Evaluation	4	60	40	100
B10	MID-303	Adulthood and Family Issues	4	60	40	100
D	MID-304	Dissertation-II (Research Methodology, Tool Development, Data Collection and Data Analysis)	4	-	100	100
F1	MID-305	Field Engagement/ Internship	4	-	100	100
		TOTAL	**20**	180	320	**500**

SEMESTER IV

RCI CODE	MIER COURSE CODE	COURSE TITLE	CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL MARKS
		ELECTIVE COURSES **(Any one)**				
C12	MID-401	Educational Management	4	60	40	100
C13	MID-402	Educational Technology	4	60	40	100
C14	MID-403	Guidance and Counselling	4	60	40	100

D	MID-404	Dissertation-III (Submission, Evaluation, Presentation & Viva Voce)	8	200	-	200
F2	MID-405	Field Engagement / Internship	4	-	100	100
TOTAL			**16**	260	140	**400**

	Semesters				Total
	I	**II**	**III**	**IV**	
Course Credits	**20**	**24**	**20**	**16**	**80**
Maximum Marks	**500**	**600**	**500**	**400**	**2000**

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M.Ed. Special Education (ID)
PROGRAMME LEARNING OUTCOMES (PLOS)

The two-year M.Ed. Special Education (ID) Programme aims to:

PLO 1: Develop professional competence in teacher education with the skills and knowledge necessary for both initial and ongoing professional development in special and inclusive education settings.

PLO 2: Gain a comprehensive understanding of the essential competencies, philosophical underpinnings, and foundational knowledge specific to special and inclusive education.

PLO 3: Acquire and apply theoretical knowledge and research skills to improve educational outcomes for children with disabilities across various settings, including special schools, inclusive schools, and home education.

PLO 4: Develop skills in curriculum planning and pedagogical strategies, focusing on best practices and adaptations for teaching children with disabilities, while incorporating relevant educational laws and policies.

PLO 5: Utilize leadership skills to advocate for and address the educational needs of children with disabilities, including counseling across different educational environments.

PLO 6: Enhance teaching abilities by integrating ICT and Universal Design for Learning (UDL) principles into educational practices for children with disabilities in all settings.

PLO 7: Understand and analyze ongoing developments in education, special education, and developmental psychology to enhance personal teaching practices and theoretical knowledge.

PLO 8: Identify, assess, plan, implement, and evaluate educational strategies tailored to the needs of children with intellectual disabilities across various educational settings.

PLO 9: Design and adapt curricula for children with intellectual disabilities using UDL and ICT, ensuring inclusivity in educational practices.

PLO 10: Analyze and apply the interrelationships between theoretical knowledge and practical application through fieldwork and internships.

PLO 11: Enhance the field of special education through the application of advanced research skills and methodologies, focusing on intellectual and cross-disability contexts.

SEMESTER-I

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M.Ed. Spl. Education (ID)
SEMESTER-I

DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION

Course Code: MID-101	**Credits: 04**
Contact Hours:60	**T. Marks: 100**
Passing Marks: 30	**Max. Ext. Marks: 60**
	Max: Int. Marks: 40

A   COURSE LEARNING OUTCOMES

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

CLO 1: classify the development of general and special education systems for (PWDs) in India.

CLO 2: explain the implications and recommendations made by the various Committees and Commissions for educational (General and Special) developments in India.

CLO 3: develop insight into the issues and challenges of the present-day education system.

CLO 4: discuss the important quality-related issues that need to be taken into account for the revision and development of the new education policy.

CLO 5: analyse the current trends and futuristic perspectives of education and special education.

	C1	C2	C3	C4	C5
PLO 1					
PLO 2	X	X	X	X	X
PLO 3					
PLO 4		X			
PLO 5					
PLO 6					
PLO 7	X	X	X	X	X
PLO 8	X				
PLO 9					
PLO 10					
PLO 11					

B   SYLLABUS
UNIT-1

An Overview of Development of Education System

1.1 Shaping of Education in Pre-Independence and Post-Independence India

1.2 Emerging Education in India and in the Global Context, Perspectives of Education for thePersons with Disabilities

1.3 Constitutional Provisions and Directive Principles Related to Education and Special Education

UNIT-2

Issues in Indian Education with Special Reference to Persons with Disabilities

2.1 Accessibility to School, Curriculum & Learning Resources and Attitudinal Barriers, Analysisof the Status of Elementary & Secondary Education for All. (SSA,RMSA,) and Issues for Bridging Gaps

2.2 Ensuring Equity Principles across Disabilities, Gender, Caste, Socially Disadvantaged Groups, Marginalized and their Specific Educational Problems

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

UNIT-3

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

3.1 National Legislations (RCI Act 1992, PWD Act 1995, National Trust Act, Biwako Millennium Framework), National Policies (POA 1992, SSA, RMSA and RUSA) & Government Schemes and Provisions for Persons with Disabilities

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

3.3 Role of Governmental and non-governmental agencies in general and special education, Current issues– Identifications, Labelling, cultural and linguistic diversity &advocacy

UNIT-4

Quality Issues in Education

4.1 Indicators of quality related to teaching - learning strategies, classroom environment, and Student Assessment, Linking pedagogy with curriculum, contextual constructivism

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

4.3 Special and Inclusive education - Adopting flexible strategies for the acquisition and use of inputs and monitoring performance in inclusive set up, Quality enhancement in service delivery and community rehabilitation

UNIT-5

Current Trends and Future Perspective

5.1 Education as a development indicator, and enhancer of development indicators, Education forsustainable development & Right based approach

5.2 International curriculum framework in the light of changing priorities andinternational perspectives

5.3 Education for conservation of environment and social change, Education for individual andnational development

C   SESSIONAL WORK

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

D   EVALUATION

The distribution of marks for the course is as follows:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz (c) Sessional Work	:	**10 Marks**
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
	ii) Reflection Report	:	**05 Marks**

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER

The question paper shall consist of ten questions spread over the entire syllabus with a weight-age oftwelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at-least one question from each unit. Duration of the examination shall be three hours.

G   SUGGESTED READINGS

- Anand, C.L. et.al. (1993). Teacher and Education in Emerging Indian Society, 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 forAll Towards Quality with Equity: INDIA. NUEPA, New Delhi.
- Ozial, A.O. (1977). Hand Book of School Administration and Management. Macmillan, London.
- Programme of Action (1992). Ministry of Human Resource Development. Govt. of India, New Delhi.
- Report of Core group on value orientation to education (1992). Planning commission, Govt of India.
- Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
- School Education in India – Present Status and Future Needs (1986). NCERT, New Delhi.
- Seventh All India School Education Survey (2002). NCERT, New Delhi.
- UNDP (1996). Human Development Reports. Oxford University Press. New York.
- UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
- UNESCO (2009). Report on Education for sustainable development.
- Varghese, N.V. (1995). School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi

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M.Ed. Spl. Education (ID)
SEMESTER-I

PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Course Code: MID-102   **Credits: 04**
Contact Hours:60   **T. Marks: 100**
Passing Marks: 30   **Max. Ext. Marks: 60**
                                                          Max: Int. Marks: 40

A   COURSE LEARNING OUTCOMES
After completing the course, the learner will be able to:

CLO 1: explain the psychological principles and their application in specific context of education and special education.

CLO 2: explain the principles and their implication for growth and development.

CLO 3: analyse the process of learning in of view of cognitive psychology.

CLO 4: discuss the role of motivation in learning, learning processes and theories of personality.

