DR. SHAKUNTALA MISRA NATIONAL REHABIILITATION UNIVERSITY, LUCKNOW

Curriculum Framework
M.Ed. Special Education (Visual Impairment)
M.Ed. S.E. (VI)

Course Content, 2019
(Effective from Session 2019-20)

Department of Visual Impairment
Faculty of Special Education

Master of Education Special Education (Visual Impairment) {M.Ed.S.E. (V.I.)}

I. PREAMBLE

The success of SSA and RTE Act (2009, 2012) and implementation of Rights of Persons with Disabilities Act (2016) 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 the previous 1 year M.Ed. Special Education (Visual Impairment) 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. Special Education (Visual Impairment) 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 comprehensions of theory as well as hands-on reflective practice.

While the revised B.Ed. Special Education-Visual Impairment programme provides 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. Special Education (Visual Impairment) 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. Special Education (Visual Impairment) 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. Special Education (Visual Impairment) degree may become educational manager or curriculum planner or teacher educator, research remains a common thread in all or any of these roles. Theresearch component in the M.Ed. Special Education (Visual Impairment) program produces reflective practitioners, efficient managers and professionals engaged in academic pursuits.

II. AIM

The aim of the M.Ed. Special Education (Visual Impairment) Programme is of preparing teachers as education leaders in the field of visual impairment. The major thrust of the M.Ed. Special Education (Visual Impairment) 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. Special Education (Visual Impairment) 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 the programme is as per UGC Notification of 2009 and 2014 and the new nomenclature will be M.Ed. Special Education (Visual Impairment).

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

Duration

The Course/programme will be of two years with 2 semesters in each year. Each semester will be of 16-18 weeks of teaching/practicals with 4 weeks in summer and 2 weeks in winter semester breaks (twice). In this way, the 64-72 operational weeks will be available for transacting the course with one 4-weeks summer break and two 2-weeks winter breaks.

VI. PROGRAMME STRUCTURE

STRUCTURE FOR 4 SEMESTERS (2 YEARS)

Code	Area	Courses	Credits
A	Core courses	7	28
B	Specialization Courses	4	16
C	Elective Courses	1	04
D	Dissertation	1	16
E	Practical I	2	08
F	Practical II	2	08
Total		**17**	**80**

AREA A - CORE COURSES

Course Code	Title	Credits	Marks
MCP 101	Developments in Education and Special Education	4	100
MCP 102	Psychology of Development and Learning	4	100
MCP 201	Research Methodology and Statistics	4	100
MCP 202	Curriculum Design & Development	4	100
MCP 203	Inclusive Education	4	100
MCP 301	Perspectives in Teacher Education - In-service & Pre-service	4	100
MCP 302	Educational Evaluation	4	100
Total		**28**	**700**

AREA B - SPECIALIZATION COURSES

Course Code	Title	Credit	Marks
MSV 103	Identification, Assessment and Needs of Children with Visual Impairment	4	100
MSV 106	Curriculum And Teaching Strategies for Children with Visual Impairment	4	100
MSV 401	Adulthood and Family Issues	4	100
MSV 402	Therapeutics and Assistive Devices	4	100
Total		**16**	**400**

AREA C - ELECTIVE COURSES

Course Code	Title	Credit	Marks
MEC 306	Educational Management	4	100
MEC 307	Educational Technology	4	100
MEC 308	Guidance and Counselling	4	100
Total		**4**	**100**

Note: Any one to be offered

AREA D - DISSERTATION

Course Code	Title	Credit	Marks
---	Visit to libraries and selection of area	0	Nil
MDI 201	Theme Paper on selected dissertation areas with Reviews	4	100
MDI 301	Synopsis preparation & presentation	4	100
MDI 401	Dissertation	8	200

AREA E - PRACTICAL RELATED TO SPECIFIC DISABILITY

Course Code	Title	Credit	Marks
MPA 109	Related to Visual Impairment	4	100
MPV 207	Practical related to Visual Impairment	4	100

