M.Ed in Special Education
(Distance Mode)

Norms, Regulations & Course Contents

REHABILITATION COUNCIL OF INDIA
(Statutory Body under the Ministry of Social Justice and Empowerment)
B-22, Qutab Institutional Area, New Delhi-110016
e-mail : rehabstd@nde.vsnl.net.in : rehabstd@ndc.vsnl.net.in
Website : http : rehabcouncil.nic.in

(2009)
GENERAL REGULATIONS OF THE M.ED SPECIAL EDUCATION

1. Mission:

“To prepare Quality Teacher Educator in Disability with Strong Base in Research”.

2. General Framework of the Course

The M.Ed Special Education course consists of six theory papers as per the following scheme:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Paper Title</th>
<th>No. of Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Core Papers</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Optional Paper (Out of Three)</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Specialisation Papers</td>
<td>2</td>
</tr>
</tbody>
</table>

In addition to the theory papers, the student is also expected to do a dissertation for the completion of the course.

Universities follow RCI, prescribed syllabi. In case of difficulty in deciding the number of papers including the practicum, the course content provided in the RCI syllabi need to be incorporated. If needed, some units may be added or combined to satisfy the University requirements. The Universities may be permitted to offer specific core papers with the thrust on disability. The weightage for Special Education component (both theory and practical) in such deviation from the RCI suggested model should be adequate as per the guidelines of RCI.

3. List of Specialisation Areas

The following Specialisation areas are prescribed in the course:

Hearing Impairment
Mental Retardation
Visual Impairment
Learning Disability

4. Adequacy of the Special Education Syllabi

The Syllabus prescribed at the M.Ed level is on the basis of minimum requirements and therefore, Universities and Colleges of Education implementing the B.Ed Special Education course can exercise flexibility in opting the number of papers without compromising on the adequacy and validity of the contents prescribed by the RCI.
5. Eligibility for Institutions to implement M.Ed.-SEDE Course

(1) A University’s department offering B.Ed. (Special) and M.Ed. (Special.)

OR

(2) National Institutes of MOSJE and health, having adequate infrastructure and faculties as per RCI Norms having affiliation with a university to offer B.Ed (special education) and M.Ed (special education).

OR

(3) Any university’s deptt. of education offering B.Ed. and M.Ed. general education may also be accepted as study centre subject to its having collaboration with B.Ed.(special education) institutions recognized by RCI.

OR

(4) Any institutes offering B.Ed (special education) and M.Ed. (special education) regular programmes recognized by RCI to be considered as study centre provided they have suitable faculty for core papers or have collaboration with University.

Note: - The Universities launching this programme should appoint the expert from special education area to be Head/ Coordinator of this course.

6. Duration of the Course

The duration of the course is two academic year

7. Distribution of Credits for Theory, Practical Work and Dissertation

The distribution of Credit for Theory, Practical Work and Dissertation is suggested as follows:

Theory Papers
Core Papers 3 X 6 18 Credits
Optional Papers 1 X 6 6 Credits
Specialisation Papers 2 X 6 12 Credits
Practical  2+2+4+4  12 Credits
Dissertation guidance and Sessional work  12 Credits

8. Steps for Dissertation Work

Select a problem for investigation and provide the necessary supportive and explanatory information as needed.

Complete a review of related research literature in accordance with the research problem.

Explain and describe the methodology used to conduct the research problem.

Explain the significance of the results obtained after conducting the research.

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.

9. Eligibility for Admission

1. B.Ed.(Special Education) or Equivalent degree approved by Rehabilitation Council of India with an aggregate of 50% marks.
2. 2 years teaching experience/professional experience. OR
   2 years experience as head masters/principals/special education functionaries.

(The experience must be from a Govt.school/Govt. recognized school/RCI recognized training centre/centre registered under PWD Act/NT Act.)
10. Course Pattern (Semester)

The programme will be of total 60 Credits. The duration of the programme will be of 2 years split into 4 Semester of 15 Credits each.

REVISED CREDIT ACCUMALTION FRAMEWORK FOR M.Ed.- SPECIAL EDUCATION THROUGH DISTANCE MODE
CREDIT SYSTEM FOR M.Ed.-SEDE COURSE