CLO 5: apply psychological aspects to teaching - learning situations.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1					X
PLO 2					
PLO 3			X		
PLO 4					X
PLO 5					
PLO 6					
PLO 7	X	X	X	X	X
PLO 8					
PLO 9					
PLO 10					
PLO 11					

B   SYLLABUS

UNIT-1

Overview Educational Psychology
1.1   Nature, Scope and Principles of educational psychology
1.2   Methods of Educational Psychology : Observation, Experimental method**,** Correlational Clinical and Case Study

1.3 Applications of educational psychology to person with disabilities, Contemporary trends

UNIT-2

Understanding the Development of the Learner

2.1 Concept of Growth and Development, Factors affecting Growth and Development

2.2 Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence

2.3 Physical, social, emotional, moral development, play and language development, CognitiveDevelopment: Piaget, Vygotsky and Kohlberg

UNIT-3

Cognition and Information Processing

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

3.2 Thinking: Concept Formation, Reasoning, Problem solving, Individual differences and itseducational implications for children with disabilities

3.3 Intelligence: Nature, types, theories and assessment; Creativity

UNIT-4

Motivation, Learning and Personality

4.1 Concept, definition and theories of Motivation, Classical and Contemporary LearningTheories: Behavioural, Cognitive and Social

4.2 Concept, definition and principles of personality development, Personality Theories: Psychoanalytic-Freud & Neo-Freudians, Trait, Humanistic and Assessment of Personality.

4.3 Implications in teaching-learning with reference to children with disabilities

UNIT-5

Psychological Aspects of Teaching

5.1 Individual differences in cognitive and affective areas and its educationalImplications

5.2 Classroom climate, group dynamics, Peer tutoring, co-operative learning, self-regulatedlearning

5.3 Teacher effectiveness and competence, Guiding children with disabilities

C   SESSIONAL WORK

- 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

D   EVALUATION

The distribution of marks for the course is as follows:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**10 Marks**
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
	ii) Reflection Report	:	**05 Marks**

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

F   NOTE FOR PAPER SETTER

The question paper shall consist of ten questions spread over the entire syllabus with a weight-age of twelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at-least one question from each unit. Duration of the examination shall be three hours.

G   ESSENTIAL READINGS

- Agarwal, I.J.C (1994). Essentials of Educational Psychology. Vikas Publishing House, Pvt.Ltd., New Delhi.
- Chatterjee, S.K. (2000). Advanced Educational Psychology. Arunabhasen Books and ALLIED(P) Ltd.,
- Freud, S (1935). A general Introduction to psychoanalysis. Live right, New York.
- Mangal, S.K. (1997). Advanced Educational Psychology. Prentice Hall of India Pvt.,Ltd., New Delhi
- Maslow, A.M. (1954). Motivation and Personality. Harper Press, New York.
- Morgan, C.T. (1961). Introduction to Psychology. McGraw Hill, New York.
- Mussen, P.H., Conger, J.J., & Kagan, J.(1969). Child development and personality. Harper & Row, New York.

H   SUGGESTED READINGS

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

- Chauhan, S.S. (1996). Advanced Educational Psychology. Vikas Publishing House, New Delhi.
- DeCecco, J.P., & Crawford, W. (1977). Psychology of Learning and Instruction. Prentice Hall, New Delhi.
- Driscoll, P.M. (1994). Psychology of Learning for Instruction. Allyn & Becon, Boston.
- Hurlick, E.B. (1992). Child Development. Mc Grow Hill, New York.
- Joyce, M., & Others (1992). Models of Teaching. Holt Rinehart and Winston, New York. Bruce R. Joyce (Author), Marsha Weil (Author), Emily Calhoun
- Lindgren, H.C. (1976) Educational Psychology in the Classroom. John Wiley, New York.
- Mildred, C.R.F. (1978). Infants, Children: Their Development and Learning. Gran Hill, New York. (Indian Reprint).
- Panda, K.C. (1997). Elements of Child Development. Kalyani Publishers, New Delhi.
- Sharma, P. (1995). Basics on Development and Growth of a Child. Reliance Publication, New Delhi.
- Slavin, E.R. (2003). Educational Psychology: Theory and Practice (7th ed.). Allyn & Becon, Boston.
- Wilson, A.R., Rockbeck, M.C., & Michael, N.B. (1979). Psychological Foundations of Learning and Teaching. Mc Grand Hill, New York

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M.Ed. Spl. Education (ID)
SEMESTER-I

IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH INTELLECTUAL DISABILITY

Course Code: MID-103   **Credits: 04**
Contact Hours:60   **T. Marks: 100**
Passing Marks: 30   **Max. Ext. Marks: 60**
                                                 Max: Int. Marks: 40

A   COURSE LEARNING OUTCOMES
After completing the course, the learner will be able to:

CLO 1: describe the concept, etiology, and characteristics of Persons with Intellectual Disability Person with disabilities.

CLO 2: utilize appropriate instruments for the assessment of Person with disabilities.

CLO 3: describe the programming needs across different age levels of Person with disabilities.

CLO 4: utilize assessment information for educational programming, referral services, and placement.

CLO 5: analyze the emerging future needs of Person with disabilities.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	
PLO 2	X		X		
PLO 3					
PLO 4			X	X	
PLO 5					
PLO 6					
PLO 7					X
PLO 8		X		X	
PLO 9					
PLO 10					
PLO 11					

B   SYLLABUS
UNIT-1

Overview of Intellectual Disability

1.1 Definition, Characteristics, historical review, Prevalence of Intellectual Disability

1.2 Etiological factors of Intellectual Disability: Biological and environmental factors: Pre-natal, natal, post-natal causes

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1.3 Classification of Intellectual Disability - Medical, Educational, Psychological criteria for classification and issues and current practices in certification of Intellectual Disability, Intellectual Disability and Associated Conditions – Cerebral palsy, Autism, Sensory impairments, ADD, ADHD, Epilepsy

UNIT-2

Screening, Identification, Assessment and Diagnosis

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

2.2 Methods and tools of assessment: Screening tools, Early identification and 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

2.3 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-3

Identification of Needs

3.1 Infancy and Early Childhood; EI & Family involvement (NIMH – Family Based Program Plan), Transition and career development – ITP (Individualized Transition Plan)

3.2 School age; placement alternative (special school, Resource Room, inclusive classroom), Multidisciplinary team collaboration and role of special education teacher

3.3 Vocational Development; Employment, Types; emerging Job opportunity, Placement & follow- up, Implications of the above for Inclusion

UNIT-4

Use of Assessment Information

4.1 Use of assessment information - Medical, Special Educational, Psychological, Therapeutic and Vocational

4.2 Interpretation of assessment information to develop training goals, Use of Support Needs Assessment for Person Centered Planning

4.3 Writing of assessment report: for administrative purpose, for educational Programming, for referral and for alternative placement, Implications of the above for Inclusion

UNIT-5

Emerging and Future Issues

5.1 Critical analysis of Human Rights and Legal Provision – International Instruments, Indian Legislations and Policies, Advocacy

5.2 Current Gender Issues - Socio Cultural and Economic

5.3 Advances in Technology, Implications of the above for Inclusion

C   SESSIONAL WORK

- To conduct assessment of Pw ID 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

D   EVALUATION

The distribution of marks for the course is as follows:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**10 Marks**
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
		:	**05 Marks**
	ii) Reflection Report		

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER

The question paper shall consist of ten questions spread over the entire syllabus with a weight-age oftwelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at-least one question from each unit. Duration of the examination shall be three hours.

G   ESSENTIAL READINGS

- Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor. University of Alberta, Alberta.

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

H   SUGGESTED READINGS

- Overton, J. (1992) Assessment in Special Education. An Applied Approach. Macmillan, New York.
- Overton, T. (2000). Assessment in Special Education: An Applied Approach, 3rd Ed, Prentice Hall Inc. Merril.
- Pun, M., & Sen, A.K. (1989) Mentally Retarded Children in India. Mittal Publication. 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.

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M.Ed. Spl. Education (ID)
SEMESTER-I

CURRICULUM AND TEACHING STRATEGIES FOR CHILDRENWITH INTELLECTUAL DISABILITY

Course Code: MID-104	**Credits: 04**
Contact Hours:60	**T. Marks: 100**
Passing Marks: 30	**Max. Ext. Marks: 60**
	Max: Int. Marks: 40

A   COURSE LEARNING OUTCOMES
After completing the course, the learner will be able to:

CLO 1: explain the principles and approaches to curriculum development and instructional programming.

CLO 2: describe the various approaches for teaching students with Intellectual Disability.

