Curriculum Framework

Master of Education - Special Education
M.Ed.Spl.Ed.

Norms, Regulations & Course Content

May, 2015

Effective from Academic Session 2015-16
Two Years Duration

Rehabilitation Council of India
B-22, Qutab Institutional Area,
New Delhi - 110 016
Email: rehabstd@nde.vsnl.net.in, rehcouncil_delhi@bol.net.in
www.rehabcouncil.nic.in
PREFACE

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

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

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

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

As of today RCI has been able to circulate the framework for the two years B.Ed. Special Education and M.Ed Special Education Programme to all implementing agencies and has shared with larger public through its website. Meeting at RCI for the Core and Common Courses and parallel meetings at all the related National Institutes (AYJNIHH, NIVH, NIMH, NIEPMD) as well as SNDT Women’s University, Juhu Campus were conducted during April 2015. Meeting of all the Universities offering these courses through Distance/ODL mode as per MoU signed with RCI has also been accomplished on 7-8 May 2015. Now we are ready to share this comprehensive document for further processing for initiating the session 2015-16 onwards by the respective RCI recognized institutions.
I record appreciation for all the members of the Expert Committees dealing with B.Ed. and M.Ed. courses as well as other Committee Members dealing with diploma level courses. Their inputs have been valuable to this exercise. Members of Expert Committee also shared their views and approval for these finalized courses through emails; RCI appreciates their valuable support and inputs. It is not possible to put all the names here but I am sure everyone will appreciate the sentiments of our gratitude for the members as well as the invitees for this healthy and fruitful partnership (Please see annexure for the list of all such professional partners).

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

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

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

Prof. Sudesh Mukhopadhyay  
Chairperson, RCI  
18 May, 2015
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Master of Education - Special Education (M.Ed.Spl.Ed.) Programme

I. PREAMBLE

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

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

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

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

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

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

II. Aim

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

III. Objectives of the program

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

- Assist potential teacher educators to exert leadership in advocating and meeting educational needs of children with disabilities in various settings
- Offer special teacher educators the opportunity to develop specialized capacity for leadership in curriculum, pedagogy and universal design
- Build theoretical knowledge and skills in research methodologies and conducting research in order to enhance education of children with disabilities in all settings.

IV. NOMENCLATURE

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

V. GENERAL FRAMEWORK OF THE COURSE

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

The Course structure has three sets of courses

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

d. Nurturing student proficiency/skills

3. Elective Foundation courses are value-based

RCI will follow the 10-point grading system following letter grades recommended by the UGC\textsuperscript{1} as given below:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>O (Outstanding)</td>
<td>10</td>
</tr>
<tr>
<td>A+ (Excellent)</td>
<td>9</td>
</tr>
<tr>
<td>A (Very Good)</td>
<td>8</td>
</tr>
<tr>
<td>B+ (Good)</td>
<td>7</td>
</tr>
<tr>
<td>B (Above Average)</td>
<td>6</td>
</tr>
<tr>
<td>C (Average)</td>
<td>5</td>
</tr>
<tr>
<td>P (Pass)</td>
<td>4</td>
</tr>
<tr>
<td>F (Fail)</td>
<td>0</td>
</tr>
<tr>
<td>Ab (Absent)</td>
<td>0</td>
</tr>
</tbody>
</table>

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

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

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

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

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

\textsuperscript{1} \url{http://www.ugc.ac.in/pdfnews/9555132_Guidelines.pdf}
system. Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.

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

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

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

V. PROGRAMME STRUCTURE

STRUCTURE FOR 4 SEMESTERS (2 YEARS)

<table>
<thead>
<tr>
<th>Code</th>
<th>Area</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Core courses</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>B</td>
<td>Specialization Courses</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>C</td>
<td>Elective Courses</td>
<td>1</td>
<td>04</td>
</tr>
<tr>
<td>D</td>
<td>Dissertation</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>E</td>
<td>Practical I</td>
<td>2</td>
<td>08</td>
</tr>
<tr>
<td>F</td>
<td>Practical II</td>
<td>2</td>
<td>08</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

Specialisation offered (with specific reference to Area B)
The M. Ed. Spl. Ed. programme is presently\(^2\) being offered in following specializations:

1. Hearing Impairment (HI)
2. Learning Disability (LD)
3. Mental Retardation / Intellectual Disability\(^3\) (MR/ID)
4. Visual Impairment (VI)

\(^2\) Course planning for other disability area will be initiated in 2016.

\(^3\) Mental Retardation/ Intellectual Disability is being suggested as per Draft RPWD Bill, 2014.
### AREA A - CORE COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Developments in Education and Special Education</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>A2</td>
<td>Psychology of Development and Learning</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>A3</td>
<td>Research Methodology and Statistics</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>A4</td>
<td>Curriculum Design &amp; Development</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>A5</td>
<td>Inclusive Education</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>A6</td>
<td>Perspectives in Teacher Education - In-service &amp; Pre-service</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>A7</td>
<td>Educational Evaluation</td>
<td>4</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>28</strong></td>
<td><strong>700</strong></td>
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### AREA B - SPECIALIZATION COURSES

<table>
<thead>
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<th>Course Code</th>
<th>Title</th>
<th>Credit</th>
<th>Marks</th>
</tr>
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<tbody>
<tr>
<td>B8</td>
<td>Identification, Assessment and Needs of Children with.....*</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>B9</td>
<td>Curriculum And Teaching Strategies for Children with.....*</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>B10</td>
<td>Adulthood and Family Issues</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>B11</td>
<td>Therapeutics and Assistive Devices**</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>16</strong></td>
<td><strong>400</strong></td>
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*Specific Disability in which M.Ed.Spl.Ed. Programme is being offered.

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

### AREA C - ELECTIVE COURSES

Note: Any one to be offered

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<thead>
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<td>C12</td>
<td>Educational Management</td>
<td>4</td>
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</tr>
<tr>
<td>C13</td>
<td>Educational Technology</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>C14</td>
<td>Guidance and Counselling</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
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### AREA D - DISSERTATION

<table>
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<th>Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>D</td>
<td>Dissertation</td>
<td>16</td>
<td>400</td>
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### AREA E - PRACTICAL RELATED TO SPECIFIC DISABILITY

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<th>Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>E1</td>
<td>Related to Specific Disability</td>
<td>4</td>
<td>100</td>
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<tr>
<td>E2</td>
<td></td>
<td>4</td>
<td>100</td>
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### AREA F - PRACTICAL II

<table>
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<th>Title</th>
<th>Credit</th>
<th>Marks</th>
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<tbody>
<tr>
<td>F1</td>
<td>Field Engagement / Internship as a Teacher Trainer</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>F2</td>
<td></td>
<td>4</td>
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### SEMESTER-WISE STRUCTURE

**SEMESTER I**

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

Engagement with field as part of courses indicated below:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Task for the Teacher Educators</th>
<th>Course</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assignment / Project</td>
<td>A1</td>
<td>Institute</td>
</tr>
<tr>
<td>2</td>
<td>Assignment / Project</td>
<td>A2</td>
<td>Institute</td>
</tr>
<tr>
<td>3</td>
<td>Assessment &amp; Identification of Needs</td>
<td>B7 &amp; B8 (Specific disabilities)</td>
<td>Clinic / School, etc</td>
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</table>

**SEMESTER II**

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
<th>INTERNAL MARKS</th>
<th>EXTERNAL MARKS</th>
<th>TOTAL MARKS</th>
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<tbody>
<tr>
<td>A3</td>
<td>Research Methodology and Statistics</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>A4</td>
<td>Curriculum Design &amp; Development</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>A5</td>
<td>Inclusive Education</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>B11</td>
<td>Therapeutics and Assistive Devices</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>E2</td>
<td>Practical related to disability</td>
<td>4</td>
<td>100</td>
<td>00</td>
<td>100</td>
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<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>20</strong></td>
<td></td>
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</table>
Engagement with field as part of courses as indicated below:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Task for the Teacher Educators</th>
<th>Course</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assignment / Project / Presentation</td>
<td>A3</td>
<td>Institute</td>
</tr>
<tr>
<td>2</td>
<td>Assignment / Project / Presentation</td>
<td>A5</td>
<td>Institute/ Special/ Inclusive school</td>
</tr>
<tr>
<td>3</td>
<td>Assignment / Project / Presentation</td>
<td>A6</td>
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<td>Assignment / Project / Presentation</td>
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**SEMMESTER III**

<table>
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<th>CREDITS</th>
<th>INTERNAL MARKS</th>
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<th>TOTAL MARKS</th>
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<tbody>
<tr>
<td>A6</td>
<td>Perspectives in Teacher Education – In-service &amp; Pre-service</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>A7</td>
<td>Educational Evaluation</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>B10</td>
<td>Adulthood and Family Issues</td>
<td>4</td>
<td>20</td>
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<td><strong>ELECTIVE COURSES</strong> (Any one):</td>
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<td></td>
<td>C12 Educational Management</td>
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<td>C13 Educational Technology</td>
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<tr>
<td></td>
<td>C14 Guidance and Counselling</td>
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<tr>
<td>D</td>
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**TOTAL 22 500**

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

Engagement with field as part of course as indicated below:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Task for the Teacher Educators</th>
<th>Course</th>
<th>Place</th>
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<td>6</td>
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SEMESTER IV

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<td><strong>500</strong></td>
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* Note: Suggestive/As per the University Regulations

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

**Area E- Practical Related to Disability**

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

**Area F- Field Engagement/ Internship as Teacher Educators**

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

**VII. ADEQUACY OF THE SPECIAL EDUCATION SYLLABUS**

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

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


**IX. DURATION OF THE COURSE**

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

**X. WORKING DAYS AND ATTENDANCE**

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

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

**XI. ELIGIBILITY FOR ADMISSION**

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

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

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

c) A candidate having passed PG Diploma\(^4\) (Till Academic session 2014-15)

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

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\(^4\) **RCI’s Communication of 20/04/15 & 09/10/09 Regarding Equivalence of Programme with B.Ed.Spl.Ed. (See Annexure-1)**
and complete the Specialization Courses to qualify for a particular disability. On completion of Area C, these can be admitted to the M.Ed. Spl.Ed in a specific disability.

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

e) Candidate should have valid RCI registration.

**XII. ADMISSION**

Admission Procedure: as per University norms.

**XIII. PROGRAMME PATTERN**

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

**XIV. PASSING MINIMUM**

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

**XV. NATURE OF EVALUATION**

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

**XVI. TRANSITORY REGULATIONS**

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

**XVII. FACULTY-STUDENT RATIO**

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

**XVIII. FACULTY NORMS**

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

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

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

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

XX. CERTIFICATION AS A REGISTERED PROFESSIONAL

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

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

XXI. AWARD OF DEGREE

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

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

Special Schools for LD and ASD is not an essential condition. Institutions offering more than one programme in Special Education must have own Special School and MoU with other Special/Inclusive School for school engagement and field experience⁵.