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>TITLE</th>
<th>COURSE</th>
<th>HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester-1</td>
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<tr>
<td>Core paper</td>
<td>Foundations of Education</td>
<td>1</td>
<td>180</td>
<td>6</td>
</tr>
<tr>
<td>Core paper</td>
<td>Advanced Educational Psychology and Human Development</td>
<td>2</td>
<td>180</td>
<td>6</td>
</tr>
<tr>
<td>Practicum</td>
<td>(1) Administration learning style inventory</td>
<td>1</td>
<td>60</td>
<td>2</td>
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<tr>
<td></td>
<td>(2) Readings in disability</td>
<td></td>
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<tr>
<td>Semester-2</td>
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<tr>
<td>Core paper</td>
<td>Methodology of Educational Research</td>
<td>3</td>
<td>180</td>
<td>6</td>
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<tr>
<td>Optional</td>
<td>(1) Management in Special Education</td>
<td>4</td>
<td>180</td>
<td>6</td>
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<td></td>
<td>(2) Educational Technology &amp; Special Education</td>
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<td></td>
<td>(3) Curriculum Development &amp; Special Education</td>
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<tr>
<td>Practicum</td>
<td>Disability Related</td>
<td>60</td>
<td>2</td>
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<tr>
<td></td>
<td>(a) Case study of any two institutions offering disability rehabilitation.</td>
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<td></td>
<td>(b) Service of the service delivery mechanism in your state for disability sector</td>
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<tr>
<td>Semester-3 Specialization (MR)-1</td>
<td>Identification and assessment of children with Mental Retardation</td>
<td>5</td>
<td>180</td>
<td>6</td>
</tr>
<tr>
<td>Specialization (MR)-2 OR Specialization (HI)-1</td>
<td>Curriculum and Teaching Strategies for Children with Mental Retardation</td>
<td>6</td>
<td>180</td>
<td>6</td>
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<tr>
<td>Specialization (HI)-1</td>
<td>Aural Rehabilitation of Children with Hearing Impairment</td>
<td>5</td>
<td>6</td>
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<tr>
<td>Specialization (HI)-2 OR Specialization (VI)-1</td>
<td>Curriculum and Teaching Strategies for Children with Hearing Impairment</td>
<td>5</td>
<td>6</td>
<td></td>
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<tr>
<td>Specialization (VI)-1</td>
<td>Psycho-social and Educational Implications of Children with Visual Impairment</td>
<td>5</td>
<td>6</td>
<td></td>
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<tr>
<td>Specialization (VI)-2 OR Specialization (LD)-1</td>
<td>Curriculum and Teaching Strategies for Children with Visual Impairment</td>
<td>6</td>
<td>120</td>
<td>4</td>
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<tr>
<td>Specialization (LD)-1 Specialization (LD)-2</td>
<td>Learning Disability: Assessment and Identification Learning Disability: Curriculum And Intervention</td>
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<tr>
<td>And Practicum/Practical</td>
<td>Specific Disability Area Mental Retardation Practicum(Theory course based)2 credits</td>
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<tr>
<td>1. Using assessment information of multidisciplinary team members for educational planning</td>
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<td>2. Preparation of material for community awareness</td>
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Practical  2 credits
1. Pre lectures Practice
2. Case Study

Hearing Impairment
Practicum(Theory course based)2 credits
(a) Hearing Assessment, Hearing Aids and Aural Habilitation
(b) Analyzing, profiling, and teaching speech
(c) Lesson Planning
(d) Teacher made test

Practical  2 credits
1. Educational evaluation
2. Orientation of Teachers & Non-Disabled Students in the Mainstream Schools towards Disability & Disability Management
3. Practical lectures
4. Article presentation
5. Lesson evaluation

Visual Impairment
Practicum(Theory course based)2 credits
1. Teaching Learning Material in Special Education
2. Case Study of five Visually Impaired Children

Practical  2 credits
1. Orientation & Mobility : Blind Fold training
2. Daily Living Skills
### Semester-4 Dissertation guidance & Sessional work

#### Practicum/Practical

<table>
<thead>
<tr>
<th>Specific Disability Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Case Study of a Child with Disability Having an Associated Condition (compulsory across disability)</td>
<td>2</td>
</tr>
<tr>
<td>2. Choose any one between b, c, d and e.</td>
<td></td>
</tr>
<tr>
<td>(a) Preparation of a transition plan for vocational /higher education. (HI)</td>
<td>2</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>(b) Preparation and use of need based material for sensory training. (VI)</td>
<td>2</td>
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<tr>
<td>OR</td>
<td></td>
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<tr>
<td>(c) Guidelines for practice Teaching in inclusive settings (MR)</td>
<td>2</td>
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<tr>
<th>GRAND TOTAL</th>
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<tbody>
<tr>
<td></td>
<td>1800</td>
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<td></td>
<td>60</td>
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</table>

11. **Passing Minimum**

The minimum passing marks is 45% in each theory paper and 50% in aggregate.

12. **Nature of Evaluation**

The institute implementing the course may decide on the internal or external or both the system of evaluation subject to the approval of the University concerned.

13. **Reappearing facility**

The student who fails in any paper may be allowed to appear in the particular paper only for a maximum of 3 times or as per the University guidelines. If the Student fails to pass the examination after three appearances, he/she will be expected to undergo the course again.
14. Improvement of Marks

The student will also be given opportunities for improvement of marks in the particular examination by reappearing in the specific paper in the next examination. The examination pattern of the special education programmes may be as per the regulations of the implementing Universities/Colleges of Education. However, the guidelines pertaining to the examination procedures prescribed by the Rehabilitation Council of India may also be taken into consideration.

15. Transitory Regulations

Whenever a course or scheme of instruction is changed in a particular year, two more examination 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.

16. Staff Requirement

As per RCI norms

17. Infrastructural Facilities

The College of Education and University Departments offering M.Ed Special Education course should have necessary infrastructural facilities such as the psychology laboratory, language laboratory, work experience laboratory, computer room, etc. Minimum 2 to 3 books should be available on each paper given in the references; however, more books should be added in subsequent years. In addition to the infrastructural facilities, aids and appliances necessary for the specialization concerned should also be available. Moreover, the institution should have a model school with disabled children of specific category or all categories attached to it to provide relevant hands on experience during the course, For University until such a facility is made available at the campus, a model school in the vicinity can be adopted.

18. Certification as a Registered Professional

It is mandatory 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. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India.