CLO 3: develop Curriculum for Pre-Primary, Primary, Secondary, Pre- Vocational and Vocational Levels.

CLO 4: utilize Instructional Programs and methods in Inclusive Setups.

CLO 5: plan and develop teaching strategies and teaching learning materials for Person with disabilities.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1					
PLO 2	X	X			
PLO 3					
PLO 4	X	X	X	X	X
PLO 5					
PLO 6					
PLO 7					
PLO 8				X	
PLO 9	X		X		X
PLO 10					
PLO 11					

B   SYLLABUS
UNIT-1

Curriculum Development

1.1 Principles and Models of Curriculum development, Approaches to curriculum development– Developmental, Functional, Ecological, SOME approach, Systems, and Task Analytic Approach

1.2 Instructional design– Definition, Types, Merits and Demerits
1.3 Curricular Adaptation, Accommodation and Modification, Challenges and Implications for Inclusion

UNIT-2

Teaching Approaches

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

UNIT-3

Curricular Domains & Levels

3.1 Development of Curriculum at Pre-primary and Primary level– Personal, Social, Academic, Occupational and Recreational
3.2 Development of Curriculum at Secondary level– Personal, Social, Academic, Occupational and Recreational, Development of Curriculum at pre-vocational and transitional level– Personal, Social, Academic, Occupational and Recreational
3.3 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-4

Instructional Programs and Methods

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

UNIT-5

Teaching Strategies & TLM

5.1 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
5.2 Concept and type of Teaching materials and Learning materials, Functional Aids and Criteria for selecting appropriate TLM‟s

5.3 Principles of adaptation, Adaptation of ADL material & functional academics, Integration ofabove for Inclusion

C   SESSIONAL WORK

- 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 Pw ID

D   EVALUATION

The distribution of marks for the course is as follows:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**10 Marks**
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
		:	**05 Marks**
	ii) Reflection Report		

E.   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum
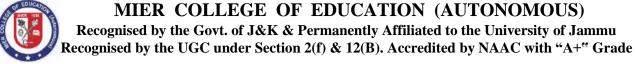
F.   NOTE FOR PAPER SETTER

The question paper shall consist of ten questions spread over the entire syllabus with a weight-age oftwelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at-least one question from each unit. Duration of the examination shall be three hours.

G.   ESSENTIAL READINGS

- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor. University of Alberta, Alberta
- Das, J.P., & Baine, D. (1978) Intellectual Disability for Special Educators. Springfield: Charles C. Thomas.
- John, W., & Smith, R. (1971). An Introduction to Intellectual Disability. Mc Grawhill New York.
- Kauffman, J.M., & Paynes, J.S. (1960) Intellectual Disability: Introduction and Personal Perspectives. Charges & Merrill, Columbus.
- Longone, J. (1990) Teaching Retarders Learners: Curriculum and Methods for Improving Instruction. Allyn and Bacon, Boston.
- Narayan, J., & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded

H.   SUGGESTED READINGS

- Kauffman, J. M. (1988). Teaching Students with Learning and Behaviour Problems. Merrill Publishing Co.
- Kirk, S.A., & Gallaghar, J.J. (1979). Educating Exceptional Children. Hoffton & Mifflin. Boston.
- Lewis, R.B., & Doorlag, D.H. (2010). Teaching Students with Special Needs in General Education Classrooms. Pearson, London.
- Longone, J. (1990). Teaching Educable Mentally retarded Children. Allyn & Bacon, Boston.
- Mary, A. F. (1999). Curriculum and Teaching Strategies. Paul H. Brooks Publishing Co. Baltimore.

MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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M.Ed. Spl. Education (ID)
SEMESTER-I

TEACHING PRACTICE

Course Code: MID-105   **Credits: 04**
Contact Hours:120   **T. Marks: 100**
                                                            Max: Int. 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.

S. No.	Components	Marks
1	Guided/Supervised lessons (4 Lessons both for Diploma and Graduate programmes)	**24**
2	ICT based lessons (2 Lessons)	**20**
3	Innovative Lessons (2 Lesson)	**20**
4	Criticism Lessons (2 Lesson)	**20**
5	Peer Observation Lessons (8 Lessons)	**16**
	Total	**100**

SEMESTER-II

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M.Ed. Spl. Education (ID)
SEMESTER-II
RESEARCH METHODOLOGY AND STATISTICS

Course Code: MID-201	**Credits: 04**
Contact Hours: 60	**T. Marks: 100**
Passing Marks: 30	**Max. Ext. Marks: 60**
	Max: Int. Marks: 40

A   COURSE LEARNING OUTCOMES
After completing the course, the learner will be able to:

CLO 1: develop a conceptual understanding of research, its need, and ethical research practices.

CLO 2: discuss the types, methods and process of research.

CLO 3: apply statistical techniques for the analysis of data.

CLO 4: explain the methods and techniques of qualitative research.

CLO 5: plan and prepare research proposals and report.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1					
PLO 2					
PLO 3	X	X	X	X	X
PLO 4					
PLO 5					
PLO 6					
PLO 7					
PLO 8					
PLO 9					
PLO 10					
PLO 11	X	X	X	X	X

B   SYLLABUS

UNIT-1

Scientific Knowledge and Research
1.1   Sources and philosophy of knowledge
1.2   Scientific thinking and research, Role of theory in research
1.3   Need for research in Education and Special Education, Ethics in research

Types and Methods of Research

2.1 Types of research- Quantitative, Qualitative, Fundamental, Applied, Action, Standardization of research instrument- Selection of items, reliability and validity and norms

2.2 Methods of Research: Descriptive, Correlational, Ex-post facto and Experimental Designs (i) Pre-experimental, (ii) Pre-Post designs, (iii) Quasi Experimental design, (iv) Single subject design

2.3 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

UNIT-3

Methods of Quantitative Analysis

3.1 Parametric and non-parametric tests: Concept and difference, Computer applications for analysis, Tabulation and graphic representation

3.2 Descriptive Statistics:
- Measures of Central Tendency
- Correlations; Product-moment, Biserial-r, Point-biserial, Phi-coefficient, Regression analysis

3.3 Inferential statistics
- Underlying concepts: Sampling error, standard error of mean, confidence level, degrees of freedom, one tail-two tail test, type I and type II errors
- Student t- test, ANOVA, Ancova, Chi-square, Sign Test, Mann Whitney U test, Kruskal-Wallis test

UNIT- 4

Qualitative Research Methods and Analysis

4.1 Grounded theory, Mixed method

4.2 Ethnography and case study, Themes, coding and presentation

4.3 Narrative/discourse and visual methodologies

UNIT-5

Preparing Research Proposal & Report

5.1 Components of research proposal, Presentation of proposal

5.2 Writing of thesis/dissertation

5.3 Writing technical paper for publication, Research management

C   SESSIONAL WORK
- 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

D   EVALUATION

The distribution of marks for the course is as follows:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**10 Marks**
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
	ii) Reflection Report	:	**05 Marks**

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER

The question paper shall consist of ten questions spread over the entire syllabus with a weight-age of twelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at-least one question from each unit. Duration of the examination shall be three hours.
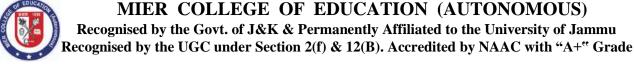
G   ESSENTIAL READINGS

- Agarwal, A.N. (2002). Quantitative Methods. Vrinda Publishing, New Delhi.
- Best, J.W., & Kahn, J.V. (1996). Research in Education. Prentice-Hall, New Delhi.
- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
- Desu, M.M., & Raghavarao, D. (1990) Sample Size Methodology. Academic Press, Boston.
- Dooley, D. (1997). Social Research Methods. Prentice-Hall, New Delhi.
- Gaur, A.S., & Gaur, S. S.(2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. Sage Publishers, New Delhi.
- Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication, London.
- Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
- Gupta, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.
- Hegde, M. N. (2003). Clinical research in communicative disorders. PRO-ED: Austin, Texas
- Siegel, A., & Castellen, N.J. (1988). Non Parametric statistics for Behavioural Sciences. McGraw-Hill, New York.
- Silverman, D. (2012). Qualitative Research. Sage Publication, London.