⁵ Not applicable for National Institutes and Universities.
## Course Details

### AREA A

### CORE COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit</th>
<th>Marks</th>
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<td>A1</td>
<td>Developments in Education and Special Education</td>
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<tr>
<td>A2</td>
<td>Psychology of Development and Learning</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>A3</td>
<td>Research Methodology and Statistics</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>A4</td>
<td>Curriculum Design &amp; Development</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>A5</td>
<td>Inclusive Education</td>
<td>4</td>
<td>100</td>
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<tr>
<td>A6</td>
<td>Perspectives in Teacher Education – In-service &amp; Pre-service</td>
<td>4</td>
<td>100</td>
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<tr>
<td>A7</td>
<td>Educational Evaluation</td>
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</table>

**Total** 28 700
DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION

Course Code: A 1                              Credits: 04
Contact Hours: 60                  Marks: 100

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: An Overview of Development of Education System

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

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

2.1 Accessibility to School, Curriculum & Learning Resources and Attitudinal Barriers
2.2 Analysis of the Status of Elementary & Secondary Education for All. (SSA, RMSA,) and Issues for Bridging Gaps
2.3 Ensuring Equity Principles across Disabilities, Gender, Caste, Socially Disadvantaged Groups, Marginalized and their Specific Educational Problems
2.4 Challenges of Special Education, Inclusion, Systemic Reforms, Provisions and Support System, Public Private Partnership & NGO Initiatives
2.5 Support Systems to Meet Diverse Learning Needs- Family, Community, School, Peer, Administrative and Resource Support
Unit 3: Policies and Legislations for Education & Special Education Development of Special Education in India

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

Unit 4: Quality Issues in Education

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

Unit 5: Current Trends and Future Perspective

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

Course Work/ Assignments

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

Suggested Readings

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


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


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


Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Overview Educational Psychology

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

Unit 2: Understanding the Development of the Learner

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

Unit 3: Cognition and Information Processing

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

Unit 4: Motivation, Learning and Personality

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

Unit 5: Psychological Aspects of Teaching

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

Course Work/ Assignments/ Practicum

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

Transaction

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

Essential readings


Suggested Readings

RESEARCH METHODOLOGY AND STATISTICS

Course Code: A 3                              Credits: 04
Contact Hours: 60                              Marks: 100

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Scientific Knowledge and Research

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

Unit 2: Types and Methods of Research

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

Unit 3: Methods of Quantitative Analysis

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

Unit 4: Qualitative Research Methods and Analysis

4.1 Grounded theory
4.2 Ethnography and case study
4.3 Narrative/discourse and visual methodologies
4.4 Mixed method
4.5 Themes, coding and presentation

Unit 5: Preparing Research Proposal & Report

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

Assignments/ Course Work/ Practicum

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

Transaction

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


Suggested Readings

CURRICULUM DESIGN & DEVELOPMENT

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Nature of Curriculum

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

Unit 2: Approaches & Types of Curriculum Development

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

Unit 3: Principles of Curriculum Construction

3.1 Curriculum & Ideology
3.2 Curriculum as a Social Construct
3.3 Differentiating between Curriculum Design and Curriculum development
3.4 Theories of Curriculum Development
3.5 Universal Design of Learning for Curriculum Development
Unit 4: Curriculum Development & Instructional Design

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

Unit 5: Critical Issues in Curriculum

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

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

Suggested Readings


INCLUSIVE EDUCATION

Course Code: A 5                              Credits: 04
Marks: 100                                                                         Hours: 60

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Perspectives in Inclusive Education

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

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

2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
2.3 International Frameworks: Salamanca Framework (1994)
Unit 3: Building Inclusive Schools

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

Unit 4: Building Inclusive Learning Environments

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

Unit 5: Planning for Including Diverse Learning Needs

5.1 Universal design of learning
5.2 Adaptations and accommodations for sensory impairments
5.3 Adaptations and accommodations for children with multiple disabilities
5.4 Adaptations and accommodations for children with neuro-developmental disabilities
5.5 Adaptations and accommodations for children with intellectual impairment
5.6 Adaptations and accommodations for gifted children

Unit 6: Collaborations

6.1 Models of collaboration
6.2 Working with Parents
6.3 Managing Conflict
6.4 Co-teaching
6.5 Mentoring and Coaching

Transaction

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

Course Work/ Practical/ Field Engagement

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


Suggested Readings

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Understanding Teacher Education (TE)

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

Unit 2: TE and Education of Children with Disabilities

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

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

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

Unit 4: Continued Teacher Development Program

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

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

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

Course Work/ Practical/ Field Engagement

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

Suggested Readings

EDUCATIONAL EVALUATION

Course Code: A 7                              Credits: 04
Contact Hours: 60                              Marks: 100

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Foundations in Evaluation

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

Unit 2: Scope of Evaluation

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

Unit 3: Teaching-learning and Evaluation

3.1 Evaluation of learning, for learning and in learning- Contexts, Need & Nature
3.2 Tools for evaluation and process of standardization
3.3 Equity & fairness in evaluation including adaptations & Accommodations
3.4 Report writing: Format, Content & Mechanics
3.5 Mastery Level Learning
Unit 4: Programme Evaluation & Review

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

Unit 5: Current Trends in Evaluation

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

Transaction & Evaluation

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

Practicum

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

Essential Readings


Suggested Readings


<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>B8</td>
<td>Identification, Assessment and Needs of Children with …………*</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>B9</td>
<td>Curriculum and Teaching Strategies of Children with …………*</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>B10</td>
<td>Adulthood and Family Issues</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>B11</td>
<td>Therapeutics and Assistive Devices **</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

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

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

HEARING IMPAIRMENT
IDENTIFICATION, ASSESSMENT AND NEEDS OF INDIVIDUALS WITH HEARING IMPAIRMENT

Course Code: B 8                              Credits: 04
Contact Hours: 60                              Marks: 100

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

Objectives
After completing the course teacher educators will be able to

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

Unit 1: Audiological Assessment, Identification and Addressing Needs

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

Unit 2: Speech Assessment, Identification and Addressing Needs

2.1 Overview of acoustics of speech; Classification of speech sounds based on major acoustic cues
2.2 Compare and contrast speech development in typical developing children and CWHI
2.3 Phonological errors as a function of audiogram configuration (flat, gradually sloping and steeply sloping) and degree of hearing loss
2.4 Selection of appropriate strategies, material, and equipment for teaching speech
2.5 Need for use of regional language based speech assessment tests

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

3.1 Parameters of selecting medium of instruction for CWHI: Language/s used at home, school & society
3.2 Language assessment of the deaf: Challenges and concerns (standardized versus teacher made tools; Setting norms of children ‘with’ versus ‘without’ disability; modality dependent nature of language; measuring receptive language; identifying measurable indicators)
3.3 Biological foundations and research in early language experiences in the past two decades: From input to uptake
3.4 Processing sign languages in early years: Neural reorganization; Access to age appropriate language; Ease of intake; Universal grammar; Modality dependent versus modality independent components
3.5 Studying language assessment component in ICF; Recommendations related to language assessment reflecting in National Curriculum Framework (NCF)

Unit 4: Educational Assessment, Identification and Addressing Needs

4.1 Concept & principles of Educational Assessment
4.2 Scope & priorities in educational assessment
4.3 Methods, Techniques & tools for educational assessment & Reporting: Formal & Informal
4.4 Outcomes of educational assessment: Identification, addressing educational needs; linking with pedagogical decisions
4.5 Setting up of an educational assessment clinic/centre: Need & Requirements (essentials & Desirables)

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

5.1 Team Approach: concept & types (Multidisciplinary, Interdisciplinary and Trans-disciplinary);
5.2 Role of various stakeholders: professionals, personnel, parent and the child;
5.3 Constitution of team with respect to CWHI: Considerations on child’s age, severity and associated conditions;
5.4 Team’s role before, during and after assessment; Identifying and addressing the need and planning IEP / IFSP
5.5 Team’s role in outcome measures: Periodic assessment and evaluation; review of performance against previously set goals
Course Work/ Practical/ Field Engagement

- Compiling a set of 10 aided audiograms and aided speech identification scores for selection of modality, method of communication and educational set-up.
- Review two IEP records and reflect upon the role responsibilities and team approach
- Reflections on changing trends in language assessment beyond syntax (semantics & pragmatics)
- Compiling of recently developed speech tests in India and critically analysing them
- Visit an educational assessment clinic / centre and review the different tools available for educational evaluation of children with hearing impairment.

Transaction & Evaluation

Lecture-cum-demonstration, Assignments and Class tests

Essential Readings


**Suggested Readings**


CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH HEARING IMPAIRMENT

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

Objectives
After completing the course teacher educators will be able to

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

Unit 1: Curricular Needs at Different Levels
1.1 Paradigm shift in education: school, teacher, learner & curriculum for 21st century
1.2 Causes of learning difficulties in children with hearing impairment
1.3 Differential curricular needs of early and late intervened children with hearing impairment
1.4 Curricular framework for Early intervention & Early Childhood Education
1.5 Domains of development facilitating the school readiness for inclusive education

Unit 2: Curricular Adaptations
2.1 Bases of curricular adaptations & decision making
2.2 Step wise curricular approach and its adaptation
2.3 Types of accommodations, modifications and its applications
2.4 Strategies of adaptation of text of different school subjects
2.5 Adaptation in evaluation

Unit 3: Differentiated Instructions
3.1 Relevance & Concept
3.2 Elements of differentiated instructions (Knowing the learner, assessing the learner, school climate, instructional strategies, adjustable assignments)
3.3 Need assessment & Decision making
3.4 Learning pyramid
3.5 Mastery level learning

Unit-4: Literacy Development & Teaching Strategies
4.1 Deafness & literacy issues;
4.2 Theories of literacy development and their applications
4.3 Processes involved in reading & writing
4.4 Processes involved in speaking, listening & signing in literacy development
4.5 Meta cognitive strategies & instructional practices

Unit 5: Research & Development in Literacy
5.1 Research in literacy: An overview
5.2 Priority areas of research
5.3 Identifying the gaps in literacy research
5.4 Readings in Researches on literacy development at different levels in the past two decades
5.5 Evidence based practices in literacy development

Course Work/ Practical/ Field Engagement
• Select a text of your choice and adapt the content in terms of knowledge, language, presentations illustrations
• Write an essay on the Montessori curriculum and its relevance to children with hearing impairment
• Profile the current level of functioning of literacy (one child )
• Present an article published after 2011 in an indexed journal on literacy

Transaction & Evaluation
Lecture cum demonstration, Self-learning & Workshop

Essential Readings


Suggested Readings


ADULTHOOD AND FAMILY ISSUES

Course Code: B 10  Credits: 04
Contact Hours: 60  Marks: 100

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Transition from Adolescence to Adulthood

1.1 Transition: Concept and challenges as perceived by D/deaf adolescents and their families
1.2 Domains of transition: Educational, independent living, social-cultural and employment
1.3 Factors influencing transition: Academic and personal achievement, aspiration & motivation, interaction & complexities, environmental barriers, late deafened adults; concept of self and self efficacy
1.4 Role of support and facilitators: Family, peers, community; agencies and environmental support
1.5 Planning and implementing transition services

Unit 2: Independent Living

2.1 Concept and its importance
2.2 Money management and related financial skills
2.3 Health and physical fitness skills
2.4 Life skills: Social-etiquette and mannerism
2.5 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
3.3 Selecting suitable higher education & vocational streams
3.4 Career choices: job seeking skills and facing interviews
3.5 Work adjustment skills; Job related social skills

Unit 4: Community & Cultural Issues

4.1 Diversity in DEAF WORLD
4.2 Comparison of Hearing world-Deaf world on culture and group identity and communication options
4.3 Legal issues regarding communication accessibility
4.4 Views of Cochlear Implanteees and hearing aid users towards Deaf culture
4.5 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
5.2 Raising of hearing children by Deaf parents: Deaf Child Deaf Parent (DCDP); Deaf Child Hearing Parent (DCHP) issues
5.3 Communication patterns and parenting issues in families with Deaf parents and hearing children
5.4 Identifying family needs and Supporting towards resource mobilization, family networking and facilitating availability of welfare schemes
5.5 Advocacy at family and individual levels; Strategies

Practicum/Field Engagement

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

Transaction & Evaluation

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


Suggested Readings

ASSISTIVE DEVICES & SERVICES FOR INDIVIDUALS WITH HEARING IMPAIRMENT

Course Code: B 11                              Credits: 04
Contact Hours: 60                              Marks: 100

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

Objectives
After completing the course teacher educators will be able to

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

Unit 1: Schemes & Services for Individuals with Hearing Impairment
1.1 Schemes for persons with disabilities of various ministries/departments of central and state government in early intervention, rehabilitation, education and employment;
1.2 Schemes for availing aids and appliances: ADIP and other schemes
1.3 Services for individuals with hearing impairment: Types, availability, coverage and quality
1.4 Delivery of services; Role of various stakeholders, planning, implementing, collaboration, challenges and issues
1.5 Appraisal of services: Methods of measuring outcomes and suggesting plan of action