Any deviation from the above regulation should have the prior approval of the Rehabilitation Council of India.
Foundations of Education
(Course – 1)  

Objectives:
After studying this paper, the student teachers are expected to realise the following objectives:
1. Explain the concept of special education in different perspectives (Sociological and Philosophical).
2. Examine critically the concept, nature and characteristics of various disabilities
3. Explain the policies and legislation at the national and international levels.
4. Enumerate the current needs, trends and issues related to education and special education.
5. Focus the present trends and future perspectives in education and special education.

Block 1 - Philosophical Perspectives in Education  
(12 Hours)

Unit 1: Education: Concept, Nature, Characteristics and Forms
Unit 2: Philosophy: Meaning, Nature and Characteristics
Unit 3: Education: A Philosophical Perspective
Unit 4: Knowledge and Truth

Block 2 - Schools of Philosophy and Their Implications for Education (12 Hours)

Unit 1: Indian schools of Thoughts: Ancient and Medieval
Unit 2: Western Schools of Thought
Unit 3: Thinkers of Education: Indian
Unit 4: Thinkers of Education: Western

Block 3 - Sociological Perspectives of Education  
(12 Hours)

Unit 1: Understanding Education: A Sociological Perspective
Unit 2: Social Structure, Social Stratification, and Social Mobility: Impact of Educational Processes
Unit 3: Education, Social Changes and Social Control
Unit 4: Culture, Modernization, and Globalization: Impact on Education

Block 4 - Education, Society and the School System  
(12 Hours)

Unit 1: Societal System: School as a Social System
Unit 2: State, Community and the School System
Unit 3: Education and National Development
Unit 4: Ideology and the School System
Unit 5: Recent trends in Societal Evolution

Block 5 – Development in Special Education  
(12 Hours)

Unit 1: Historical perspectives of Special Education
Unit 2: Introduction to Disabilities
Unit 3: Policy perspectives in Disability
Unit 4: Current Trends and Service options.
References:

1. Ahluwalia, Sagar. *Youth in Revolt*, Young Asia Publications, New Delhi, 1972.


Advanced Educational Psychology and Human Development  
(Course-2)  

(60 HOURS)  

Objectives:  

After studying this paper, the student teachers are expected to realise the following objectives:  

1. Explain the psychological principles and their application in specific context of education and special education.  
2. Explain the principles and their implication for growth and development.  
3. Explain the implications of various disabilities on teaching of learning situations and personality development.  
4. Explain critically various teaching - learning processes.  
5. Apply the psychological aspects on teaching - learning situations.  

Block 1 - Psychological Perspectives of Education-Implications for Teachers (12 HOURS)  

Unit 1 Learning and Teaching – Psychology Perspective  
Unit 2 Childhood: Physical, Emotional, Cognitive, Social and Moral Development  
Unit 3: Adolescence: Physical, Emotional, Cognitive, Social and Moral Development  
Unit 4: Implications of Stages of Development for Teaching-Learning Process  

Block 2 - Learning Theories and Approaches (12 HOURS)  

Unit 1: Behaviouristic Theory  
Unit 2: Cognitive Theory  
Unit 3: Constructivism and Learning  
Unit 4: Eriksson’s Psychosocial Theory: Implication for Teaching  
Unit 5: Motivating Children to Learn  

Block 3 - Individual Differences (12 HOURS)  

Unit 1: Cognitive Factors: Intelligence and Creativity  
Unit 2: Sociological Factors: Gender, Demography, Class and Caste  
Unit 3: Personality  
Unit 4: Attitude, Interest and Values  

Block 4 - Educational Psychology Practicals (12 HOURS)  

Unit 1: Intelligence and Creativity Tests  
UNIT 2: Aptitude and Attitude Tests  
Unit 3: Sociometry and Sociogram  
Unit 4: Value Tests and Interest Inventory
Block-5: Psychological Implications of Disability  

Unit-1: Psycho-social issues related to disability  
Unit -2: Learning Characteristics of Children with Special Needs  
Unit-3: Adaptations in Teaching-Learning Processes for Children with Special Needs  
Unit-4: Assessment Techniques in Disability  
Unit-5: Learner’s Assessment and identification of needs  

References

Objectives:

After studying this paper, the student teachers are expected to realise the following objectives:

1. Comprehend the role and need of research in theory and practice of education and special education.
2. Understand and develop competencies to design, execute and writing research report and interpretation of the data.
3. Apply various statistical techniques to analyse data.
4. Describe the parametric and non-parametric techniques.

**Block 1 - Nature of Educational Research and Problem Selection**  
12 hours

- Unit 1: Educational Research: Meaning, Types, Scopes and Limitations
- Unit 2: Research Paradigm: Quantitative Research
- Unit 3: Research Paradigm: Qualitative Research
- Unit 4: Survey and Importance of Review of related literature
- Unit 5: Selection of Research Problem and Formulation of Hypotheses
- Unit 6: Preparation of the Research Proposal

**Block 2 - Data Collection and Analysis**  
12 hours

- Unit 1: Sampling Methods
- Unit 2: Tools of Research-I
- Unit 3: Tools of Research-II

**Block 3 - Analysis and Interpretation of Data**  
12 hours

- Unit 1: Types of Data: Quantitative and Qualitative
- Unit 2: Analyses of Quantitative Data: Descriptive Statistics
- Unit 3: Analyses of Quantitative Data: Inferential Statistics (Parametric)
- Unit 4: Analyses of Quantitative Data: Inferential Statistics (Non-Parametric)
- Unit 5: Analysis of Qualitative Data