H   SUGGESTED READINGS

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

- Bogdan, R. C., & Biklen, S. K. (2007). Qualitative research for education: An introduction to theory and methods (5th ed). Pearson, Boston.
- Lipsey, M.W. (1990). Design Sensitivity: Statistical Power for Experimental Research. Sage Publications, Newbury Park, CA.
- Singh, A. K. (2004).Tests Measurement and Research Methods in Behavioural Science. Tata McGraw-Hill Publishing, New Delhi.

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M.Ed. Spl. Education (ID)
SEMESTER-II

CURRICULUM DESIGN & DEVELOPMENT

Course Code: MID-202   **Credits: 04**
Contact Hours:60   **T. Marks: 100**
Passing Marks: 30   **Max. Ext. Marks: 60**
                                                  Max: Int. Marks: 40

A   COURSE LEARNING OUTCOMES
After completing the course, the learner will be able to:

CLO 1: discuss and identifies different components and fundamentals of curriculum development.

CLO 2: analyse various types and approaches to curriculum development.

CLO 3: explain and demonstrate curriculum differentiation.

CLO 4: discuss and analyze various instructional designs.

CLO 5: analyze critical issues in curriculum design and development

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1					
PLO 2					
PLO 3					
PLO 4	X	X	X	X	X
PLO 5					
PLO 6					
PLO 7					
PLO 8					
PLO 9	X	X	X	X	X
PLO 10					
PLO 11					

B   SYLLABUS
UNIT-1

Nature of Curriculum

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

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Approaches & Types of Curriculum Development

2.1 Developmental Approach, Functional Approach, Eclectic Approach, Ecological Approach

2.2 Expanded Core Curriculum

2.3 Hidden Curriculum

UNIT-3

Principles of Curriculum Construction

3.1 Curriculum & Ideology, Curriculum as a Social Construct

3.2 Differentiating between Curriculum Design and Curriculum development

3.3 Theories of Curriculum Development, Universal Design of Learning for Curriculum Development

UNIT-4

Curriculum Development & Instructional Design

4.1 Differentiation of Curriculum, Pedagogical Theories and curriculum transaction

4.2 Material and Instructional Adaptations

4.3 Assessment and Evaluation

UNIT-5

Critical Issues in Curriculum

5.1 Organization of learning opportunities for diverse needs

5.2 Designing integrated and inter-disciplinary learning experiences, Collaborative curriculum

5.3 Alignment of curriculum and modes of assessment, Curricular trends

C   SESSIONAL WORK
- 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

D   EVALUATION

The distribution of marks for the course is as follows:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**10 Marks**
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
	ii) Reflection Report	:	**05 Marks**

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER

The question paper shall consist of ten questions spread over the entire syllabus with a weight-age of twelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at-least one question from each unit. Duration of the examination shall be three hours.

G   ESSENTIAL READINGS

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

H   SUGGESTED READINGS

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

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M.Ed. Spl. Education (ID)
SEMESTER-II
INCLUSIVE EDUCATION

Course Code: MID-203   **Credits: 04**
Contact Hours: 60   **T. Marks: 100**
Passing Marks: 30   **Max. Ext. Marks: 60**
                                                                Max: Int. Marks: 40

A   COURSE LEARNING OUTCOMES
After completing the course, the learner will be able to:

CLO 1: explain the philosophical, sociological, and rights perspectives of inclusive education.

CLO 2: analyze various policies that promote inclusive education.

CLO 3: develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.

CLO 4: identify and develop the skills associated with interpersonal relationships, managing relations in educational settings, problem-solving in educational settings, leadership, and working in teams to promote inclusion.

CLO 5: develop and implement plans for including diverse learners in the general classroom.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1					
PLO 2	X	X			
PLO 3					
PLO 4			X		X
PLO 5				X	
PLO 6					
PLO 7	X	X			
PLO 8					
PLO 9					X
PLO 10					
PLO 11					

B   SYLLABUS
UNIT-1

Perspectives in Inclusive Education

1.1 Historical perspective of Inclusive education globally and in India, Approaches to disability and service delivery models

1.2 Principles of inclusive education, Key debates in special and inclusive education

1.3 Research evidence on efficacy and best practices associated with inclusive education

UNIT-2

Covenants and Policies Promoting Inclusive Education- A Critique

2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990), 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)

2.2 International Conventions: Convention Against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)

2.3 International Frameworks: Salamanca Framework (1994), 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)

UNIT-3

Building Inclusive Schools

3.1 Identifying barriers to Inclusion- Attitudinal, Systemic and Structural

3.2 Ensuring Physical, Academic and Social Access, Leadership and Teachers as Change Agents

3.3 Assistive Technology, Whole School Development

UNIT-4

Building Inclusive Learning Environments

4.1 Classroom Management, Effective Communication

4.2 Promoting Positive Behaviour, Reflective Teaching and Working with Parents, Managing Conflict

4.3 Peer mediated instruction: Peer tutoring, Co-operative learning and Co-teaching, Mentoring and Coaching

UNIT-5

Planning for Including Diverse Learning Needs

5.1 Universal design of learning, Adaptations and accommodations for gifted children and Models of collaboration

5.2 Adaptations and accommodations for sensory impairments and children with multiple disabilities

5.3 Adaptations and accommodations for children with neuro-developmental disabilities and children with intellectual impairment

C   SESSIONAL WORK

- 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

D   EVALUATION

The distribution of marks for the course is as follows:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz (c) Sessional Work	:	**10 Marks**
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
	ii) Reflection Report	:	**05 Marks**

E   ATTENDANCE
Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER
The question paper shall consist of ten questions spread over the entire syllabus with a weight-age of twelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at-least one question from each unit. Duration of the examination shall be three hours.

G   ESSENTIAL READINGS
- Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman Publishing, London.
- Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.
- Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.
- Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). Essential best practices in inclusive school. Institute on Disability/UCE, University of New Hampshire
- Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
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- Skidmore, D. (2004) Inclusion: The Dynamic of School Development, Open University Press, Buckingham.
- Villa, R. A., & Thousand, J. S. (2005) Creating an Inclusive School, Association for Supervision and Curriculum Development. ASCD, Alexandria.

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

H 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.
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- Kunc, N. (2000). Rediscovering the right to belong. In R. A. Villa & J. Thousand (Eds.), Restructuring for caring and effective education: Piecing the puzzle together Brookes. Baltimore.
- Mastropieri, M. A., & Scruggs, T. E. (2006). The inclusive classroom: Strategies for effective instruction. Prentice-Hall, New Jersey

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M.Ed. Spl. Education (ID)
SEMESTER-II

THERAPEUTICS AND ASSISTIVE DEVICES

Course Code: MID-204   **Credits: 04**
Contact Hours:60   **T. Marks: 100**
Passing Marks: 30   **Max. Ext. Marks: 60**
                                                      Max: Int. Marks: 40

A   COURSE LEARNING OUTCOMES
After completing the course, the learner will be able to:

CLO 1: recall knowledge about speech and language therapy.

CLO 2: discuss the meaning and interventions of physiotherapy.

CLO 3: utilize occupational therapy for Person with disabilities.

CLO 4: apply Behavioural analysis techniques for behaviour modification.