Unit 2: Listening and Assistive Devices in Audiological Management
2.1 Hearing aids: Overview to hearing aids; Overview to electro-acoustic characteristics and need to study same; Importance of ear moulds and its modifications
2.2 Cochlear Implant: Overview to cochlear implants; Need and importance for regular mapping
2.3 FM system: Components, Functioning, Types, Advantages and disadvantages
2.4 Induction loop systems & Hardwire systems: Components, Functioning, Types, Advantages and disadvantages
2.5 Criteria for recommendation of one device over the other; Role of special educators in measuring outcome of listening devices

Unit 3: Assistive Devices in Management of Language & Communication

3.1 Meta level understanding of use of technology for language development
3.2 Access to whole language: Challenges of communication options and use of technology for ways to overcome
3.3 Use and availability of social media for sign language users: Communicative, educational and social purposes
3.4 Orientation to web based Curriculum Based Measurement (CBM) tools
3.5 Tele captioning of popular media and its role in literacy development

Unit 4: Technology & Methods in Management of Speech

4.1 Parameters measured in phonation and suprasegmental aspects of speech using advanced technology and their application
4.2 Need and methods to analyse and to correct articulation of speech
4.3 Selecting management techniques for phonation and suprasegmental aspects of speech
4.4 Selecting management methods for facilitating articulation in CWHI
4.5 Methods to improve speech intelligibility; Measurement of outcome

Unit 5: Assistive Devices in Educational Management

5.1 Impact of Technology on education: Present & Future
5.2 Assistive technologies for personal and educational purposes: Devices & Processes and their application
5.3 Mainstream Technologies: Universal Designs; its Concept, Principles & product design
5.4 Research & Developments in Educational technology: national & international
5.5 Evidence Based Practices

Course Work/ Practical/ Field Engagement

- Compare the application of the technology in classroom teaching between a developing and a developed country
- Undertake a survey of available services in your locality and reflect on their status for individuals with hearing impairment. Prepare a report.
- Analysis of electro-acoustic characteristics of 5 hearing aids and write a report
- Use social media to link with individuals with deafness and submit report on your experience
- Interaction with a D/deaf adult to find out role of technology in his/her social life. Write your reflections
- Measure the speech intelligibility of 2 children with hearing impairment
• Compare schemes available in your state / country with any state / country

Transaction & Evaluation
Self learning, Lecture-cum-demonstration & Workshops

Essential Readings


Suggested Readings

## Practicum - HI

### SEMESTER I

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

### A. Audiological & Speech Evaluation and Management at Different Levels

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Tasks for Teacher Educators</th>
<th>Settings</th>
<th>Specific activities</th>
<th>Hrs</th>
<th>Marks</th>
<th>Submissions</th>
</tr>
</thead>
</table>
| 1       | Observing behavioural audiological tests in children below the age of 2 year | Audiological clinic | • Behavioural Observation Audiometry (2 children)  
• Visual Reinforcement Audiometry (2 children) | 6   | 5     | Journal with reflections |
| 2       | Observing behavioural audiological tests in children between 2 to 5 years | Audiological clinic | • Conditioned play audiometry (2 children)  
• Speech audiometry (Closed-set testing) (2 children) | 6   |       |                   |
| 3       | Observing behavioural audiological tests in children | Audiological clinic | • Conditioned play audiometry (2 children of 3 years and above)  
• Speech audiometry: Open-set testing (2 children of 5 years and above) | 6   | 5     |                   |
| 4       | Observing physiological and electro-physiological testing | Audiological clinic | • Immittance audiometry (2 children)  
• Otoacoustic emission (2 children)  
• Auditory Evoked potentials (2 children) | 6   | 5     |                   |
| 5       | Observing hearing aid trial and measurement of outcome | Audiological clinic | • Hearing aid selection (digital and analogue) (2 children each)  
• Measurement of aided audiogram (2 children) | 12  | 5     |                   |
<table>
<thead>
<tr>
<th></th>
<th>Task</th>
<th>Location</th>
<th>Activities</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>Use aided audiogram and speech identification scores to make recommendations</td>
<td>Audiological clinic</td>
<td>• Measurement of aided speech detection / identification (2 children)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Making recommendations regarding mode of training and educational placement using aided audiogram and Speech audiometry (10 children in different age groups)</td>
<td></td>
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<td>7</td>
<td>Listening training</td>
<td>Audiological clinic</td>
<td>• Prepare lesson plans for listening training for children aged 2 years. (2 plans)</td>
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<td></td>
<td></td>
<td></td>
<td>• Prepare lesson plans for listening training for children aged 5 years. (2 plans)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Prepare lesson plans for speech reading training for children aged 6 years.</td>
<td></td>
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<tr>
<td>8</td>
<td>Screening for hearing loss using checklists</td>
<td>Inclusive school / clinic</td>
<td>• Administer a checklist having signs and symptoms of hearing loss and behavioural observation on primary school children (20 children)</td>
<td></td>
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<tr>
<td>9</td>
<td>Troubleshooting hearing aids</td>
<td>Special school</td>
<td>• Carrying out Ling’s 6 sound test (2 children)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Troubleshooting hearing aids (2 children)</td>
<td></td>
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<td>10</td>
<td>Room acoustics</td>
<td>Special school / Inclusive school</td>
<td>• Suggesting modifications for classroom acoustics to optimize auditory and visual reception of speech (1 inclusive school and 1 special school).</td>
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<tr>
<td>11</td>
<td>Observing phonation evaluation</td>
<td>Speech clinic</td>
<td>• Evaluation of phonation in normal hearing children and CWHI (2 each)</td>
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<td>12</td>
<td>Observing</td>
<td>Speech clinic</td>
<td>• Evaluation of articulation</td>
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<tr>
<td>No.</td>
<td>Activity</td>
<td>Location</td>
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<tr>
<td>13</td>
<td>Screening for articulation problems</td>
<td>Special school</td>
<td>• Screening of articulation of CWHI (4 children)</td>
<td>6</td>
</tr>
<tr>
<td>14</td>
<td>Measuring intelligibility of speech</td>
<td>Special School</td>
<td>• Measuring intelligibility of speech of typically developing children and CWHI (6 each)</td>
<td>12</td>
</tr>
</tbody>
</table>
| 15  | Home training and counseling                 | Speech & Hearing clinic/ Special school/ inclusive school | • Based on the auditory, speech and language abilities of children, prepare home training activities (2 children)   
• Counsel family regarding home training activities to improve listening skills, articulation and language.                                                                                                                                                                   | 6       |
| 16  | Use of Apps for Speech outcomes              | Clinic                          | • Use of free downloadable apps for measuring outcomes of phonation and articulation of CWHI                                                                                                                                                                                                                                                  | 6       |
| 17  | Psychological Assessment                      | Clinic / School                 | • Observe, Undertake and Interpret results of psychological test on assessment of intellectual functioning by using Bhatia Battery/ WISC-Indian Adaptation.                                                                                                                                                                                      | 12      |

Practical record
### SEMESTER II

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

#### B. Language and Educational Evaluation

<table>
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<tr>
<th>Sl. No.</th>
<th>Tasks for Teacher Educators</th>
<th>Educational Settings</th>
<th>Specific activities</th>
<th>Hrs</th>
<th>Marks</th>
<th>Submission</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Compilation of tools available for educational evaluation</td>
<td>Educational assessment centre/clinic</td>
<td>Collect different tools available for evaluation of typically hearing children and those with hearing impairment</td>
<td>10</td>
<td>5</td>
<td>Journal with reports &amp; reflections</td>
</tr>
<tr>
<td>2</td>
<td>Case History</td>
<td></td>
<td>Studying the case history of 5 CWHI with a special focus on educational history of parents, language and biographic &amp; educational background of CWHI</td>
<td>5</td>
<td>5</td>
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<tr>
<td>3</td>
<td>Administration of language assessment Tools</td>
<td></td>
<td>Observe the administration of language tests (2 standardized and 4 non standardized) on 5 children and report the findings</td>
<td>10</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
| 4       | Tools for evaluation of CWHI in other areas like communication, socio-emotional maturity | | Observe the administration of two tests/checklist/rating scale on CWHI at different levels and report the findings  
Preschool-1 child  
Primary-1 child | 5  | 5     |
| 5       | Tools for scholastic achievement and literacy achievement | | Observe the administration of tests for assessing scholastic achievement and literacy achievement at different levels  
Preschool level -2 children  
Primary-2 children | 10  | 5     |
<p>| 6       | Observation of Educational evaluation | | Observe the educational evaluation of CWHI at different levels and study | 10  | 5     |</p>
<table>
<thead>
<tr>
<th></th>
<th>Conducting educational evaluation</th>
<th>Carryout the educational evaluation of 5 CWHI Preschool/Primary-3 Secondary-2</th>
<th>20</th>
<th>20</th>
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</thead>
<tbody>
<tr>
<td>8</td>
<td>Tool development</td>
<td>Develop one tool for assessment of language/school subject</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>Development of materials for literacy development</td>
<td>Develop materials for developing pre reading and pre writing skills</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>Lesson planning</td>
<td>Develop 3 lesson plans and demonstrate any one model lesson plan</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>11</td>
<td>Psychological Assessment</td>
<td>Observe, undertake and interpret results of following psychological test:</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Clinic / School</td>
<td>A. Any test of assessing personality</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Any test of assessing occupational interest and aptitude</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Total</strong> 120 100</td>
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</table>
## SEMESTER III

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

### Field Engagement/ Internship as a Teacher Educators

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

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

**Field Engagement/ Internship as a Teacher Educators**

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

LEARNING DISABILITY
IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH LEARNING DISABILITY

Course Code: B 8                         Credits: 04
Contact Hours: 60               Marks: 100

Introduction
This paper is an introduction paper, but at the M.Ed. level. So detailing within each area is essential. The paper begins with understanding the types of Learning Disabilities (LD). Moving to approaches and techniques of assessment to areas of assessment and the types of tests for identifying a student with LD. It is expected that the student will be proficient in the use of the tests, as well as know how to develop appropriate tools for identification followed by being able to interrelate the findings from various assessments to plan an intervention programme. Along with this the last unit covers issues related to assessment and legal provisions for students with LD

Objectives
After completing the course teacher educators will be able to

- Define and explain the different types of learning disabilities.
- Explain the meaning and concept of screening, identification and assessment of children with learning disability.
- Describe various approaches and techniques of assessment.
- Analyse the needs and the future trends.