**Block 4 - Methods of Research**  
12 hours

- Unit 1: Philosophical and Historical Research
- Unit 2: Descriptive Research
- Unit 3: Experimental Research
- Unit 4: Ex-post Facto Research
- Unit 5: Action Research

**Block 5 - Research Report and Dissemination**  
12 hours

- Unit 1: Meaning and Scope of Research Report
- Unit 2: Formats of Research Reports
- Units 3: Presentation of Tables and Figures in the Research Report
- Unit 4: Editing, Footnotes, References, Bibliography
- Unit 5: Dissemination of Research Findings
References


5. Campbell, DT and Stanley, TC. Experimental and Quasi-Experimental Designs for Research, McNally, Chicago, 1966


13. NCERT. *Research in Education*


OPTIONAL PAPERS (Course- 4)

MANAGEMENT IN SPECIAL EDUCATION

Objectives: 60 hours

After studying this paper, the student teachers are expected to realize the following objectives:
Enumerate the management system with reference to the special education
Explain the process of management
Describe the management information system
Explain the process involved in human resource management
Enumerate the financial aspect of management of an institution

Course Content:

Block 1: Introduction to Management in Special Education 12 hours

Unit 1: Definitions and Principles of management
Unit 2: Theories and Approaches of management
Unit 3: Management of Special Education System
Unit 4: Personality of the Manager
Unit 5: Academic and Professional competencies of the managers

Block 2: Processes in Management 12 hours

Unit-1: Planning: Institutional Planning
Unit-2: Communication
Unit-3: Delegation Process
Unit-4: Decision Making
Unit-5: Controlling – Components of a Control System in an organization

Block- 3: Management Information Systems 12 hours

Unit 1: Database Concept
Unit 2: Database Management
Unit 3: Office Management
Unit 4: Physical Management
Unit 5: Information Coding

Block 4: Human Resource Management 12 hours

Unit 1: Staff selection and Personnel development
Unit 2: Performance Appraisal, Motivation and job satisfaction
Unit 3: Organisational climate and Team building
Unit 4: Meetings and group dynamics
Unit 5: Management of time, conflict and stress
Block 5: Financial Management

12 hours

Unit 1: Financial Management Resource Mobilisation and Allocation
Unit 2: Basic accounting
Unit 3: Preparation of budget
Unit 4: Role of central and state governments in the financial management of special education and related projects
Unit 5: Social auditing

Practicum

1. Developing a system in a Special school with reference to systems approach
2. Observing a group and reporting on elements of group dynamics
3. Identify an institute for Person with Disability and do the social auditing.

Reference Books


The Falmer Press. London. Ch. 4 & 14 Govt. of India, Persons with Disability Act, 1995


Optional Course-4

Educational Technology & Special Education

(60 HOURS)

Objectives:
After studying this paper, the student teachers are expected to realise the following objectives:
1. Define the educational technology and explain the various approaches
2. Explain the different techniques and approaches in communication processes.
3. Narrate the models of teaching and individualized learning.
4. Identify the use of computer packages in special education.
5. Comprehend the electronic systems and apply them in special education

Block 1  Introduction to Educational Technology  (12 HOURS)
Unit 1 Concept and Scope of Educational Technology
Unit 2 ET: Historical Developments
Unit 3 ET for Teaching, Learning and Evaluation
Unit 4 Training Technology

Block 2  Instructional Designs  (12 HOURS)
Unit 1 Models of Teaching – I
Unit 2 Models of Teaching – II
Unit 3 Instructional Design Processes
Unit 4 Instructional Design for Training

Block 3  Applications of Educational Technology  (12 HOURS)
Unit 1 Formal System
Unit 2 Open Learning System
Unit 3 Technology for Special Educational Needs
Unit 4 Special Devices for Education of Children with Special Needs

Block 4  Development of Teaching-Learning Materials  (12 HOURS)
Unit 1 Self-Learning Materials and their Use
Unit 2 Audio and Video Materials and their Use
Unit 3 Interactive Multimedia Materials and their Use
Unit 4 Developing Teaching Resources for Special Children

Block 5  Agencies, Policies and the Future of Educational Technology  (12 HOURS)
Unit 1 National Policies and Agencies
Unit 2 Networking
Unit 3 International Trends
Unit 4 Future of ET in India
Reference Books

Optional Course – 4

Curriculum Development & Special Education

60 hours

Objectives:
After studying this paper, the student teachers are expected to realize the following objective

(1) Understand the concept and principle in curriculum development.

(2) Apply curricular approaches in fields of special education with special reference to Indian context.

(3) Enumerate the skills required to develop a need based curriculum in the field of special education.

(4) Effectively use and evaluate assessment and program technique for a given need based curriculum.

(5) Describe the recent trends, issues in curricular development in field of special education.