CLO 5: apply appropriate assistive devices for Person with disabilities.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2					
PLO 3					
PLO 4			X	X	X
PLO 5					
PLO 6					X
PLO 7					
PLO 8			X		X
PLO 9					
PLO 10					
PLO 11					

B   SYLLABUS
UNIT-1

Language Speech and Communication

1.1 Nature, Definition, Scope, functions and development of language, Speech and Communication

1.2 Critical period and its importance in speech and language development, Enhancing and integrating speech and language into classroom context

1.3 Modes of communication, (Aural, Oral, Finger Spelling, Sign and Sign Language, Cued, Speech and Total Communication), Types of speech and language disorders in PwID

UNIT-2

Physiotherapy

2.1 Physiotherapy – Nature, Definition, objectives, Scope and functions

2.2 Modalities used in physiotherapy for persons with ID and its Associated Conditions, Movements and postures of human body

2.3 Specific conditions and physiotherapy management – Cerebral palsy, Spina bifida, Muscular dystrophy and Poliomyelitis, Integrating Physiotherapy into classroom context

UNIT-3

Occupational Therapy

3.1 Occupational therapy– Nature, Definition, objectives, Scope and functions, Modalities

3.2 Of Occupational Therapy for persons with ID with associated Conditions

3.3 Hand Functions– Types of grasps, grip, development, and eye-hand coordination, Sensory Integration – Nature, Development & Importance

3.4 Integrating Occupational therapy into classroom context

UNIT-4

Behaviour Modification

4.1 Aim, scope and importance of Behaviour Modification

4.2 Types of Behaviour– Adaptive and Maladaptive, Identification of Problem Behaviours, and Functional Analysis

4.3 Strategies for Behaviour Modification and Differential Reinforcement, Integrating Behaviour Modification in classroom context

UNIT-5

Assistive Devices

5.1 Definition, Importance and types of Assistive Devices for Independent Living

5.2 Different types of assistive devices for ID, HI, VI & Locomotor disability, Assessment of PWID needs to identify the appropriate assistive devices

5.3 Selection & use of appropriate Assistive Devices for PWID and Maintenance, Schemes of MoSJE– ADIP Scheme, DDRS and SC/ST scheme

C   SESSIONAL WORK

• 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

D   EVALUATION

The distribution of marks for the course is as follows:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**10 Marks**
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
	ii) Reflection Report	:	**05 Marks**

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum
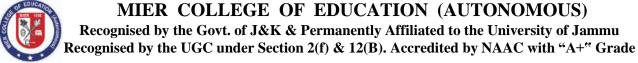
F   NOTE FOR PAPER SETTER

The question paper shall consist of ten questions spread over the entire syllabus with a weight-age of twelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at-least one question from each unit. Duration of the examination shall be three hours.

G   SUGGESTED READINGS

- Anderson, C., & Van Der, G. A. (2005). Speech and Language Therapy: Issues in professional practice. Whurr, London.
- Christiansen, C., Baum, C., & Bass-Haugen, J. (2005). Occupational therapy: performance, participation and well-being. SLACK Inc., New Jersey.
- Creek, J. (2008). The Core Concepts of Occupational Therapy: A Dynamic Framework for Practice. Churchill Livingstone, Edinburgh.
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- Duncan, E.A.S. (2005). Foundations for Practice in Occupational Therapy (4th edition). Churchill Livingstone, Edinburgh.
- Feltham, C. (2010). Critical Thinking in Counselling and Psychotherapy. Sage, London.
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- Pendleton, H, M., & Schultz-Krohn, W. (2013). Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction (7th ed.). Elsevier, Mosby.
- Raskind, M. H. (2000). Assistive technology for children with learning disabilities. Bridges to Reading (2nd ed.). Schwab Foundation for Learning. San Mateo, CA.

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- Schell, B. A. B., Gillen, G., & Scaffa, M., (2014). Willard and Spackman's Occupational Therapy. LWW; Twelfth, New York.
- Speake, J. (2003). How to Identify and Support Children with Speech and Language Difficulties. LDA, London.
- Whiston, S. C. (2013). Principles and Applications of Assessment in Counseling (4th ed.) Brooks/Cole, Belmont, CA.
- http://www.pbs.org/parents/education/learning-disabilities/strategies-for-learning-disabilities/assistive-technology-devices

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M.Ed. Spl. Education (ID)
SEMESTER-II

DISSERTATION-I

FORMULATION OF   RESEARCH PROPOSAL,
INTRODUCTION CHAPTER AND REVIEW OF RELATED LITERATURE

Course Code :	**MID-205**	**Total Marks**	**:**	**100**
Credits :	**04**	**Internal Marks :**		**100**
Course Type :	**COMPULSORY**			

Every student shall submit synopsis of the research proposal for dissertation under the guidance of the concerned supervisor of the College at the end of Semester-II. The students shall also submit the introduction chapter and a chapter on review of related literature. The sessional work shall be evaluated by the Research Committee constituted for the purpose.

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M.Ed. Spl. Education (ID)
SEMESTER-II

PREPARATION & ADMINISTRATION OF TEACHER MADE TEST (TMT)

Course Code: MID-206   **Credits: 04**
Contact Hours: 120   **T. Marks: 100**
                                                    Max: Int. Marks: 100

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

S. No.	Components	Marks
1.	Preparation of Teacher Made Test (TMT)	20
2.	Administration of Teacher Made Test (TMT)	20
3.	Submission of 2 Copies of typed report (TMT) consisting of conceptual background, rationale, methodology adopted in itspreparation.	40
4.	Presentation of Teacher Made Test (TMT) in seminar mode	20
	Total	100

SEMESTER-III

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M.Ed. Spl. Education (ID)
SEMESTER-III

PERSPECTIVES IN TEACHER EDUCATION - IN-SERVICEAND PRE-SERVICE

Course Code: MID-301   **Credits: 04**
Contact Hours:60   **T. Marks: 100**
Passing Marks: 30   **Max. Ext. Marks: 60**
                                      Max: Int. Marks: 40

A   COURSE LEARNING OUTCOMES
After completing the course, the learner will be able to:

CLO 1: describe the development of Teacher Education with reference toeducation of children with disabilities.

CLO 2: recognize issues and problems related to teacher preparation for education ofchildren with disabilities.

CLO 3: identify the responsibilities of different organisations in preparation of competentteachers and critically examine it.

CLO 4: explain the importance of in-service programmes and develop capacity to plan and execute it as per specific need and purpose.

CLO 5: analyse the existing teacher education curriculum and its relevance, issues andchallenges.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2	X	X	X		X
PLO 3					
PLO 4				X	X
PLO 5				X	
PLO 6					
PLO 7					
PLO 8					
PLO 9				X	X
PLO 10					
PLO 11					

B   SYLLABUS
UNIT-1

Understanding Teacher Education (TE)

1.1 Concept, Aims and Objectives of TE, Significance of TE in India

1.2 Types of TE: Pre-service and In-service; Continued development of Teacher as a Professional

1.3 Structure of TE in India and Organizations/Agencies involved, Factors influencing the practices in TE and quality

UNIT-2

TE and Education of Children with Disabilities

2.1 Early Initiatives in preparing teachers for children with disabilities in India

2.2 Establishment of various national institutes and development of TE in special education

2.3 Establishment of RCI as a statutory body in standardizing and promoting TE in special education Changes in School Education for Children with Disabilities and its Impact on TE, Paradigm shift from Segregation to Inclusion Impacting TE

UNIT-3

Pre-service TE in Education of Children with Disabilities

3.1 Changing scenario of teacher education curriculum and evolving priorities

3.2 Characteristics of TE framework developed by RCI, structure and organization of different components of TE Curriculum, Components of Pre-service TE: overview of courses at different levels, weight age of course work and evaluation

3.3 Various components of TE curriculum and their transactional modalities, Organisation, transaction and evaluation of different components of TE curriculum including school based practicum, and internship

UNIT-4

Continued Teacher Development Program

4.1 Need and modalities for continuing professional development of a teacher (Continuing Rehabilitation Education (CRE), Workshop, Seminar, Conferences, Projects, Exchange programmes) and their advantages and limitations

4.2 Structures and models of in-service teacher education- sub-district, district, State, regional and national level organizations 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

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

UNIT-5

Issues and Challenges in TE for Education of Children with Disabilities

5.1 Teacher motivation and working conditions; opportunities for professional development, Organizing TE: Conventional versus ODL

5.2 Collaboration/linkage between MHRD/ NCTE and MSJE/ RCI, ICT and TE

5.3 Single disability versus cross disability approach in TE and addressing disability issues in general education curriculum

C   SESSIONAL WORK

- Prepare a checklist/schedule to collect information about curriculum transaction either in Diploma or B.Ed. in Special Education Courses in any Training Institute. Take interview of at least 10 student teachers and analyze the data to suggest improvement in quality of training

- 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 analyze the data to suggest improvement in quality of training and the need for in-service training

D   EVALUATION

The distribution of marks for the course is as follows:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**10 Marks**
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
	ii) Reflection Report	:	**05 Marks**

E   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

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M.Ed. Spl. Education (ID)
SEMESTER-III

EDUCATIONAL EVALUATION

Course Code: MID-302   **Credits: 04**
Contact Hours:60   **T. Marks: 100**
Passing Marks: 30   **Max. Ext. Marks: 60**
                                                            Max: Int. Marks: 40

A   COURSE LEARNING OUTCOMES
After completing the course, the learner will be able to:

CLO 1: explain the key concepts of evaluation and describe the developments in evaluation.