Unit 1: Overview of Learning Disabilities

1.1 Evolution of learning disability as a field of a study
1.2 Prevalence, incidence –National and International
1.3 Types of LD- Dyslexia, Dysgraphia, Dyscalculia, Dysphasia, Dyspraxia, SLI, Non-Verbal Learning Disability
1.4 Associated conditions- ADHD, emotional lability
1.5 Etiology: Neuro biological

Unit 2: Approaches and Techniques of Assessment

2.1 Definition, Scope and Purpose of Assessment.
2.2 Principles for selection of tools for assessment in various settings
2.3 Levels of assessment
2.4 Approaches to Assessment
   2.4.1 Neuro-Development
   2.4.2 Cognitive
   2.4.3 Psycho-linguistic
2.4.4 Behavioral
2.4.5 Task Analytical
2.4.6 RTI

2.5 Techniques of Assessment
2.5.1 Observation
2.5.2 Interviews
2.5.3 Case Study
2.5.4 Sociometric
2.5.5 Error analysis/Miscue Analysis

Unit 3: Areas of Assessment

3.1 Basic learning Processes- Attention, perception, memory, executive functioning
3.2 Language
3.3 Mathematics
3.4 Social
3.5 Application in the content areas

Unit 4: Types of Assessment

4.1 Psychological:
   4.1.1 Wechlers Intelligence Scale
   4.1.2 Bender Gestalt Visuo-Motor Test
   4.1.3 Ravens Progressive Matrices
   4.1.4 Wechsler’s Memory Scale
   4.1.5 Dyslexia Screening Tests
   4.1.6 Woodcock Johnson Test of Cognitive Ability
   4.1.7 Test of Thinking Ability

4.2 Achievement:
   4.2.1 Stanford Diagnostic Reading Test
   4.2.2 Stanford diagnostic Maths Test
   4.2.3 Woodcock Johnson Test of Achievement
   4.2.4 GLAD

4.3 Psycho Educational:
   4.3.1 DTRD
   4.3.2 DTLD
   4.3.3 Aston Index
   4.3.4 NIMHANS Index of SLD

4.4 Teacher made tests (Educational) - construction, scoring, interpretation

4.5 Differential diagnosis and report writing

Unit 5: Trends and Issues With Reference To

5.1 Ethical issues in assessment
5.2 Responsive reporting and communication
5.3 Collaboration between team members
5.4 Legal Provisions and Issues
5.5 Advocacy
Transaction

The course is developed for M.Ed. level. Thus, provide the trainees with theoretical basis of understanding the various types of LD. Link the classification of different specific LDs (e.g., dyslexia, dyscalculia, dysgraphia, dysphasias) with their neurobiological basis. The specific disabilities have to be understood as manifesting deficits in the curricular areas. Hence, a comparison has to be made with the skills in the curriculum hierarchies at different grade levels. Language assessment has to include both – oral language assessment (listening and speaking) as well as written language assessment (reading and writing). The discussion on the trends and issues should focus on international as well as national scenario.

Course Work/ Practical/ Field Engagement

- Seminar on various types of learning disabilities
- Debate the various approaches and techniques for assessment
- Preparation of a assessment tool in a given area
- Differential diagnosis of given case from reports obtained
- Report on the current kinds of tools/tests used in inclusive schools for identifying students with LD
- Preparation of an awareness booklet with explanation of LD and the legal provisions available
- Diagnose the case based on case profiles
- Develop TMTs to assess various domains and curricular areas
- Conduct assessments and writing reports to communicate assessment outcomes.

Essential Readings

- Choate, J. S., & Enright, B. E. (1994) : Curriculum-Based Assessment and
Suggested Readings

CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH LEARNING DISABILITY

Course Code: B 9  
Contact Hours: 60  
Marks: 100  
Credits: 04

Introduction
This course will enable the learners to understand the theoretical foundations of the curriculum approaches, strategies and techniques. The conventional and contemporary perspectives included in the course will broaden the learners’ understanding of curricular needs of and interventions for students with LD.

Objectives
After completing the course teacher educators will be able to

- Describe the approaches, types and areas of curriculum.
- Analyze the various approaches and method of intervention.
- Comprehend the language basis in academic achievement and learning.
- Develop and make effective use of appropriate teaching strategies as per the specific needs of children with learning disability.
- Develop an understanding of various areas and approaches for fostering well-being of persons with Learning Disability.

Unit 1: Perspectives of Curriculum and Teaching Strategies

1.1 Curricular approaches related to persons with Learning Disability
1.2 Instructional Efficiency approach (Konrad, Helf and Joseph, 2011)
1.3 Curriculum: Alternative, Adjustment and Adaptation
1.4 IEP
1.5 Trends and Issues: Direct instruction, Constructivism, Connectivism

Unit 2: Approaches and Methods

2.1 Perceptual motor – Kephart, Barsch, Frostig
2.2 Multi-Sensory-Fernald, Orton-Gillingham, Montessori
2.3 Behavioural-Precision Teaching, ABA
2.4 Cognitive – Meta Cognition, Cognitive Behaviour Management
2.5 Collaborative Learning Approach

Unit 3: Interventions for Language Development

3.1 Language: concept and components/structure
3.2 Systems of language
3.3 Bilingualism and multilingualism
3.4 Approaches to language intervention: psycho-linguistic, language experience approach, whole language approach

3.5 Strategies for language development; Natural language stimulation, Expansion of language, Vocabulary building, Games, Storytelling, Drama, Role play

Unit 4: Strategies for Intervention

4.1 Reading Strategies
   4.1.1 Across stages of literacy development, Genre of text and content
   4.1.2 Monitoring progress (Recording and Interpreting)

4.2 Writing and Spelling Strategies
   4.2.1 Written expression; from Concrete Descriptive through Abstract Imaginative
   4.2.2 Writing for different purposes
   4.2.3 Spellings; Visual, Phonic, Morphemic, Rule-based
   4.2.4 Monitoring progress (Recording and Interpreting)

4.3 Mathematics Strategies
   4.3.1 For development of Mathematical language
   4.3.2 For visuo-spatial organisation
   4.3.4 For mathematical thinking (Quantitative reasoning and Problem solving)
   4.3.4 Monitoring progress (Recording and Interpreting)

4.4 Strategies for Enhancing Executive Functioning
   4.4.1 Meta-cognitive Strategies for Attention, Planning, Organising, ,ental flexibility
   4.4.2 Self-direction, self-monitoring and regulation
   4.4.3 Monitoring progress (Recording and Interpreting)

4.5 Study Skills
   4.5.1 Note taking
   4.5.2 Time management
   4.5.3 Organisational skills
   4.5.4 Test taking skills

Unit 5: Fostering Well-Being and Collaborations

5.1 Psycho-Social skills
5.2 Interpersonal skills
5.3 Transition planning
5.4 Life skills
5.5 Working with family and community

Transaction

The course should be taught using a constructivist approach. Group discussions, presentations, development and evaluation of intervention modules for students with LD should be done. The focus should also be on encouraging students to evaluate the applicability of the strategy interventions for English language and also Indian languages.

Course Work/ Practical/ Field Engagement

- Development of intervention programmes based on given approach/methods
- Development of remedial material for specific areas of intervention across ages
- Seminar on collaborations in fostering well-being of persons with LD

**Essential Readings**


**Suggested Readings**


ADULTHOOD AND FAMILY ISSUES

Course Code: B 10
Contact Hours: 60
Credits: 04
Marks: 100

Introduction
This course deals with aspects of a young adult with Learning Disabilities (LD) that may be requiring support for a better independent functioning. From unit one to five the focus moves from knowing how needs change their manifestations to aspects of specific areas that interfere with learning and interactions. The paper also covers strategies that will help them deal with situations appropriately.

Objectives
After completing the course teacher educators will be able to

- Describe the needs of young adults with learning disabilities.
- Discuss the aspects of these areas which hinder the young adult with LD.
- Identify and plan areas for intervention.
- Discuss the issues related to adulthood.

Unit 1: Young Adults with LD
1.1 Concept and characteristics of young adults
1.2 Academic Characteristics
1.3 Cognitive Characteristics
1.4 Social-emotional Characteristics
1.5 Transition

Unit 2: Promoting Adaptive Behaviour in Young Adults with LD
2.1 Reasoning
2.2 Problem solving
2.3 Informed decision making
2.4 Communication
2.5 Time management

Unit 3: Maintaining Relationships
3.1 Empathy, Cue sensitivity, personal space
3.2 Sexuality
3.3 Alternative thinking, consequences
3.4 Self image
3.5 Stress management

Unit 4: Independent Living
4.1 Organising – physical, self
4.2 Personal care – health, family
4.3 Financial management - Money transaction, Budgeting, Banking, Saving
4.4 Career planning and job placements
4.5 Leisure and recreation: Social, Physical, Psychological, and Cultural aspects

Unit 5: Support systems
5.1 Role of self-help groups
5.2 Role of Family
5.3 Role of educational institute, community and society
5.4 Role of media in awareness and attitude building
5.5 Social network

Transaction
Since the course is a part of the M.Ed., its imperative for the students to have hands on training in all the areas. A lot of research work, planning programmes, discussions, debates, presentations, must be the methodology of the entire paper. Program Based Learning, field trips, watching a movie must be incorporated for a thorough understanding of the issues at hand.

Course Work/ Practical/ Field Engagement
- Develop a social skills programme to enhance adolescents participation in a group
- Watch films and discuss the various relationships and the behaviours exhibited
- Create a handbook/ Do it yourself manual that can help a young adult with LD be able to manage relationships
- Plan a programme for leisure/recreation in the neighbourhood for the students with LD
- Conduct a survey to collect data about facilities in colleges for students with LD

Essential Readings
• Karten, T. J. (2009): Inclusion strategies that work for adolescent learners!. Corwin, California.


Suggested Readings


THERAPEUTICS AND ASSISTIVE DEVICES

Course Code: B 11
Contact Hours: 60
Credits: 04
Marks: 100

Introduction

The purview of Learning Disabilities is very vast and varied. It may include difficulty in language acquisition, reading, writing and mathematical skills. Even within these broad categories there may be manifestations in different areas.

While remedial education in minimizing the manifestations is done by special educators, who set up goals for interventions in psychological processes and academics; very often these are not enough to ensure that the individuals with learning disabilities are mainstreamed successfully. This success often relies on a combination of therapeutic and assistive devices. The role of these interventions is also extremely important in the field of Learning Disabilities.

Students with Learning Disabilities are generally referred for the services of Occupational Therapists; Speech and Language Therapists and Psychological and Behavioural Counselling. They may also require assistive devices in the classroom for meeting the standard of work expected from students.

The current course will enable students to understand the role of these therapeutic and assistive devices. They will be able to define concepts related to therapies and assistive devices; they will be able to differentiate between the various therapies, their types and the procedures involved.

The course aims at enabling students of M. Ed. to understand the role of these therapies and assistive devices in enhancing the individuals’ ability to successfully negotiate the environment and to overcome the disadvantage they are placed in, due to their disability.

Objectives

After completing the course teacher educators will be able to

- Define the concept of therapeutics and assistive devices.
- Identify the need for therapeutics and assistive devices.
- Describe different types of therapies and assistive devices.
- Describe how therapeutic and assistive devices can impact the lives of individuals with learning disabilities.
- Explain the importance of collaboration and team work.

Unit 1: Introduction to Therapeutics

1.1 Concept, scope and need for therapeutics
1.2 Types of therapies – occupational therapy, speech and language, and counselling
1.3 Assessment of needs and decision making for therapeutic intervention
1.4 Service delivery models [clinics, in-school]  
1.5 Collaboration through multi, inter and trans-disciplinary approach

**Unit 2: Occupational Therapy**

2.1 Occupational therapy: concept and importance  
2.2 Assessment and identification of needs  
2.3 Areas of occupational therapy - attention, motor, percepto-motor, sensory integration  
2.4 Classroom interventions and use of assistive devices  
2.5 Evaluating results, reviewing and setting goals

**Unit 3: Speech and Language Therapy**

3.1 Speech and language therapy: concept and importance  
3.2 Components of speech and language therapy  
3.3 Assessment and identification of the needs  
3.4 Classroom interventions  
3.5 Evaluating results, reviewing and setting goals

**Unit 4: Counselling Therapy**

4.1 Counselling: concept, importance and scope  
4.2 Principles, ethics and basic skills in counseling  
4.3 Assessment and identification of the needs  
4.4 Therapies in counseling: Behavioural, cognitive, cognitive-behavioural, play therapy, Art-based therapies, bibliotherapy  
4.5 Classroom intervention, monitoring progress and providing feedback

**Unit 5: Assistive Devices**

5.1 Assistive Devices: Concept, Importance and Role  
5.2 Assessment and Identification of the Needs  
5.3 Types of Assistive Devices for specific learning needs: organization, reading, writing, mathematics, language  
5.4 Benefits and limitations of using assistive devices  
5.5 Information and Communication Technology for individuals with learning disabilities

**Transactions**

This paper will involve direct teaching through lectures to set a base. The students will be expected to use computer laboratory in order to understand the application of software to ensure learning to the maximum extent. Students can make presentations on assessment of needs and use specific child profile to match the appropriate therapeutics and assistive device. Also the success can be evaluated through classroom observations. It can graphically Recorded using for the purpose of presentation. Visits to institution, clinics and other places where therapeutic situation and assistive devices can be observed. Students can attend workshops by experts like counsellors, therapists and IT professionals to bridge the gap
between the therapy and classroom. They can assist the inclusive classroom teacher to help improvise learning in the classroom by conducting workshops for them. Assignments on need analysis, setting targets, evaluating goals and reporting it to the therapists can be given to the students.