Course content:

<table>
<thead>
<tr>
<th>Block</th>
<th>Introduction to Curriculum</th>
<th>(12 HOURS)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Unit 1: Meaning and Concept of Curriculum</td>
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<td></td>
<td>Unit 2: Foundations of Curriculum</td>
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<td>Unit 3: Curriculum Issues</td>
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<thead>
<tr>
<th>Block</th>
<th>Curriculum Development</th>
<th>(12 HOURS)</th>
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<tbody>
<tr>
<td></td>
<td>Unit 1: Curriculum Planning</td>
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<td>Unit 2: Curriculum Designing</td>
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<td>Unit 3: Curriculum Implementation and Evaluation</td>
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<tr>
<th>Block</th>
<th>Curriculum Transaction</th>
<th>(12 HOURS)</th>
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<tr>
<td></td>
<td>Unit 1: Instructional Systems</td>
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<td>Unit 2: Instructional Techniques and Materials</td>
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<td>Unit 3: Enhancing Curriculum Transactions</td>
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<tr>
<th>Block</th>
<th>Curriculum Evaluation</th>
<th>(12 HOURS)</th>
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<tr>
<td></td>
<td>Unit 1: Concept of Curriculum Evaluation</td>
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<td>Unit 2: Techniques and Tools of Evaluation</td>
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<td>Unit 3: Construction of Evaluation Tools</td>
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<tr>
<th>Block</th>
<th>Approaches in curriculum development</th>
<th>(12 HOURS)</th>
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<tbody>
<tr>
<td></td>
<td>Unit 1 Developmental Approach</td>
<td></td>
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<td>Unit 2 Functional Approach</td>
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<td>Unit 3 Eclectic approach - Need Based</td>
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<td>Unit 4 Core curriculum</td>
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<td>Unit 5 Collateral curriculum</td>
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</table>
Practicum

Curriculum appraisal of your respective state and presentation
Comparatively study the curricula at different levels (Stateboard, ICSE, CBSE) and submit the report

References:

SPECIALISATION: MENTAL RETARDATION
COURSE-5
IDENTIFICATION AND ASSESSMENT OF CHILDREN WITH MENTAL RETARDATION

(60 HOURS)

Objectives:

After studying this paper, the student teachers are expected to explain the nature and cause of M.R
1. Concept Identify and adapt to recent trend in the field of mental retardation.
2. Development competency in procedures with references to screening, identification, assessment and diagnosis.
3. Describe the various procedures in using Assessment information for Education of Persons with MR
4. Use the various therapeutic intervention for persons with mental retardation in programming

Course Content:

(12 Hours)

Block 1: Overview of Mental Retardation

Unit 1 Historical perspective of mental retardation in India
Unit 2 Etiological factors of mental retardation
Unit 3 Classification of mental retardation
Unit 4 Characteristics of mental retardation
Unit 5 Mental retardation and associated conditions

Block 2: Needs, Tends and Issues in the field

(12 Hours)

Unit 1 Normalisation, Deinstitutionalization, mainstreaming, integration, inclusion
Unit.2 Human rights and responsibilities – Role of citizen and self advocacy groups
Unit 3 Habilitation and Rehabilitation in Mental Retardation
Unit 4 Socio-cultural implications with reference to gender of persons with mental Retardation, collaboration in multidisciplinary teams and role of special educators
Unit5 Accountability, Policies and Legislations, National and International Programmes, Social benefits and Concessions

Block 3: Screening, Identification, Assessment and Diagnosis

(12 Hours)

Unit 1 Approaches and types of assessment
Unit 2 Methods and tools of assessment
Unit 3 Construction for Special education
Unit 4 Introduction to existing educational assessment tools
Unit 5 Prevocational and vocational level

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Block 4: Using Assessment information for special education (12 Hours)

Unit 1 Using assessment information from Medical, Psychological, Educational and Vocational Areas for the purposes of programming.
Unit 2 Using Physical and perceptual assessment information for programming
Unit 3 Interpreting assessment information to develop Individual Educational Programme
Unit 4 Writing assessment and evaluation reports
Unit 5 Follow up programmes using the evaluation.

Block 5: Therapeutic Applications (12 Hours)

Unit 1 Physiotherapy
Unit 2 Occupational Therapy
Unit 3 Speech and Language Therapy
Unit 4 Art, Dance, Music, Drama Therapy
Unit 5 Yoga, Physical Education and Pranic Healing

Reference Books

1. Baine, D (1988), Handicapped children in Developing Countries, Assessment, Curriculum and Instructor, University of Alberta, Alberta
9. Narayan, J. Graduate Level Assessment Device for Children with Learning Problems in Regular Schools, Secunderabad, NIMH
COURSE-6
CURRICULUM AND TEACHING STRATEGIES CHILDREN WITH MENTAL RETARDATION

Objectives: - (60 Hours)

After studying this material, the student teachers are expected to realize the following Objectives:
1. Demonstrate understanding of principles, procedures and areas of curriculum development and teaching methods in mental retardation.
2. Develop skills in planning and effective use of educational and learning, and usage of appropriate Instructional methods and materials.
3. Describe the various approaches, methods and materials for teaching the persons with mild, moderate severe and profound retardation.
4. Explain the meaning and techniques of guidance and counseling.
5. Develop competence in dealing with families of the mentally retarded persons and in drawing support from community resources and services and apply their skills in training adult mentally retarded persons and vocational placement and/or management.

Course Content:

Block 1: Curriculum Development, Curricular domains & levels (12 Hours)

Unit 1 Curriculum for the persons with mentally retardation: Concepts, Principles, proceedings and changing trends
Unit 2 Criteria for classifying Curricular levels.
Unit 3 Approaches to curriculum development
Unit 4 Curriculum Domains: Personal, Social, Academic, Occupational, Recreational and Community living
Unit 5 Curriculum Development for children at various levels

Block 2: Teaching Strategies and Management (12 Hours)

Unit 1 Teaching Strategies
Unit 2 The individualised Educational plan and group level strategies
Unit 3 Pairing, Peer tutoring, co-operative learning, non directive teaching, Itinerant teaching
Unit 4 Management of persons with mental retardation in different educational settings
Unit 5 Record maintenance and educational arrangement

Block 3: Approaches, Methods and materials for Teaching Persons with mental retardation (12 Hours)

Unit 1 Diagnostic prescriptive teaching
Unit 2 Approaches in Teaching children with mental retardation
Unit 3 Methods of Instruction-Project play way, programmed instruction and use of technology
Unit 4 Preparation and selection of appropriate teaching learning material for children with Mental Retardation
Unit 5 Adaptation of aids with reference to normalisation

**Block 4: Techniques of Guidance and Counseling** (12 Hours)

Unit 1 Mental Retardation - Parental Perspective, concept of Guidance and counselling.
Unit 2 Behavior Modification and Systematic desensitization
Unit 3 Cognitive approaches to counseling
Unit 4 Counseling for life skills and social skills
Unit 5 Professional ethics in counseling.