CLO 2: describe the scope of evaluation in education.

CLO 3: discuss the use of evaluation as an effective tool in the teaching-learning process

CLO 4: identify the ways & means of evaluation of educational programmes.

CLO 5: recall the current trends in evaluation.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2	X	X			X
PLO 3					
PLO 4	X	X	X	X	X
PLO 5					
PLO 6					
PLO 7	X	X	X	X	X
PLO 8	X	X	X	X	X
PLO 9					
PLO 10					
PLO 11					

B   SYLLABUS

UNIT-1

Foundations in Evaluation

1.1 Concept of testing, measurement, assessment and evaluation

1.2 Difference between investigation, auditing, monitoring & evaluation, Principles of Evaluation, Areas of Evaluation

1.3 The evolution of the evaluation function; i) Measurement/ comparison, Transparency/ accountability, ii) Understanding/ learning/ decision making/ positive accountability

UNIT-2

Scope of Evaluation

2.1 Problem-solving and decision-making, Positive accountability and excellence in education

2.2 Knowledge construction and capacity building of learners, Advocacy & communication

2.3 Organizational learning and change, and strategic planning

UNIT-3

Teaching-learning and Evaluation

3.1 Evaluation of learning, for learning and in learning- Contexts, Need & Nature

3.2 Tools for evaluation and process of standardization, Report writing: Format, Content & Mechanics

3.3 Equity & fairness in evaluation including adaptations & Accommodations

UNIT-4

Programme Evaluation & Review

4.1 Concept, need, goals and tools, Evaluation of instructional programmes

4.2 Techniques of programme evaluation, Reviewing outcomes

4.3 Reliability, validity and sensitivity in programme evaluation

UNIT-5

Current Trends in Evaluation

5.1 Knowledge based evaluation, Performance Based Evaluation: Role play, Concept maps

5.2 Authentic Evaluation: Interviews, Writing samples, Projects, Exhibitions, Reflective Journals

5.3 Self-evaluation: Rubrics & Rating scales, Exams: Online, On-demand, Take-home Power Tests & Open book

C   EVALUATION

The distribution of marks for the course is as follows:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**10 Marks**
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
	ii) Reflection Report	:	**05 Marks**

D   TRANSACTION & EVALUATION

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

E   PRACTICUM

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

F   ESSENTIAL READINGS

- Airasian, P.W. (1991). Classroom Assessment. Mc Graw-Hill, New York.
- American Educational Research Association, American Psychological Association, and National Council on Measurement and Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.
- American Federation of Teachers, National Council on Measurement in Education, and the National Education Association. (1990). Standards for teacher competence in educational assessment of students. Washington, DC: Author.
- Gipps, (1996). Assessment for learning. In Little, A. and Wolf, A. (eds) Assessment in transition: Learning, monitoring and selection an international perspective. Oxford Pergamon Press, London.
- Gronlund, N.E., & Linn, R. (1990). Measurement and evaluation in teaching (6th Edition). Macmillan, New York.
- Hamayan, (1995). Approaches to alternative assessment. "Annual Review of Applied Linguistics," 15, 212-226.
- Headington (2003). Monitoring, Assessment, Recording, Reporting & Accountability. II- Ed, David Fulton Pub., London.
- Hibbard, K. M. and others. (1996). A teacher's guide to performance-based learning and assessment. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mathew, S. (2005). Evaluation: curricular strategies and adaptations for children with hearing impairment. Kanishka: New Delhi.
- Mathew, S. & Mishra, A. (2010). Knowledge based evaluation of students with hearing impairment. Journal of NCED, 2(1), 26-33.
- Mathew, S. (2010). Educational Evaluation. Curriculum and teaching strategies for CWHI. MED SEDE (HI) Manual, IGNOU, New Delhi.
- Mehrens, W. A., & Lehmann, I. J. (1991). Measurement and evaluation in psychology (IVED). Harcourt Brace College Publishers, New York.
- NSW syllabuses: Assessment for, as and of Learning. Retrieved from syllabus.bos.nsw.edu.au/ support.../ assessment-for-as-and-of-learning on 10.4.2015

- Programme evaluation and review technique. Retrieved from http:// www.inc. com/ encyclopedia/program-evaluation-and-review-technique-pert.html on 10.4.2015
- School self-evaluation. http://www.education.ie/en/Schools- Colleges/Services/ Quality-Assurance/SSE-Primary-and-Post-Primary/School-Self- Evaluation.html on 10.4.2015
- School self-evaluation. Retrieved from   http://schoolself-evaluation.ie/post-primary/ index. php/what-school-self- evaluation/ ? doing_wp_cron = 1429505616. 9318289756 77490 2343750 on 10.4.2015
- 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.

G.   SUGGESTED READINGS

- Braden, J. (2001). The clinical assessment of deaf people"s cognitive abilities. In Clark, M. D.; Marschark, M., & Kretchmer, M.(Eds.). Context, cognition and deafness, Galludet University press, Washington. Pg.14-37.
- Elliot, S.N., Kratochwill, T. R., & Gilbertson, A. G. (1998). The Assessment Accommodation Checklist: Who, What, Where, When, Why and Who? Teaching Exceptional Children, 31(2), 10 –14.
- Eriksen, S.C. (1969). The teacher made test. Memo to the Faculty, no.35. Ann Arbor: 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.
- Jacob, L. C., Chase, C. N. (1992). Developing and using tests effectively: A guide for faculty. Josse-Bass Publishers, San Francisco.
- Junaid, I.M., & Muhammad, D. N. (2002). Assessing nomadic children's learning achievement: what   tools   and   which   strategies?   Retrieved   from curriculum.pgwc.gov.za/resource.files/22153409_16.doc
- Linn. R.L, Baker, E. L., & Dunbar, S. B. (1991). Complex Performance based assessment. Educational Researcher, 20(8), 15-21.
- Mathew, S. (2010). Impact of Knowledge Based Evaluation on Achievement of Students with Hearing Impairment: An Experimental Study. A PhD Thesis (Unpublished), MJP Rohilkh and University.
- Meyer, C.A. (1992). What is the difference between Authentic and Performance assessment? Educational Leadership,49(8),39-40
- Mountain, A. (2005). Science assessment of deaf students: Considerations and implications of state accountability. Measurements. MSSE Masters Project. Submitted to the National Technical Institute for the Deaf, Rochester Institute of Technology, New York.

- Musselman, C.R., Lindsey. P. H., & Wilson A. K. (1988). An evaluation of recent trends in preschool programming for hearing impaired children. Journal of Speech and Hearing Disorders, 53, 71-88.
- Nair, P. (2005). A study of the effectiveness of individualized instructional material on mastery of mathematical concepts related to time in children with hearing impairment. Unpublished Master Dissertation, University of Mumbai.
- Stiggins, R.J. (1994). Student-Centered classroom assessment. MacMillan, New York
- Tannenbaum, J.E. (1996). Practical Ideas on Alternative Assessment for ESL Students. ERIC Clearinghouse on Languages and Linguistics Washington DC, ERIC Identifier ED395500, 1-6.