Discussions on ethical issues and responsive communication between professionals can be organized. Demonstrations on strategies for classroom intervention using therapy and showing its benefits can be a part of the transaction process.

Practicum/ Field Engagement

- Conduct a collaborative meeting with a therapist to set targets and goals for a student
- Visit a therapeutic clinic and prepare a report on the visit based on observations of the procedures being followed
- Observe a child in the classroom and report the results pre and post therapy
- Assess a child for therapeutic and assistive devices and make recommendations
- Demonstrate 5 techniques or tools used in therapy by either an OT or a ST for in-class intervention
- Conduct a demonstration of a Circle Time for mainstream teachers to help them provide in-class support for a child with counselling needs
- Discuss the benefits of therapy with a parent
- Conduct a workshop for teachers on when and how to make referrals for therapeutic intervention
- Conduct a hands-on workshop for teachers using ICT as an assistive device

Essential Readings


Suggested Readings


• http://www.pbs.org/parents/education/learning-disabilities/strategies-for-learning-disabilities/assistive-technology-devices/
## Practicum: LD

### Area E

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<td>Case work following a single subject (planning, implementation, monitoring, evaluation) for one academic year</td>
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<tr>
<td>E2</td>
<td>Guidance and supervision of practice of teaching lessons of B.Ed trainees</td>
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### Area F

<table>
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<th>Title</th>
<th>Credit</th>
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<td>F1</td>
<td>• Organising and conducting parent teacher meeting,</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>• organising awareness programme,</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• scheduling and coordinating programmes</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Organising a seminar/workshop at department level</td>
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<tr>
<td>F2</td>
<td>Pre service lectures (minimum 4)</td>
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Disability Specialization

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

Course Code: B 8 Contacts Hours: 60 Credits: 04 Marks: 100

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

Objectives
After completing the course teacher educators will be able to

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

Unit 1: Overview of Intellectual Disability

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

Unit 2: Screening, Identification, Assessment and Diagnosis

2.1 Introduction to existing screening, identification and assessment / techniques in the field of intellectual disability
2.2 Approaches in and types of assessment
2.3 Methods and tools of assessment
   2.3.1 Screening tools
   2.3.2 Early identification
2.3.3 Developmental assessment tools
2.3.4 Intellectual - various standardized assessment tools: Binet – WISC - VSMS - DST Indian adaptations and other Indian tools
2.3.5 Social, Behavioral, Language and Speech Assessment Tools and other Indian tools
2.3.6 Special educational – use of CRTs, construction, precautions to be taken for development with reference to programming

2.4 Introduction to existing educational assessment tools – Upanayan (0 - 6 years), NIMH – Aarambh (Early Childhood Special Education Inclusive Package), Indian adaptation of portage guide, Madras Developmental Programming Systems NIMH-Functional Assessment Checklists for Programming (FACP) and other relevant tools

2.5 Implications of the above for Inclusion

Unit 3: Identification of Needs

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

Unit 4: Use of Assessment Information

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

Unit 5: Emerging and Future Issues

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

School/ Clinic/ Community

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

Essential Readings


Suggested Readings

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

Course Code: B 9
Contact Hours: 60
Credits: 04
Marks: 100

Objectives
After completing the course teacher educators will be able to

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

Unit 1: Curriculum Development

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

Unit 2: Teaching Approaches

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

Unit 3: Curricular Domains & Levels

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

3.5 Implications of above in Inclusion

Unit 4: Instructional Programs and Methods

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

Unit 5: Teaching Strategies & TLM

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

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

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

Essential Readings


Suggested Readings

ADULTHOOD AND FAMILY ISSUES

Course Code: B 10                                                                                   Credits: 04
Contact Hours: 60                                                                        Marks: 100

Objectives
After completing the course teacher educators will be able to

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

Unit 1: Human Growth & Development in Adulthood

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

Unit 2: Family and Adult with Intellectual Disability

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

Unit 3: Gender, Sexuality and Marriage Related Issues

3.1 Meaning & Concept of Gender & Sexuality and Marriage
3.2 Religious and Cultural effect on Gender & Sexuality and Marriage
3.3 Marriage & persons with intellectual disability: Misconceptions & Remediation
3.4 Importance of Pre-marital Counseling, Gender Education
3.5 Sexuality related issues, HIV, STD

Unit 4: Disability Issues – Community

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

Unit 5: Adulthood and Family Training

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

Practicum/ Assignment/ Engagement (Any One)

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

Essential Readings


Suggested Readings


THERAPEUTICS AND ASSISTIVE DEVICES

Course Code: B 11                         Credits: 04
Contact Hours: 60                         Marks: 100

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Language Speech and Communication

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

Unit 2: Physiotherapy

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

Unit 3: Occupational Therapy

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

Unit 4: Behaviour Modification

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

Unit 5: Assistive Devices

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

Practicum/ Assignment/ Engagement (Any One)

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

Essential Readings


Suggested Readings


SEMESTER-WISE PRACTICAL

SEMESTER I

Area E 1: Teaching Practice

Total Credits: 04          Hours:  120                  Marks: 100

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

SEMESTER II

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

Total Credits: 04          Hours:  120                  Marks: 100

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

Area F1: Internship as a Teacher Trainer

Total Credits: 04          Hours:  120          Marks: 100

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

SEMESTER IV

Area F1: Field Engagement/Internship

Total Credits: 04          Marks: 100

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

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

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

8. Evaluate the child and write a report

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

VISUAL IMPAIRMENT
IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH VISUAL IMPAIRMENT

Course Code: B 8                      Credits: 04
Contact Hours: 60                    Marks: 100

Introduction
Assessment is a multifaceted process of gathering information by using appropriate tools and techniques in order to make educational decisions about placement and the educational programme for that student. A comprehensive functional assessment employs a combination of tools and techniques selected to be consistent with the purposes of the assessment. The interpretation and integration of information gathered from these various sources is a key factor in comprehensive assessment of visually impaired children to make informed decisions about their individualized education programme. To participate fully in this process, the learners must have an understanding of the needs of children with visual impairment and those with additional disabilities, at different stages of the growth and development; knowledge of the potential impact of the visual impairment on behaviour and functioning; and a thorough understanding of the assessment instruments and procedures.

Objectives
After completing the course teacher educators will be able to

- Trace the historical development of visual impairment and discuss the attitudinal change of society over time.
- Describe the causes and implications of different eye disorders.
- Critically examine the needs arising at different stages of persons with visual impairment.
- Develop skills to identify and assess children with blindness, low vision, and children with VIMD.
- Develop skills to plan and implement vision efficiency training for children with low vision.

Unit 1: Evolving Concept and Definition of Visual Impairment

1.1 History of visual impairment
1.2 Attitudinal and behavioural change of the society towards the persons with visual impairment
1.3 Paradigm shift from charity through medical and social to right based approach
1.4 Factors affecting changing societal attitude and policy perspectives with reference to persons with visual impairment: Self-help movements, Service delivery organizations, Judiciary and quasi-judicial bodies, UN Bodies, and media
1.5 Classification of visual Impairment: WHO, International Classification of Functioning, Disability and Health (ICF), and domestic legislations
Unit 2: Eye Disorders: Etiology and Implications

2.1 Neurological causes of visual impairment: cortical visual impairment
2.2 Disorder related to refraction: myopia, hyperopia, presbyopia, astigmatism
2.3 Disorders related to receptive aspects of the eye: retinal detachment, retinitis pigmentosa, Retinopathy of prematurity, optic atrophy, aninidia, and macular degeneration, and albinism
2.4 Muscular and related disorders: nystagmus, strabismus, amblyopia
2.5 Vitamin A deficiency, cataract, glaucoma, corneal ulcer, trachoma, and colour blindness

Unit 3: Identification and Assessment Procedures of Children with Blindness and Low Vision

3.1 Methods and tools for assessment of children with blindness: Functional Skills Inventory for the Blind, Oregon project for visually impaired and Pre-schoolers, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept development for blind Children, Reading Preference Test, Cornell Medical Index on Visually Handicapped children
3.2 Identification of children with low vision and psychosocial implications of low vision
3.4 Concept and methods of visual efficiency training
3.5 Preparation of teacher made tools for functional assessment of vision and skills

Unit 4: Identification and Assessment Procedures of Children with Visual Impairment and Multiple Disabilities

4.1 Concept of VIMD
4.2 Role of multidisciplinary team of professionals in assessment of children with VIMD
4.3 Functional assessment methods and tools for VIMD: physical, vision, hearing, tactual, and communication skills assessment
4.4 Implications of vision loss in adapting available tools of assessment for persons with Visual impairment
4.5 Preparation of teacher made tools for functional assessment of VIMD

Unit 5: Needs of Persons with Visual Impairment

5.1 Infancy and early childhood: early stimulation and early intervention
5.2 School age: placement alternatives, collaboration of special and regular teacher
5.3 Transition Period: self-identity, self-esteem, and self-image
5.4 Vocational Development: emerging job opportunities
5.5 Adulthood issues: sexuality and marriage, recreation and leisure; geriatric groups: disintegrating family system, social security, CBR and community support
Course Work/ Practical/ Field Engagement (Any Three)

• Prepare a questionnaire to identify the approach followed by an inclusive school towards the education of children with disabilities
• Visit an eye hospital/primary health centre/ compository rehabilitation camp and observe persons with different eye disorders and write a report
• Prepare and administer a teacher made tool for functional assessment of vision and visual skills of a child with low vision and submit a report
• Prepare and administer a teacher made tool for functional assessment of Vision, Hearing, Tactual, Communication and functional skills of children with VIMD and submit a report
• Critically analyse any psychological test you have studied for its applicability and identify items to be adapted for the persons with visual impairment in Indian context

Essential Readings


• Singh, T.B. (1986). Eyssenck Personality Questionnaire (EPQ) for the Visually Handicapped. NIVH, Dehradun.


Suggested Readings

• Aitken, S., Buultjens, M., Clark, C., Eyre, J.T. (2000), Teaching Children who are Deaf blind. David Fulton Publisher: London,


CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH VISUAL IMPAIRMENT

Introduction
The purpose of the curriculum is encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The general education curriculum should be universally designed to meet the educational needs of most students, including those with visual impairment. However, some adaptations to the learning materials and the teaching approaches have to be made so that the learning needs of visually impaired children can be met. This course prepares the learners to develop a balanced curriculum with due consideration given to the children's intellectual, personal, emotional and social developments. Learners will acquire skills to adopt a consistent, realistic and flexible approach in curriculum planning and implementation. They will be able to plan possible adaptations to the curriculum, taking into account the children's visual impairment, their abilities and learning needs.

Objectives
After completing the course teacher educators will be able to

- Appreciate the importance of various basis to curriculum development.
- Develop an expanded core curriculum for children with visual impairment on the basis of situational analysis.
- Adapt the school curriculum keeping in mind the principles of curriculum adaptation in different curricular skill areas.
- Demonstrate appropriate teaching strategy in teaching reading, writing, and math
- Critically examine approaches to curriculum development for VIAD.