**Block 5: Adult Training and Vocational Placement, Family and Community Partnership** (12 Hours)

Unit 1 Training Adults with Mental Retardation
Unit 2 Transition from School to Work
Unit 3 Assisting and supporting families
Unit 4 Community Participation
Unit 5 Organizing services for urban and rural clientele with mental retardation.

**Practicum**

**Case Study:** Every student trainee is to make a thorough study of given case in term of complete assessment and programme planning including Special Educational aspects collecting relevant assessment details of Psychological and theoretical aspects, develop individualized Educational Plan, implement comprehensive and evaluate and write a report with suitable recommendations. For the final examination, there will be a viva on the case studies and the relevant theoretical aspects.

**Teaching:** Every student training is expected to conduct atleast 12 lessons to undergraduate and B.Ed students undergoing training in Special Education on the assigned topics. For the final examination, the student trainee will have to take a class for a given group of student on a given topic with suitable lesson plans and use of Teaching Learning Material and appropriate method.
Reference Books

SPECIALISATION: VISUAL IMPAIRMENT
COURSE-5
Psychosocial and Educational Implications of Children with Visual Impairment

Objectives: 60 HOURS
After studying this paper the student teacher are expected to realize the following objectives:

- Explain the anatomy and physiology of the human eye.
- Describe the causes of visual impairment and common disease of the eye.
- Carry out the assessment of visual efficiency of low vision children.
- Describe the nature of visually impaired children with additional disabilities.
- Discuss the implication of visual impairment and learning characteristics.

Course Content:

Block 1:- Eye and Eye care 12 HOURS

Unit 1: Definitions: Blindness, Visually Impaired, Educationally Blind, Low Vision, Residual vision
Unit 2: Anatomy of the Human Eye and Process of Seeing
Unit 3: Refraction and Refractive Error
Unit 4: Causes of Visual Impairment
Unit 5: Eye Diseases

Block 2: Implication of Visual Impairment 12 HOURS

Unit 1: Objective and Subjective effects of Blindness
Unit 2: Factors affecting adjustment
Unit 3: Issues of Adolescents with Visual Impairment and their Management Strategies
Unit 4: Socio – Emotional Adjustment
Unit 5: Verbalism and mannerism

Block 3: Assessment of Visual Functioning 12 HOURS

Unit 1: visual acuity, visual field, tunnel vision, central scotoma, residual vision and testing distant and near vision.
Unit 2: Commonly used assessment tests
Unit 3: Clinical and functional assessment procedures
Unit 4: Visual efficiency – component and training in using the residual vision
Unit 5: Role of ophthalmic assessment for educational purposes.

Block 4: Association of visual Impairment with other impairments 12 HOURS

Unit 1: Mental retardation with visual impairments
Unit 2: Deaf blindness
Unit 3: Cerebral palsy in visually impaired persons
Unit 4: Learning disability among visually impaired persons
Unit 5: Nature of multiple handicapping conditions of visually impaired persons
Block 5: Learning Characteristics of Visually Impaired person  
12 HOURS
Unit 1: Nature of intelligence, memory and concept development in visually impaired children
Unit 2: Motor development
Unit 3: Personality traits in visually impaired children
Unit 4: Academic impairment of visually impaired children in general
Unit 5: Comparison of various senses in acquisition of information

Reference Books

COURSE-6
CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH VISUAL IMPAIRMENT 60 hours

Objectives:

After studying this paper the student teachers are expected to realize the following objectives:
- Comprehend the language development process of visually impaired children.
- Narrate plus-curriculum activities to visually impaired children.
- Acquire competency in teaching content areas to visually impaired children.
- Familiarise with the latest technological devices in serving the visually impaired.
- Explain the different rehabilitation process for visually impaired persons.

Course Content:

Block 1: Language Development 12 HOURS
- Unit 1: Pre-requisite skills for language development
- Unit 2: Vocabulary and comprehension
- Unit 3: Role of various senses in language development
- Unit 4: Strategies to overcome verbalism
- Unit 5: Language development related to Braille reading and writing

Block 2: Plus Curricular skills 12 HOURS
- Unit 1: Plus curricular needs of visually impaired children
- Unit 2: Mechanics of tactile, reading and writing
- Unit 3: Strategies for teaching Braille
- Unit 4: Need, importance and strategies for sensory training
- Unit 5: Need, importance and strategies for teaching of orientation and mobility skills

Block 3: Method of Teaching 12 HOURS
- Unit 1: Implication of visual impairment in teaching learning special concepts
- Unit 2: Implication of visual Impairment in teaching learning Mathematics
- Unit 3: Implication of visual impairment in teaching learning Science
- Unit 4: Implication of visual impairment in teaching learning Social Science
- Unit 5: Need and strategies for teaching creative Arts and Physical Education