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M.Ed. Spl. Education (ID)
SEMESTER-III

ADULTHOOD AND FAMILY ISSUES

Course Code: MID-303   **Credits: 04**
Contact Hours:60   **T. Marks: 100**
Passing Marks: 30   **Max. Ext. Marks: 60**
                                                                 Max: Int. Marks: 40

A   COURSE LEARNING OUTCOMES
After completing the course, the learner will be able to:

CLO 1: appraise the importance of planning and implementing transition services forpreparing adolescents towards adulthood.

CLO 2: explain strategies of developing independent living skills and preparing them forgainful employment.

CLO 3: discuss the need scope and career choices regarding higher education, vocational education & employment.

CLO 4: comprehend the Gender, marriage, sexuality related issues and societal inclusion of individual with hearing impairment.

CLO 5: describe community, cultural and family issues to reflect in planning of services.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2	X	X	X	X	X
PLO 3					
PLO 4	X	X	X		
PLO 5	X	X	X		
PLO 6					
PLO 7	X	X	X	X	X
PLO 8	X	X	X		
PLO 9	X	X	X		
PLO 10					
PLO 11					

B   SYLLABUS
UNIT-1

Transition from Adolescence to Adulthood

1.1 Transition: Concept and challenges as perceived by D/deaf adolescents and their families, Domains of transition: Educational, independent living, social-cultural and employment

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

1.3 Role of support and facilitators: Family, peers, community; agencies and environmental support, Planning and implementing transition services

UNIT-2

Independent Living

2.1 Concept and its importance, Money management and related financial skills

2.2 Health and physical fitness skills, Life skills: Social-etiquette and mannerism

2.3 Leisure time, hobbies and recreational activities

UNIT-3

Higher Education, Vocational Education & Employment

3.1 Higher Education: Need, scope, status of higher education

3.2 Vocational education: Need, scope, status of vocational education, Selecting suitable higher education & vocational streams

3.3 Career choices: job seeking skills and facing interviews, Work adjustment skills; Job related social skills

UNIT-4

Community& Cultural Issues

4.1 Diversity in DEAF WORLD, Comparison of Hearing World-Deaf world on culture and group identity and communication options

4.2 Legal issues regarding communication accessibility, Views of Cochlear Implantees and hearing aid users towards Deaf culture

4.3 Facilitating societal inclusion of individual with hearing impairment

UNIT-5

Family Issues

5.1 Role & challenges of families in fostering adjustment, personality development, independent living employment and marriage, Raising of hearing children by Deaf parents: Deaf Child Deaf Parent (DCDP); Deaf Child Hearing Parent (DCHP) issues

5.2 Communication patterns and parenting issues in families with Deaf parents and hearing children, Advocacy at family and individual levels; Strategies

5.3 Identifying family needs and Supporting towards resource mobilization, family networking and facilitating availability of welfare schemes

Practicum/ Field Engagement

• Prepare a poster on family advocacy
• Hold a mock interview session and write your reflections upon it

- Interview a family to identify „need and support"
- Have a focused group discussion Deaf culture in India, and submit a reflective essay on the same
- Make a pamphlet regarding financial management for the D/deaf adult

C   EVALUATION

The distribution of marks for the course is as follows:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz (c) Sessional Work	:	**10 Marks**
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
	ii) Reflection Report	:	**05 Marks**

D   ESSENTIAL READINGS

- Annable G., Walters, C., Strensta, D., Symanzik, S, Tuuuyb. L., & Sterwer, N. (2003). Students with disabilities, Transition from postsecondary education to work, Winnipeg. Canadian centre for disability studies, Manitoba.
- Christensen, K.M., & Gilbert, L.D. (1993). Multicultural Issues in deafness, White Plairs, Longman, New York.
- Narayansamy, S., Kamraj, J., & Rangasayee, R. (2006). Family, Community and the hearing impaired child: Kanishka Publishers, New Delhi.

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M.Ed. Spl. Education (ID)
SEMESTER-III

DISSERTATION-II

RESEARCH METHODOLOGY,
DATA COLLECTION AND DATA ANALYSIS

Course Code	:	**MID-304**	**Total Marks**	:	**100**
Credits	:	**04**	**Internal Marks**	:	**100**
Course Type	:	**COMPULSORY**			

The students shall undertake the following activities relating to their dissertation:
- (a) Writing the Chapter on Research Methodology
- (b) Development / Selection of tools; and
- (c) Collection of Data
- (d) Data Analysis

The written work duly certified by the supervisor shall be submitted by the students at the end of the Semester-III.

The written work shall be evaluated by the Research Committee constituted for the purpose.

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M.Ed. Spl. Education (ID)
SEMESTER-III

F 1: Field Engagement/ Internship as a Teacher Educators

Course Code: MID-305   **Credits: 04**
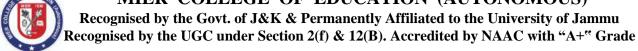**Contact Hours:60**   **T. Marks: 100**
                                                  Max: Int. Marks: 100

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.Edu. 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.

S.No	Components	Marks
1	Delivery of 10 lessons	70
2	Practical supervision to student trainees	30
	Total Marks	100

SEMESTER-IV

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M.Ed. Spl. Education (ID)
SEMESTER-IV
EDUCATIONAL MANAGEMENT

Course Code: MID-401   **Credits: 04**
Contact Hours:60   **T. Marks: 100**
Passing Marks: 30   **Max. Ext. Marks: 60**
                                                            Max: Int. Marks: 40

A   COURSE LEARNING OUTCOMES
After completing the course, the learner will be able to:

CLO 1: explain the basic fundamental areas of educational management.
CLO 2: describe the skills required for enhancing institutional quality for sustained development.
CLO 3: develop the skills required for capacity building of human resources.
CLO 4: identify the skills needed to manage data for various information management processes.
CLO 5: prepare cost effective budgets, proposals and describe ways of managing financial resources.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2	X	X	X	X	X
PLO 3					
PLO 4		X	X	X	X
PLO 5			X		X
PLO 6					
PLO 7	X	X	X	X	X
PLO 8				X	X
PLO 9					
PLO 10					
PLO 11					

B   SYLLABUS

UNIT-1

Foundations in Educational Management

1.1 Definition & Concept: Management as an art, science, organization, person & a discipline, Principles & processes of management

1.2 Approaches to management; a) Classical approach, b) Human relation approach, c) Systems approach, d) Contingency approach

1.3 Styles of management; autocratic, laissez-faire, transactional, contingency, Leader vs. Manager; role competencies

UNIT-2

Total Quality Management in Education

2.1 Concept of Quality and issues in Quality management of educational institutes

2.2 Educational applications, Assessment of educational institutions

2.3 Strategic planning & Sustainable development, Implementing TQM

UNIT-3

Human Resource Management

3.1 Manpower planning, talent acquisition & management, Training, development & capacity building

3.2 Employee benefits, welfare & Performance appraisals systems- 360-degree approach

3.3 Organizational behaviour; climate & culture, Individual & group dynamics, conflict management & negotiations

UNIT-4

Educational Management Information Systems (EMIS)

4.1 Need, relevance and National agencies for EMIS, Internal & external stakeholders of EMIS

4.2 Tools & process for collecting and disseminating data & using information

4.3 Constituting indicators & data monitoring plans, Dissemination, distribution & publication of data

UNIT-5

Financial Management

5.1 Need &Importance of financial management in educational institutes

5.2 Basic concepts in accounting, Importance & types of budgeting

5.3 Resource mobilization& allocation, Proposal writing for funding in educational institutes

C   SESSIONAL WORK

• Proposal writing for fund raising of an educational institution

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

D   EVALUATION

The distribution of marks for the course is as follows:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz (c) Sessional Work	:	**10 Marks**
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
	ii) Reflection Report	:	**05 Marks**

E.   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.
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- 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).

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M.Ed. Spl. Education (ID)
SEMESTER-IV

EDUCATIONAL TECHNOLOGY

Course Code: MID-402   **Credits: 04**
Contact Hours:60   **T. Marks: 100**
Passing Marks: 30   **Max. Ext. Marks: 60**
    Max: Int. Marks: 40

A   COURSE LEARNING OUTCOMES
After completing the course, the learner will be able to:

CLO 1: discuss the role of Educational Technologists in various contexts.