Unit 1: Basic Curriculum Areas and Skills

1.1 Curricular skills related to cognitive domain
1.2 Curricular skills related to psychomotor domain
1.3 Curricular skills related to affective domain
1.4 Core curriculum, collateral curriculum, and support curriculum
1.5 Curriculum adaptation: Need and principles

Unit 2: Introduction to Expanded Core Curriculum

2.1 From plus curriculum to expanded core curriculum and Introduction and Orientation to Unified English Braille
2.2 Philosophical basis
2.3 Psychological basis
2.4 Sociological basis
2.5 Ethical considerations

Unit 3: Steps in Expanded Core Curriculum Development

3.1 Assessment of needs with reference to accessing school curriculum
3.2 Designing a need based curriculum: situational analysis for selection of skills and method of teaching
3.3 Developing a collaborative curriculum
3.4 Implementation of the curriculum
3.5 Critical evaluation of the curriculum

Unit 4: Strategies for Teaching

4.1 Specific teaching strategies: task analysis, co-activity, pre teaching, self-verbalization, direction giving, generalization, feature enhancement, and use of kinaesthetic movement
4.2 Teaching reading to students with visual impairment: Reading aloud, peer reading, organic reading, and whole language approach
4.3 Strategies for writing skills: guided and independent writing
4.4 Strategies for teaching math: concrete, experiential, role play, and origami
4.5 Strategies for teaching use of ICT: demonstration, verbal instruction, and peer tutoring

Unit 5: Approaches to Curriculum Development for VIAD

5.1 Ecological
5.2 Multisensory
5.3 Thematic
5.4 Functional
5.5 Experiential

Course Work/ Practical/ Field Engagement (Any Two)

- Identify and present various curricular domains in the given chapter from a text book
- Adapt the school curriculum in any one subject keeping in mind the principles of curriculum adaptation
- Design the curriculum for a child with visual impairment
- Develop a thematic curriculum for a child with VIAD

Essential Readings


Suggested Readings

• Adaptations to the curriculum for the visually impaired children, Retrieved on May 28th 2015, from URL: https://cd.edb.gov.hk/la_03/chi/curr_guides/Visually/ev-3.htm
ADULTHOOD AND FAMILY ISSUES

Course Code: B 10  
Contact Hours: 60
Credits: 04  
Marks: 100

Introduction
Parents are advocates, teachers, and nurturers for their children. Family members of any person with visual impairment are at a risk for emotional difficulties if their support systems or coping skills are inadequate. Learners must understand the challenges that are often associated with a family of a person with visual impairment from birth till adulthood focussing on periods of transition. Learners should be able to empower the parents with information regarding the array of educational services and supports available to the families of children with visual impairment.

Objectives
After completing the course teacher educators will be able to

- Analyze the role of family as a support system from birth to adulthood.
- Discuss the concerns of the family of a person with visual impairment.
- Meet the challenges faced at different stages of transition of a person with visual impairment.
- Develop the skills to prepare an ITP and IFSP.
- Develop a critical understanding of schemes for equal opportunities.

Unit 1: Role of Family in the Continuum of Support System

1.1 Adjustment and accommodation to the birth of a special child
1.2 Organization and family functioning
1.3 Family involvement in infancy and early childhood
1.4 Family involvement in school age
1.5 Family involvement in transition to adulthood

Unit 2: Transition Issues

2.1 Transition from home to school
2.2 Transition from school to college
2.3 Transition from education to work
2.4 Meaning and Definition of Individualized Transition Plan (ITP)
2.5 Role of family in developing ITP

Unit 3: Family Issues in Adulthood

3.1 Higher Education
3.2 Career Education
3.3 Life Skills Education
3.4 Marriage and home skill management
3.5 Rehabilitation of adventitious visually impaired

Unit 4: Planning Family Support Services
4.1 Concept and objectives of family support services
4.2 Components of family support services
4.3 Identifying family needs
4.4 Individualized Family Service Plan (IFSP) under PL 99-457
4.5 Preparing an IFSP in Indian context

Unit 5: Equal Opportunity Provisions: Schemes and Facilities
5.1 Schemes for education of children from pre-school to higher and tertiary education
5.2 Schemes and facilities for vocational training and skill development
5.3 Schemes and statutory provisions to promote employment, self-employment, and livelihoods
5.4 Concessions for persons with visual impairment
5.5 Concept and types of parent family partnerships

Course Work/ Practical/ Field Engagement (Any Two)
- The teacher trainees should develop an individualized transition plan for a given person with visual impairment
- The teacher trainees should develop an individualized family service plan for a family of a person with visual impairment
- The teacher trainees should critically examine any two schemes under equal opportunity schemes

Essential Readings

Suggested Readings

APPLICATION OF ADVANCED TECHNOLOGY AND PERSONS WITH VISUAL IMPAIRMENT

Course Code: B 11  
Contact Hours: 60  
Credits: 04  
Marks: 100

Introduction

Developments in the sphere of assistive technologies and ICT have opened up a wide array of exciting opportunities and possibilities for persons with visual impairment. These technologies must, now, form the basis of all activities for effective empowerment of the visually impaired.

It is, therefore, in the fitness of things that technology solutions should form the subject-matter of the present course. The course familiarizes the M.Ed. students with devices in the fields of education, independent living, employment and related aspects. So extensive, in fact, is the scope and range of technology applications for the visually impaired, today that it is well-nigh impossible to list each and every solution here. Therefore, the course seeks to present a representative sampling with a view to providing the students an indication of the trends and developments in the field. It is hoped that the students would find the devices most fascinating and would be motivated to move further ahead on their own to know of various other technology applications.

The course also focuses on enabling the students to develop the capacity of ascertaining the efficacy of these devices in the Indian conditions. It also provides them an insight on how they could help in resource-mobilization for the acquisition of these technologies, many of which are extremely costly from the Indian perspective.

Objectives

After completing the course teacher educators will be able to

- Explain the relevance of technology for persons with visual impairment.
- Illustrate various devices to facilitate the education of persons with visual impairment.
- Describe various technological devices for promoting quality of life of persons with visual impairment.
- Critically analyse suitability/appropriateness for various technological devices for persons with visual impairment.
- Discuss various trends in research on technology for persons with visual impairment.

Unit 1: Introduction to Technology for the Visually Impaired

1.1 Historical perspective of assistive technology in the rehabilitation of persons with visual impairment
1.2 Concept, need and importance of assistive technology with specific reference to the Indian context
1.3 Types of Assistive Technologies

1.4 Special roles of technology for facilitating empowerment of persons with visual impairment

1.5 Hardware, software, cybernetics and systems, with special reference to persons with visual impairment- an overview

Unit 2: Technological Devices– Traditional and Modern for the Education of the Visually Impaired

2.1 Writing Technologies: Braille Slates of different types, Brailler– mechanical and electrical, computers with screen readers and computer-based screen magnifiers and screen readers for Indian languages, Braille Note takers and Smart Brailler

2.2 Reading Technologies: Braille, Refreshable Braille Displays, Stand-Alone reading machines, OCR systems, scanner/ camera-based OCR systems, Indian languages scanning software and Text to Speech (TTS), screen readers for phones and tablets, Smart Phone and DAISY players

2.3 Technology for Mathematics and Science Education: Abacus, Taylor Frame, Geo Kit, measuring tapes-- strengths and limitations; softwares for accessing Mathematics and Science text, hardwares and softwares for making Science Lab accessible: Automatic Stir Station (hardware), Drop Counter( hardware), Sci-Voice (software),Talking Interferential Therapy Machine( hardware), Talking Lab Quest and Talking Logger

2.4 Braille Production Technologies: Stero typing Machines- mechanical and electrical, Braille translation software with special reference to Indian languages, embossers and printers, Braille labeling systems, tactile diagrams and graphics production devices

2.5 Critical analysis of the devices mentioned under Unit 2.1 to 2.4 in the context of the Indian situation

Unit 3: Technologies for Facilitating Independent Living for Persons with Visual Impairment

3.1 Mobility Devices: canes - rigid, collapsible, folding and Smart Canes; Global Positioning Systems (GPS), ultra sonic devices, vibrating technologies

3.2 Fitness and Health: Thermometer - tactile and audio, Talking Blood Glucose Meter, Talking Blood Pressure Device, Talking Medcenter Pill Organizer System, Talking Pedometer, weighing machine- Braille and Talking

3.3 Recreational Devices - Chess Board, playing cards, adapted Ludo and Snakes and Ladders, adapted Scrabble, adapted puzzles, Talking Chess, audio Cricket Ball and audio Football, adapted Table Tennis/ Show Down, Goleball, adapted Volley Ball

3.4 Home management Devices: audible/ vibratory Liquid Level Indicator, Talking Measuring Cup, Talking Food Thermometer, Talking Kitchen Scale, Talking Microwave Oven, Talking Timer, Braille and Talking Alarm Clocks and Watches, Needle Threader
3.5 Critical analysis of devices mentioned under Unit 3.1 to 3.4

Unit 4: Employment-related Technologies for the Visually Impaired

4.1 Braille Shorthand Machine
4.2 Dictaphone
4.3 Dictation Software
4.4 Application of screen reading technologies for promoting/ diversifying employment opportunities
4.5 Making workplaces and available workshop equipment and other machines accessible to persons with visual impairment– Guidelines and Principles

Unit 5: Procurement and Assessment of Technological Devices for Persons with Visual Impairment

5.1 Sources of availability and maintenance of technology devices
5.2 Resource mobilization for procurement of devices
5.3 ADIP scheme of the Government of India, Department of Empowerment of Persons with Disabilities
5.4 Parameters for assessing efficacy/ suitability of devices in the Indian context
5.5 Recent trends in research on technology for visually impaired

Course Work/ Practical/ Field Engagement

- Analyze critically the efficacy of any two traditional/modern devices from Unit 2 to Unit 4
- Draw up a list of addresses of suppliers of technological devices for persons with visual impairment
- Survey the availability and use of technology in one special school and one inclusive school and prepare a critical report

Essential Readings


Suggested Readings

• https://www.afb.org/prodmain.asp
• http://www.independentliving.com/products.asp?dept=141&deptname=New-Products
• http://shop.rnib.org.uk
• http://shop.lighthouseguild.org
Practicum – VI

SEMESTER I

Course: E1            Credits: 04         Marks: 100

- Learning of Unified English Braille (UEB) literary code and use of advance Braille Mathematics and Science Code.

SEMESTER II

Course: E2            Credits: 04         Marks: 100

- 5 lectures with B.Ed. students (1 in pedagogy subject, 1 in inclusive education, and 3 in specialization papers) -- 50 Marks (@ 10)
- Teaching of ICT to B.Ed. students 5 classes -- 50 marks

SEMESTER III

Course: F1            Credits: 04         Marks: 100

One Month Internship

- Internship 15 days in B.ED special education (VI). During this period the students will teach two lectures on core papers, 4 lectures in specialization papers and 2 lectures each in 2 pedagogy papers. (50 Marks each)
- Plan and demonstrate cooperative teaching strategy 7 lessons in inclusive School. -- (50 Marks each)
- Submit a comprehensive report on challenges faced during internship and strategies followed to address them.
SEMESTER IV

Course: F2                         Credits: 04        Marks: 100

Field engagement

• Prepare community participatory programme (workshops for awareness programmes for public using multimedia/charts/street plays etc.) -- (50 Marks)

• conduct seminar on ICT -- (25 Marks)

• Guide and observe B.Ed. trainees in their practice lessons (at least 5 lessons) – (25 Marks @ 5)

OR

Work out a critical study of the teachers’ training institute on quality management, resources, time table, etc. – (25 Marks)

• Prepare a Report
### AREA C

#### ELECTIVE COURSES

Note: Any one to be offered

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<thead>
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<th>Course Code</th>
<th>Title</th>
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<td>C13</td>
<td>Educational Technology</td>
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<td>C14</td>
<td>Guidance and Counselling</td>
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EDUCATIONAL MANAGEMENT

Course Code: C 12                              Credits: 04
Contact Hours: 60                              Marks: 100

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Foundations in Educational Management

1.1 Definition & Concept: Management as an art, science, organization, person & a discipline
1.2 Approaches to management; a) Classical approach, b) Human relation approach, c) Systems approach, d) Contingency approach
1.3 Principles & processes of management
1.4 Styles of management; autocratic, laissez-faire, transactional, contingency
1.5 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
2.3 Assessment of educational institutions
2.4 Strategic planning & Sustainable development
2.5 Implementing TQM