Block 4: Application of Technology and Role of Research 12 HOURS
- Unit 1: Computerisation in Braille book production
- Unit 2: Modern Reading and mobility devices
- Unit 3: Assessment
- Unit 4: Tactile material production Technology
- Unit 5: Research on appropriate Technology
Block 5: Rehabilitation Services

Unit 1: Types of rehabilitation programme – Institution based rehabilitation and community based rehabilitation
Unit 2: Role of family and community in the rehabilitation process
Unit 3: Appropriate vocational counseling and training techniques in
Unit 4: Concept and types of guidance
Unit 5: Agencies involved in the rehabilitation of visually impaired person

Reference Books

SPECIALISATION: HEARING IMPAIRMENT
COURSE-5
AURAL REHABILITATION/HABILITATION OF CHILDREN WITH HEARING IMPAIRMENT

Objectives: (60 HOURS)

After studying this paper, the student teachers are expected to realise the following objectives:

1. Explain the hearing and auditory processes.
2. Describe the perception through hearing aids and auditory training and evaluation of hearing aids.
3. Comprehend the development of speech processes.
4. Enumerate the components of speech and teaching techniques.
5. Explain the role of speech lessons in dealing with hearing impaired children.

Course Content:

Block 1: Hearing and Auditory processes (12 HOURS)

Unit 1: Neurology and Psychology of hearing
Unit 2: Procedures in audiometry
Unit 3: Introduction to objective tests and their application in early identification.
Unit 4: Amplification Systems for Individuals with Hearing Impairment: Individual Systems and Group Systems
Unit 5: Environmental factors in selection of site, environmental consideration for building and classroom acoustics, with reference to schools for the deaf.

Block - 2: Perception through Hearing Aids and Auditory Training and Evaluation of Hearing Aids (12 HOURS)

Unit 1: Auditory Perception and basic acoustic properties of speech
Unit 2: Auditory training and Auditory Verbal Therapy (AVT)
Unit 3: Acoustics to enhance speech perception
Unit 4: Evaluation of hearing aids using electro acoustic analysis
Unit 5: Technical specification for classroom devices

Block - 3: Introduction to language and theories of Language acquisition (12 HOURS)

Unit 1: Nature, Scope of Language and Structure of Indian Language.
Unit 2: Theories of language development.
Unit 3: Language Theories: Relevance in understanding language of children with deafness
Unit 4 : Language Assessment in Children with Hearing Impairment.
Unit 5 : Error Analysis of written language

**Block - 4: The Speech process and components of speech** (12 HOURS)

Unit 1: Characteristics of good speech
Unit 2: Production of speech sounds
Unit 3: Process of Speech Production and its Relevance in Understanding Dynamics of Voice and Articulation
Unit 4: Identification and Analysis of Speech Errors in Individuals with Hearing Impairment
Unit 5: Empirical evidences

**Block - 5: Speech Teaching** (12 HOURS)

Unit 1: Objectives and Planning
Unit 2: Selection of appropriate sensory channel and materials and equipment
Unit 3: Recent advances in technology in teaching speech
Unit 4: Speech teaching goals for pre primary, primary and secondary school levels.
Unit 5: Concept of total communication and alternative augmentative communication

**Reference Books**

   Central institute for the Deaf, St. Louis, U.S.A.
   Englewood Cliffs, New Jersey.
COURSE-6
CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH HEARING IMPAIEMENT

Objectives: (60 Hours)
After studying this paper, the student teachers are expected to realize the following objectives:

1. Explain the curriculum and Teaching methods and their adaptations followed in education of hearing impaired children.
2. Describe the modes of communication used with the hearing impaired persons.
3. Narrate the methods and techniques of teaching language, reading and writing.
4. Comprehend the various aspects of mainstreaming of children with hearing impairment.
5. Explain the concept of Educational evaluation and guidance and apply the various techniques with hearing impaired children.

Course Content:

Block 1: Curriculum and Teaching Methods in Education of Children with Hearing Impairment (12 Hours)
Unit 1 Concept, Principles, procedures and changing trends in curriculum development
Unit 2 Basic curriculum skills
Unit 3 Review of the curriculum and academic concessions
Unit 4 Teaching principles and approaches

Block 2: Modes of communication used with HI Children/Persons (12 hours)
Unit 1 Use of Manual Signs for Communication and Sign Language of the Deaf Community
Unit 2 Unisensory approach (Aural)
Unit 3 Multi sensory approach
Unit 4 Multi – sensory combinations of modes (verbal communication)
Unit 5 Concept of total communication and alternative augmentative communication.

Block 3: Methods and techniques of teaching languages reading and writing (12 hours)
Unit 1: Principle, methods and techniques of teaching language to the children with hearing impairment
Unit 2: The Reading Process: Developing Reading in Children with Hearing Impairment
Unit 3: Teaching Aids Used At Different Levels for Different Activities
Unit 4: Methods of Developing Writing Skills
Unit 5: Computer Assisted Instructions and Education of the Deaf.

Block 4: Mainstreaming and Inclusion (12 Hours)
Unit 1 Concept of integrated and inclusive education
Unit 2 Models of integrated and inclusive education
Unit 3 Status of integrated and inclusive education and evaluation for readiness for integrated/Inclusive education in India.
Unit 4  Language maturity, social integration, mainstreaming and inclusion
Unit 5  Trends in vocational placement of the persons with a hearing impairment.