CLO 2: apply appropriate instructional strategies in teaching learning.

CLO 3: develop appropriate instructional media to enhance teaching learning.

CLO 4: utilize information and communication technology effectively in teaching-learning-evaluation.

CLO 5: explain suitable modalities of instruction (Online, Blended, etc.).

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2	X	X	X	X	X
PLO 3					
PLO 4	X	X	X	X	X
PLO 5		X	X	X	
PLO 6	X	X	X	X	X
PLO 7					
PLO 8				X	
PLO 9					
PLO 10					
PLO 11					

B   SYLLABUS
UNIT-1
Educational Technology

1.1 Concept, Definition and Scope of Educational Technology, Need and Role of Educational Technologists in India, Systems Approach; Meaning, Scope and Components

1.2 Growth of conceptual framework of Educational Technology: ET1, ET2, ET3 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

Instructional Technology

2.1 Concept and Definition of Instructional Technology, Theories and Models of ISD: Dick & Carrey, Gagne, Kirk and Guftason

2.2 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

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

UNIT-3

Instructional and Interactive Learning

3.1 Interactive learning: concept, need and components, Development of Interactive learning Material

3.2 Instructional Media for children with Special needs, Interactive learning Material for children with disabilities

3.3 Integrating ICTs for children with special needs (e.g. Social Media, Collaborative tools and techniques such as Blogging, ICT tools for research, bibliography, etc)

UNIT-4

ICT for Inclusion

4.1 ICT for 21st century learning, Dilemmas and Realities about applications in ICT in inclusive education

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

4.3 ICT for teaching-learning, Role of ICT in curriculum transaction

UNIT-5

Recent Trends in Technology

5.1 Online Learning, Blended Learning

5.2 M-Learning, MOOC

5.3 OER

C   Course Work/ Practical/ Field Engagement

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

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

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

• Present a research paper on application of any one recent trendin inclusive education

• Seminar on issues in application of ICT in inclusive education

D   EVALUATION

The distribution of marks for the course is as follows:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz (c) Sessional Work	:	**10 Marks**
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
	ii) Reflection Report	:	**05 Marks**

E   SUGGESTED READINGS

- Bhatt, B. D., & Sharma, S. R. (2003). Educational Technology concept and Technique (Modern Education Series). Kanishka Publisher, New Delhi.
- Diana, L. O. (2001). Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass
- Horton, W. (2001). Designing web-based Training. John Wiley & Sons. New Jersey.
- Kumar, K., Kumar, S. (2004). ICT Skill Development. GBD Publications, Gurusar Sadhar.
- Mukhopadhyay, M (1990). Educational Technology Challenging Issues. Sterlings Publisher's Pvt. Ltd. New Delhi.
- Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York.
- Sallis, E., & Jones, G. (2002). Knowledge Management in Education London: Kogan Page Ltd.
- Santhosh, V. (2009). Information communications technology for teacher education. Kanishka Publisher, New Delhi.
- Schank, R.C. (2001). Virtual Learning. McGraw Hill. London.
- Shehzad, A. (2007). Teacher's Handbook of Educational Technology. Anmol, Publishing Pvt. Ltd., New Delhi.
- Singh, T. (2009). ICT Skill Development. Tandon Brothers, Ludhiana.
- Venkataiah, N. (2002), Educational Technology. APH Publication Corporation, New Delhi

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M.Ed. Spl. Education (ID)
SEMESTER-IV

GUIDANCE AND COUNSELING

Course Code: MID-403   **Credits: 04**
Contact Hours:60   **T. Marks: 100**
Passing Marks: 30   **Max. Ext. Marks: 60**
                                                              Max: Int. Marks: 40

A   COURSE LEARNING OUTCOMES
After completing the course, the learner will be able to:

CLO 1: comprehend the basic concepts in Guidance & Counselling.

CLO 2: discuss the Educational, Vocational, and Personal Guidance.

CLO 3: describe testing devices and non-testing techniques of guidance.
CLO 4: analyze the problems faced by students in the contemporary world.
CLO 5: identify the problems faced by children with disabilities in vocational and guidance- related domains.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2	X	X	X	X	X
PLO 3			X	X	X
PLO 4		X			
PLO 5		X		X	X
PLO 6					
PLO 7	X	X		X	X
PLO 8			X	X	X
PLO 9					
PLO 10					
PLO 11					

B   SYLLABUS
UNIT-1

Education and Career Guidance

1.1 Concept, principles, Objectives and need for guidance at various educational levels, Types of Guidance: Individual and group, Personal, Educational and Vocational

1.2 Career Development needs of students. Changing scenarios in a global world, Essential services in a school guidance program

1.3 Tests and Techniques for Guidance: Testing techniques (Aptitude, Interest, Achievement & Personality) Non-testing techniques (Interview, Case study, observation, Diary, anecdotal and commutative record)

UNIT-2

Vocational Guidance

2.1 Factors influencing choice of career, Occupational information in Guidance

2.2 Theories: Vocational Choice, Vocational development and Career development theories

2.3 Assessment of Vocational maturity, Guidance for students with disabilities

UNIT-3

Fundamentals of Counselling

3.1 Concept, nature, scope and objectives of counselling

3.2 Stages of the counselling process, Counselling techniques

3.3 Ethical principles and issues

UNIT-4

Group approaches in Vocational Counselling and Guidance

4.1 Types, areas and approaches of Counselling, Steps and skills in the counselling process

4.2 Advantages and Disadvantages of Group Guidance techniques, Essential services in school and community based guidance programs

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

UNIT-5

Assessment in Educational and Vocational Guidance and Counselling

5.1 Assessment of underachievement and challenges, Assessment of giftedness and special strengths

5.2 Career test construction, administration, scoring and interpretation, Role of counsellor in the contemporary context

5.3 Crisis Intervention; Grief, relationships, depression, Academic, stress, violence, abuse

C   EVALUATION
The distribution of marks for the course is as follows:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**10 Marks**
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
	ii) Reflection Report	:	**05 Marks**

E   COURSE WORK/ PRACTICAL/ FIELD ENGAGEMENT

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

F   ESSENTIAL READINGS

- Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.
- Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.
- Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.
- Shah, A. (2008). Basics in Guidance and Counselling. Global Vision Publishing House.
- Sharma, V.K. (2005). Education and Training of Educational and Vocational Guidance. Soujanya Books, New Delhi.

G   SUGGESTED READINGS

- Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines.
- Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.

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M.Ed. Spl. Education (ID)
SEMESTER-IV

DISSERTATION-III

SUBMISSION, EVALUATION, PRESENTATION AND VIVA VOCE

Course Code : MID-404   **Total Marks (External)   : 200**
Credits   : 08   **Evaluation of Dissertation   : 100**
Course Type : COMPULSORY   **Presentation and Viva-Voce : 100**
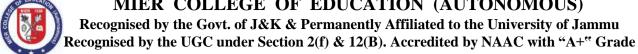
Each student shall submit a copy of the Dissertation along with a softcopy and Research Perspectives before the end of Semester-IV. The dissertation has to be duly signed by the respective supervisor.

The evaluation of the dissertation shall be done by an external examiner and the research supervisor.

The evaluation of the dissertation shall be based on the quality of the research work. The viva-voce examination shall be conducted after the power point presentation of the research work done by the student.

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M.Ed. Spl. Education (ID)
SEMESTER-IV

F 2 : FIELD ENGAGEMENT / INTERNSHIP AS A TEACHER TRAINER

Course Code: MID-405   **Credits: 04**
Contact Hours:120   **T. Marks: 100**
Passing Marks: 50   **Max: Int. 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 "Specialization-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.

S.No.	Component	Marks
1.	Assessment of the child with specific disability	25
2.	Comprehensive assessment report writing and its submission	25
3.	Development of IEP	30
4.	Implementation of IEP in collaboration with class teacher	20
	Total	**100**