Unit 3: Human Resource Management

3.1 Manpower planning, talent acquisition & management
3.2 Employee benefits, welfare & Performance appraisals systems- 360 degree approach
3.3 Training, development & capacity building
3.4 Organisational behaviour; climate & culture
3.5 Individual & group dynamics, conflict management & negotiations

Unit 4: Educational Management Information Systems (EMIS)

4.1 Need, relevance and National agencies for EMIS
4.2 Internal & external stakeholders of EMIS
4.3 Tools & process for collecting and disseminating data & using information
4.4 Constituting indicators & data monitoring plans
4.5 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
5.3 Importance & types of budgeting
5.4 Resource mobilisation & allocation
5.5 Proposal writing for funding in educational institutes

Transaction

Lectures, Field visits, Self-study

Course Work/ Field Work

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

Suggested Readings

• Nkomo, S. M., Fottler, M. D., & McAfee, R. B. (2010). Human resource management applications: Cases, exercises, and skill builders (7th ed.).
• Shapi, J. (N.K). Writing a Funding Proposal.
EDUCATIONAL TECHNOLOGY

Course Code: C 13 Credits: 04
Contact Hours: 60 Marks: 100

Objectives
After completing the course teacher educators will be able to

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

Unit 1: Educational Technology
1.1 Concept, Definition and Scope of Educational Technology
1.2 Need and Role of Educational Technologists in India
1.3 Growth of conceptual framework of Educational Technology: ET1, ET2, ET3 …
1.4 Systems Approach; Meaning, Scope and Components
1.5 Communication Process
    1.5.1 Meaning and components
    1.5.2 Models of communication: Simple, Osgood and Schramm, Gerbner’s mode
    1.5.3 Interaction analysis: Equivalent Category System and Flander’s Interaction Analysis System

Unit 2: Instructional Technology
2.1 Concept and Definition of Instructional Technology
2.2 Theories and Models of ISD: Dick & Carrey, Gagne, Kirk and Guftason
2.3 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
2.4 Methods & Models Instructional designs for Large Group and Individual Instructions
2.5 Co-operative and Individual Learning Strategies for children with disabilities

Unit 3: Instructional and Interactive Learning
3.1 Interactive learning: concept, need and components
3.2 Instructional Media for children with Special needs
3.3 Interactive learning Material for children with disabilities
3.4 Development of Interactive learning Material
3.5 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
4.2 Dilemmas and Realities about applications in ICT in inclusive education
4.3 Potentials of ICT in inclusive education—Access, equity, participation, Skill development and life-long learning
4.4 ICT for teaching-learning
4.5 Role of ICT in curriculum transaction

Unit 5: Recent Trends in Technology

5.1 Online Learning
5.2 Blended Learning
5.3 M-Learning
5.4 MOOC
5.5 OER

Course Work/ Practical/ Field Engagement

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

Suggested Readings

- Shehzad, A. (2007). Teacher’s Handbook of Educational Technology. Anmol,
GUIDANCE AND COUNSELING

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Education and Career Guidance

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

Unit 2: Vocational Guidance

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

Unit 3: Fundamentals of Counselling

3.1 Concept and nature of counselling
3.2 Scope and objectives of counselling
3.3 Stages of the counselling process
3.4 Counselling techniques
3.5 Ethical principles and issues

Unit 4: Group approaches in Vocational Counselling and Guidance

4.1 Types, areas and approaches of Counselling
4.2 Steps and skills in the counselling process
4.3 Advantages and Disadvantages of Group Guidance techniques
4.4 Essential services in school and community based guidance programs
4.5 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
5.2 Assessment of giftedness and special strengths
5.3 Career test construction, administration, scoring and interpretation
5.4 Crisis Intervention; Grief, relationships, depression, Academic, stress, violence, abuse
5.5 Role of counsellor in the contemporary context

Course Work/ Practical/ Field Engagement

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

Essential Readings


Suggested Readings

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

**Phase 1: Synopsis Submission**

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

**Phase 2: Review of Literature and Development of Tools**

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

**Phase 3: Data collection**

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

**Phase 4: Data analysis, Results Discussion and Thesis Submission**

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

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Designation</th>
<th>Essential Qualification</th>
<th>Desirable Qualification</th>
</tr>
</thead>
</table>
| 1.   | Professor (Disability papers) | 1) Masters Degree in any discipline with not less than 50% of marks*  
2) M.Ed. Degree in specific disability area with not less than 55% of marks Or an equivalent grade of B+ in 10-point scale of UGC  
OR  
An equivalent degree from a foreign university recognized by RCI.  
3) Ph.D in Special Education or Education with research emphasis on Special Education.  
4) Should have completed at least 10 years of teaching experience as faculty out of which minimum 5 years should be in specific disability area.  
5) Should have completed at least one general orientation course and two refresher courses in education / special education of UGC  
Valid registration with RCI u/s 19 of RCI Act 1992 is essential  
*RCI as Statutory Regulatory Body prescribes 50% as per the UGC Regulations Gazette dt. September 18, 2010 section 1.1.1 | **Desirable**: Minimum 5 publications pertaining to Special Education in indexed journals and research experience |
| 2.   | Associate Professor/Reader (Disability papers) | 1) Masters Degree in any discipline with not less than 50% of marks*  
2) M.Ed. Degree in specific disability area with not less than 55% of marks Or an equivalent grade of B+ in 10-point scale of UGC  
OR  
An equivalent degree from a foreign university recognized by RCI.  
3) Ph.D in Special Education or Education with research emphasis on Special Education.  
6) Should have completed at least 08 years of teaching experience as faculty out of which | **Desirable**: Minimum 3 publications pertaining to Special Education in indexed journals and research experience |
| 3. Assistant Professor/ Lecturer (Disability papers) | minimum 05 years should be in specific disability area.  
4) Should have completed at least one general orientation course and two refresher courses in education / special education of UGC  
5) Valid registration with RCI u/s 19 of RCI Act, 1992 is essential  
*RCI as Statutory Regulatory Body prescribes 50% as per the UGC Regulations Gazette dt. September 18, 2010 section 1.1.1
| 4. Course Coordinator/ HoD For M.Ed. Programme | No separate designations such as Coordinator, Director, Administrator, etc., prescribed by the RCI.  
The qualifications of the head of the B.Ed.Spl.Ed. / M.Ed.Spl.Ed programme should be as that of the Professor / Reader as laid down by the RCI with a Valid registration with RCI u/s 19 of RCI Act 1992.  
**RCI as Statutory Regulatory Body prescribes 50% as per the UGC Regulations Gazette dt. September 18, 2010 section 1.1.1

**Desirable:** M.Phil / Ph.D in Special Education or Education with research emphasis on Special Education;  
Experience for a period of at least 2 years as teacher or researcher in the area of specific disability

| Course Coordinator/ HoD For B.Ed. Spl.Ed. Programme | No separate designations such as Coordinator, Director, Administrator, etc., prescribed by the RCI.  
The B.Ed.Spl.Ed. programme, the Senior most faculty will be treated as Head of the Department/ Course Coordinator  
Valid registration with RCI u/s 19 of RCI Act 1992 is essential

*Not applicable*
Note:

1. The qualifications prescribed above are valid for five years only i.e., up to May 2020.
2. The teacher – student ratio is 1:10.
3. The specific disability area mentioned in this document refers to Visual Impairment, Hearing Impairment, Mental Retardation, Learning Disability, Multiple Disability, Locomotor Disability, etc. The specific disability areas are not interchangeable as a measure of maintenance of standards in Special Education. For example, a person who has specialized in B.Ed. Special Education in visual impairment cannot get admission in M.Ed. mental retardation, etc. The above condition applies to the Lecturers also who are recruited in these programmes.
4. For specialization in VI area, Masters degree in school subject will be required. Similarly for specialization areas in Mental Retardation and Hearing Impairment, Masters Degree in Psychology, Child Development/ Human Development, Sociology, Linguistics and Education will be preferred.
5. Part-time faculty is one who is on the rolls of the institute for taking a fixed number of classes per week/per month basis whereas a visiting faculty is invited as and when required or as per the availability of the faculty on hourly basis.
6. There is no separate designations such as Coordinator, Director, Administrator, etc., prescribed by the RCI for running teacher preparation courses. The qualifications of the head/ co-ordinator of the B.Ed.Spl.Ed. and M.Ed.Spl.Ed. programme should be as that of the Professor/ Reader as laid down by the RCI.
7. For Institutes offering only B.Ed. (Special Education) programme, the senior faculty will be treated as Head of the Department/Coordinator.
8. For M.Ed. Special Education course, appointment of faculty on contract basis should be for minimum of 24 months. Appointment of faculty on contract basis will be allowed for running M.Ed.Spl.Ed. course only if regular fulltime faculty for B.Ed.Spl.Ed. course already exists as per the RCI norms.
9. In case of non-availability of a candidate with M.Ed. (Special Education) in particular disability specialization for faculty position at B.Ed. (Special Education) level, M.Ed. (Special Education) in some other disability specialization may be considered for three years i.e., up to 2017-18.
10. The Board of Studies of affiliating/ concerned university to have a member nominated by RCI.

Faculty (Assistant Professor/ Lecturer (Disability papers)) for B.Ed.Spl.Ed. (Autism Spectrum Disorders) and B.Ed.Spl.Ed. (Multiple Disabilities)

   a) Post Graduate degree
   b) M.Ed (Special Education) with either a dissertation in the field of ASD or a Diploma in ASD
   c) Two years experience of teaching in special schools for children with ASD
d) Having valid RCI registration

(This would be applicable for next five years, to be revised as per need)

II. Essential qualifications for faculty: B.Ed.Spl.Ed. (Multiple Disabilities) -
   a) Post Graduate degree
   b) M.Ed (Special Education) with either a dissertation in the field of MD or B.Ed.
      (Special Education) MD/ B.Ed. Special Education (Locomotor and Neurological
      Disorder)/ P.G. Diploma in Special Education (Mult.Dis.:Physical and Neuro.) /
      P.G. Dipl. in Developmental Therapy (Mult. Dis.:Physical and Neuro.)
   c) Two years experience of teaching in special schools for children with MD
   d) Having valid RCI registration

(This would be applicable for next five years, to be revised as per need)
Norms for Faculty Requirement for D.Ed., B.Ed. & M.Ed. Special Education Programmes
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<th>S.N.</th>
<th>MINIMUM NUMBER OF FACULTY PER COURSE</th>
<th>No. Of students in 2015-16</th>
<th>No. Of students in 2016-17</th>
<th>Disability specialization faculty (A)</th>
<th>Common paper Faculty (B)</th>
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</table>

Note: For running Open and Distance Education programme, per disability per programme, one additional faculty will be required.
EXPERT COMMITTEES
### Expert Committee for the development of training programs in the field of special education for persons with Hearing Impairment

- **Dr. Varsha Gathoo**  
  HOD, Department of Special Education  
  Ali Yavar Jung National Institute for the Hearing Handicapped  
  K C Marg Bandra (W)-Mumbai-50

- **Dr. Manisha Aggarwal**  
  House No.10, Sector-1, Ambala City, Haryana-134003

- **Ms. Saraswathi Narayanaswamy**  
  The School for Young Deaf Children  
  Old No. 14, New No. 18, 1st Cross Street, Shastri Nagar, Chennai-600 020

- **Dr. Asmita Huddar**  
  Principal, Hashu Advani College of Special Education, 64-65, Collector’s Colony, Chembur, Mumbai – 400 074

- **Dr. Asha Yathiraj**  
  All India Institute of Speech & Hearing  
  Manasa Gangothri, Mysore-570 006

- **Mrs. Nisha Grover**  
  Akshar Trust, 11 th Floor  
  Kirti Tower, Next to Kirti Mandir, Tilak Road, Vadodra – 01

- **Dr. (Mrs.) Surinder P.K. Randhawa**  
  Room No.5, DEC Building, IGNOU, Maidan Garhi, New Delhi-110068