Block 5: Educational Assessment and Guidance (12 Hours)

Unit 1 Educational Assessment: NRT, and CRT
Unit 2: Curriculum based assessment
Unit 3 Report Writing
Unit 4 Guidance and counseling

Reference Books

SPECIALIZATION (Course-5)

LEARNING DISABILITY
IDENTIFICATION AND ASSESSMENT

Objectives:
After studying this course, the student teacher is expected to realize the following objectives:
1. Define and explain the different types of learning disabilities with reference to types and factors affecting learning.
2. Identify the areas of assessment for learning disability.
3. Describe various approaches and techniques of assessment.
4. Critically evaluate the usefulness of different types of assessment for learning disabled children.
5. Diagnose and interpret results of assessment used for learning disabled children.

Course Content:

Block 1: Overview of Learning Disabilities (10 Hrs)
Unit 1 - Philosophical and Psycho-Social Perspectives.
Unit 2 - Definition, Prevalence and Issues in Learning Disability.
Unit 3 - Types & Characteristics of Learning Disability: Dyslexia, Dysgraphia, Dyscalculia, Dysphasia, Non-Verbal Learning Disability, Dyspraxia, and Global LD.
Unit 4 - Associated conditions.
Unit 5 - Etiological factors: Neurological, Neuropsychological and Medical.

Block 2: Approaches and Techniques of Assessment (12 Hrs)
Unit 1 - Principles for selection of tools for assessment
Unit 2 - Definition, Scope and Purpose of Assessment.
Unit 3 - Approaches to Assessment
Unit 4 - Techniques of Assessment
Unit 5 - Characteristics of a good test: Reliability, Validity, Objectivity, Usability

Block 3: Areas of Assessment (14 Hrs)
Unit 1 - Basic Learning Processes- Attention, Perception, Memory, Concept Development and Thinking
Unit 2 - Perceptual motor
Unit 3 - Language
Unit 4 - Quantitative thinking (in relation to maths)
Unit 5 - Behavioral and Social

Block 4: Types of Assessment (14 Hrs)
Unit 1 - Types- Formal, Informal, Ecological, (CBA) Curriculum Based Assessment.
Unit 2 - Formal Tests
Unit 3 - Teacher made tools/tests (Educational, functional and ecological) - construction, scoring, interpretation.
Unit 4 - Analysis, Interpretation of data and Report writing
Unit 5 - Differential diagnosis

Block 5: Contemporary Trends and Issues in assessment with reference to: (10 Hrs)

Unit 1 - Infancy and early childhood
Unit 2 - Inclusive Education
Unit 3 - Adulthood- Higher Education, Career Education and Life Skills Education
Unit 4 - Family and community
Unit 5 - Legal Provisions and Issues

REFERENCES

(3) Chaote Joyce. S Successful mainstreaming Allyn and Bacon. 1991
(13) Muncy, Patricia E. Complete book of Illustrate Reading & Writing Activities for Primary, Grades, , New york Inc. 1995.
SPECIALIZATION(Course-6)

LEARNING DISABILITY
CURRICULUM AND INTERVENTION

Objectives:
After studying this course, the student teacher is expected to realize the following objectives:
1. Describe the principles, types, and the areas of curriculum.
2. Explain the concept and process of curriculum development.
3. Apply theories and models of intervention for learning disabilities.
4. Use effective teaching strategies to develop desirable skills in persons with learning disability.
5. Explain types and techniques of guidance and counseling.
6. Apply knowledge of therapeutic techniques and practices
7. State issues and needs of children with learning disabilities

Course Content:

Block 1: Curriculum Development and Curricular Areas
(12Hrs)
Unit 1 - Concept, principles, and process of curriculum development and Design
Unit 2 - Approaches to Curriculum Development and types of curriculum: Need based, activity based, competency based
Unit 3 - Individualized Education Programme
Unit 4 - Curricular areas, readiness skills, concept development, language, perception (Visual, auditory and social)
Unit 5 - Curriculum: Alternative, Adjustment, and adaptation.

Block 2: Approaches and Methods
(12 Hrs)
Unit 1 - Percepto-Motor approach - Frosting, Barsch, Kephart
Unit 2 - Multi-sensory approach - Fernald, Orton-Gillingham, Montessori
Unit 3 - Peer tutoring, cooperative learning, Collaborative learning
Unit 4 - Cognitive- Metacognition, Cognitive Behaviour Management
Unit 5 - Behavioural- Precision teaching, Applied Behaviour Analysis

Block 3: Strategies for Intervention in
(16 Hrs)
Unit 1 - Reading.
Unit 2 - Writing and spellings
Unit 3 - Maths
Unit 4 - Thinking Skills
Unit 5 - Study Skills

Block 4: Guidance and Counselling
(10Hrs)
Unit 1 - Guidance and Counselling - Nature and Needs
Unit 2 - Types of Counselling - Developmental, family, educational, vocational
Unit 3 - Basic skills of counselling
Unit 4 - Behavioural Therapy
Unit 5 - Modes of communication for guidance and Counselling.
Block 5: Program Planning for:                                      (10Hrs)
Unit 1 Inclusive Education
Unit 2 Transition
Unit 3 Life-skill Education
Unit 4 Parent education
Unit 5 Use of assistive technology

REFERENCES

(3) Chaote Joyce. S Successful mainstreaming Allyn and Bacon. 1991