- **Ms Monica Punjabi**,  
  Indian Sign Language Department  
  Mook Badhir Sangathan, Scheme No.71-B, Behind Ranjeet Hauman Temple, Indore -452009

- **Sr. Merley Tom**  
  Fernando Speech & Hearing Centre  
  Krzhakayil, Bada Pani, Shillong, 793122

- **The Head**,  
  Department of Special Education  
  All India Institute of Speech & Hearing, Manasagangothri, Mysore-570006

- **Shri S S Mishra**  
  Composite Regional Centre for Persons with Disabilities  
  North Gandhi Maidan, Patna -800 001

- **Shri B Nageshwar Rao**  
  AYJNIHH, ERC  
  B.T.Road, Bon Hooghly,Kolkata-700090
Expert Committee for the development of training programs in the field of special education for persons with Visual Impairment

- Prof. S.R. Mittal  
  National Institute for the Visually Handicapped 116, Rajpur Road, Dehradun-248001

- Dr. M.N.G. Mani  
  Secretary General, ICEVI  
  3, Professors' Colony, Palamalai Road, S R K Vidyalaya Post, Coimbatore 641 020

- The Director/Nominee  
  National Institute for the Visually Handicapped 116, Rajpur Road, Dehradun-248001

- Dr. Bhushan Punani,  
  Executive Secretary  
  Blind People's Association  
  Jagdish Patel Chowk, Surdas Marg, Ahmedabad-380 015

- Dr. R. Ranganathan  
  Coordinator, Dept. of Special Education Andhra University,  
  Visakhapatnam – 530 003

- Shri A.K. Mittal, President  
  All India Confederation of the Blind  
  Sector V, Rohini, New Delhi – 100 085

- Smt. Swati Sanyal  
  Blind Relief Association, Near Oberoi Hotel Lal Bahadur Shastri Marg,  
  New Delhi – 110 003

- Dr. Bhushan Punani, President  
  National Association for the Blind  
  11, Khan Abdul Gaffar Khan Road, Worli Seaface, Mumbai 400 030

- Prof. Anita Julka  
  Head, Dept. of Education of Groups with Special Needs, NCERT, Sri Aurobindo Marg,  
  New Delhi-110016

- The Director/Nominee  
  Sense International (India)  
  2nd Floor, Admin block, Andhajan Mandal Campus, Opposite IIM, Vastrapur.  
  Ahmedabad – 380 015

- Dr. Premavathy Vijayan  
  Avinashilingam University, Mettupalayam Road, Bharathi Park Rd, Forest College Campus, Saibaba Colony, Coimbatore- 641011

- Dr. Sushma Sharma  
  Dept. of Education, Kurukshetra University, Thanesar,  
  Haryana 136119

- Shri Manjeet Singh Saini  
  Composite Regional Centre for Persons with Disabilities, Near Mahamaya Temple,  
  Sunder Nagar, Dist. Mandi- 175018

- Dr. K Rayar  
  379, Jeya Illam, TPTC Nagar, Trichy Main Raod, Salamedu, Villupuram, 605401
**Expert Committee for the development of training programs in the field of special education for persons with Mental Retardation/Intellectual Disability and Learning Disability**

- **Prof. P. Jeyachandran**  
  Vijay Human Services  
  4, Laxmipuram, 3rd Street, Royapeethah, Chennai-600 014

- **Dr. (Mrs.) Shyama Chona,**  
  President Tamana, D-6, Street,  
  Vasant Vihar, New Delhi-110057

- **The Director/Nominee**  
  National Institute for the Mentally Handicapped, Manovikas Nagar,  
  Bowenpally, Secunderabad-500 009

- **The Director/Nominee**  
  National Institute for Empowerment of Persons with Multiple Disabilities  
  East Coast Road, Muttukadu, Kovalam Post, Chennai – 603 112

- **Prof. Revathi**  
  Department of Special Education  
  Thakur Hari Prasad Institute of Research and Rehabilitation for the Mentally Handicapped, Vivekananda Nagar, Dilsukh Nagar, Hyderabad 500060

- **Prof. Ravi Gunthe**  
  Incharge, TEPSE/HEPSN Scheme  
  Jodhpur University, Jodhpur, Rajasthan -342001

- **Dr. Anupam Ahuja**  
  Associate Professor  
  Dept. of Education of Groups with Special Needs, NCERT, Sri Aurobindo Marg, New Delhi-110016

- **Dr. D. Venkateswarlu**  
  School of Education,  
  IGNOU, Maidan Garhi, New Delhi – 110068

- **Prof. Smriti Swarup**  
  5, Jeewan Akshay, Plot No. 188, Sector-6, Charkop, Kandivali (W), Mumbai-400 067

- **Ms. Giselle Lobo**  
  Nirmala Institute of Education  
  Altinho, Panjim, 403001, Goa

- **Dr. Jayanthi Narayan,**  
  Consultant, Special Education (LD & ID) Former Dy. Director, NIMH  
  2- C, Anugraha Apartments, 157/7, Staff Road, Secunderabad 500 009

- **Dr. N.C. Pati**  
  Chetana Institute for the Mentally Handicapped, A/3, Institutional Area, Bhubaneswar-751013

- **Dr. C. Renuga Devi**  
  Assistant Professor in Special Education (Mental Retardation), Department of Education Mother Teresa Women's University Kodaikanal – 624101
<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
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<tr>
<td>Shri Hemant Singh Keshwal</td>
<td>Govt. Institute for the Welfare of the Mentally Retarded Children, Sectro-32-C, Chandigarh-160047</td>
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<tr>
<td>Dr. Preeti Verma</td>
<td>Dept. of Special Education, S.N.D.T. Women’s University, Sir Vithaldas Vidyavihar, Juhu Road, Santacruz (W), Mumbai – 400 049</td>
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<tr>
<td>Dr. (Mrs.) Usha Grover</td>
<td>C-60, Malviya Nagar, New Delhi-110017</td>
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<tr>
<td>Shri Sanjay Kumar</td>
<td>Dr. Shakuntala Misra National Rehabilitation University, Mohaan Road, Lucknow 226017</td>
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<tr>
<td>Dr. H.R. Dhull</td>
<td>ARPAN, Institute for the Mentally Handicapped, Gandhi Nagar, Rohtak – 124 001</td>
</tr>
<tr>
<td>Dr. Saroj Thapa</td>
<td>Educational Development Specialist, Universal Learn Today, India Today Group, No. 6, President Estate, Talkatora Road, New Delhi-110004</td>
</tr>
<tr>
<td>Shri Ashok Chakravorty</td>
<td>Secretary, Shelter, 3, Bholanath Bhaduri Sharani, Bhadreswar, Hooghly-712124, WB</td>
</tr>
<tr>
<td>Smt. Usha Chaujer</td>
<td>CW-27GF, Malibu Towne, Sohana Road, Gurgaon-122001</td>
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</table>
Expert Committee for the development of training programs to promote courses Inclusive Education and Multicategory Teacher Training:

- Prof. N.K. Jangira  
  Flat No. 5, Parkview Apartment, Sector-15, Part-II, Gurgaon-122001

- Mrs. Aloka Guha  
  Flat - 2A, Three Oaks, N/85, E-Block, New Alipore, Kolkata – 700 053

- Mr. Krupanandam Y  
  NIVH, Regional Centre  
  No. 14, Trunk Rd, Poonamallee, Karayanchavadi, Chennai, 600056

- Dr. Vijay Shankar Sharma  
  Associate professor  
  Dr. Shakuntala Misra National Rehabilitation University, Mohan Road, Lucknow-226017

- Mrs. VRP Sheilaja Rao  
  Department of Special Education NIMH, Manovikas Nagar, Bowenpally  
  Secunderabad-500009

- Dr. Gayatri Ahuja,  
  AYJNIHH,NRC,  
  Kasturba Niketan, Lajpat Nagar-II, New Delhi 110 024

- The Director/Nominee  
  Pt. Deen Dayal Upadhyay  
  Institute for the Physically Handicapped,  
  4, Vishnu Digamber Marg, New Delhi-110 002

- Shri A.K. Mittal , President  
  All India Confederation of the Blind Sector V, Rohini,  
  New Delhi – 100 085

- Dr. Sushma Sharma  
  Dept. of Education, Kurukshetra University,  
  Thanesar, Haryana 136119

- Ms.Ruma Banerjee,  
  Director/Secretary of Seva-In-action # 36, S.T Bed layout, I Main,  
  Koramangala, Bangalore – 560 034

- Prof. Anita Julka  
  Head, Dept. of Education of Groups with Special Needs, NCERT, Sri Aurobindo Marg, New Delhi-110016

- Prof.(Dr) Renu Singh  
  A-2 Maharani Bagh, New Delhi-110065

- Dr. Shanti Auluck  
  Muskan-NGO Empowering the Differently Abled  
  Sector B, Pocket 2, Vasant Kunj New Delhi - 110 070

- Prof. Smriti Swarup  
  5, Jeewan Akshay,Plot No. 188, Sector-6, Charkop, Kandivali (W), Mumbai-67
<table>
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<td>Dr. Sujata Bhan</td>
<td>Special Invitee, S.N.D.T. Women’s University, Mumbai</td>
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<tr>
<td>Dr. Bharti Sharma</td>
<td>Special Invitee, Jamia Milia University, New Delhi</td>
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<tr>
<td>Dr. Suni M Mathew</td>
<td>Special Invitee, A.Y.J.N.I.H.H., Mumbai</td>
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<td>Dr. Rajiv R Jalvi</td>
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<td>Smt. Anjali R Kant</td>
<td>Special Invitee, A.Y.J.N.I.H.H., Mumbai</td>
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<tr>
<td>Ms Shilpa Manogna</td>
<td>Special Invitee, N.I.M.H., Secunderabad</td>
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<td>Dr. Madhavi Sharma</td>
<td>Special Invitee, N.I.M.H., Secunderabad</td>
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<tr>
<td>Ms M Sarada</td>
<td>Special Invitee, N.I.M.H., Secunderabad</td>
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<tr>
<td>Dr. Vinod Kumar Kain</td>
<td>Special Invitee, N.I.V.H., Dehradun</td>
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Annexure

Office Order

Date: 20/04/2009

Speed Post

The Coordinators/Head

Subject: B.A. & B.Ed General Education & PGPD course equivalent to B.Ed Special Education - Reg.

Madam/Sir,

This is to inform you that following courses or combination of courses are equivalent to B.Ed. (Special Education):

- B.Ed in General Education with Post Graduate Professional Diploma in Special Education (PGPD-SE)
- DSE (Special Education)/D.Ed. (Special Education) with B.Ed. in General Education
- Senior Diploma in Teaching the Deaf
- Secondary level Teacher Training course in Visual Impairment
- PG Diploma course in Special Education (Mental Retardation)

Thanking you,

Yours faithfully,

(Dr. J.P. Singh)
Member Secretary
Subject: Equivalence of courses with B.Ed Special Education – Reg

Sir,

... to inform you that following courses or combination of courses are equivalent to B.Ed. in Special Education and a circular to this effect has been sent to all the recognized RCI vide file of every No. dated 20/4/2009.

Diploma in General Education with Post Graduate Professional Diploma in Special Education (NIPUD-SE)
D.Ed. (Special Education) D.Ed. (Special Education) with B.Ed. in General Education
Senior Diploma in Teaching the Deaf
Secondary level Teacher training course in Visual Impairment
PG Diploma course in Special Education (Mental Retardation)
PG Diploma in Special Education (Multiple Disabilities: Physical & Neurological)

Thanking you,

Yours faithfully,

[Signature]
Deputy Director (Academics)

RCI M.Ed.Spl.Ed. Curriculum
18 May 2015
RCI Coordinators

All Programmes

Suman Kumar
Deputy Director, RCI, New Delhi
Sandeep Tambe
Assistant Director, RCI, New Delhi

Support
Rajinder Sati
Programme Assistant, RCI, New Delhi
Ravi Kumar
Research Officer, RCI, New Delhi