AREA F - PRACTICAL II

Course Code	Title	Credit	Marks
MPA 309	Field Engagement / Internship as a Teacher Trainer	4	100
MPA 402	Field Engagement / Internship as a Teacher Trainer	4	100

SEMESTER-WISE STRUCTURE
SEMESTER I

COURSE CODE	COURSE TITLE	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
MCP 101	Developments in Education and Special Education	4	30	70	100
MCP 102	Psychology of Development and Learning	4	30	70	100
MSV 103	Identification, Assessment and Needs of Children with Visual Impairment	4	30	70	100
MSV 106	Curriculum And Teaching Strategies for Children with Visual Impairment	4	30	70	100
MPA 109	Practical related to disability	4	60	40	100
	TOTAL	**20**	180	320	**500**

Engagement with field as part of courses indicated below:

Sl. No.	Task for the Teacher Educators	Course	Place
1	Assignment / Project	MCP 101	University
2	Assignment / Project	MCP 102	University
3	Assessment & Identification of Needs	MSV 106	Clinic / School, etc.

SEMESTER II

COURSE CODE	COURSE TITLE	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
MCP 201	Research Methodology and Statistics	4	30	70	100
MCP 202	Curriculum Design & Development	4	30	70	100
MCP 203	Inclusive Education	4	30	70	100
MDI 201	Theme Paper on selected dissertation areas with Reviews	4	60	40	100
MPV 207	Practical related to disability	4	60	40	100
	TOTAL	**20**	210	290	**500**

Engagement with field as part of courses as indicated below:

Sl. No.	Task for the Teacher Educators	Course	Place
1	Assignment / Project / Presentation	MCP 201	University
2	Assignment / Project / Presentation	MCP 203	University/Special/Inclusive
3	Assignment / Project / Presentation	MPA 301	school
4	Assignment / Project / Presentation	MSV303	

SEMESTER III

COURSE CODE	COURSE TITLE	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
MCP 301	Perspectives in Teacher Education – In-service & Pre-service	4	30	70	100
MCP 302	Educational Evaluation	4	30	70	100
MDI 301	Synopsis preparation & presentation	4	60	40	100
ELECTIVE COURSES (Any one):					
MEC 306	Educational Management				
MEC 307	Educational Technology				
MEC 308	Guidance and Counselling	4	30	70	100
MPA 309	Field Engagement/ Internship as a Teacher Educators	4	60	40	100
TOTAL		**20**	210	290	**500**

Engagement with field as part of course as indicated below:

Sl. No.	Task for the Teacher Educators	Course	Place
1	Assignment/ Project/ Presentation	MCP 202	Institute/School
2	Assignment/ Project/ Presentation	MSV 106	Institute/School
3	Assignment/ Project/ Presentation	MEC 307	Institute/ School

SEMESTER-IV

COURSE CODE	COURSE TITLE	CREDITS	INT MARKS	EXT MARKS	TOTAL MARKS
MSV 401	Adulthood and Family Issues	4	30	70	100
MSV 402	Therapeutics and Assistive Devices	4	30	70	100
MDI 401	Dissertation submission and Viva-voce	8	120	80	200
MPA 402	Field Engagement/Internship as a Teacher Trainer	4	60	40	100
TOTAL		**20**	240	260	**500**

- 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. Special Education (Visual Impairment) level in topics from the curriculum of B.Ed. Special Education (Visual Impairment).

VII. 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.

VIII. 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 University 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 Dean of the Faculty on genuine grounds).

IX. ELIGIBILITY FOR ADMISSION

The admission for the degree of M.Ed. Special Education (Visual Impairment) degree shall be open to:

a) A candidate who has successfully passed B.Ed. Special Education (Visual Impairment) with minimum 50% marks from a recognized university.
b) A candidate who has successfully passed the B.Ed. General course and has successfully completed Diploma in Special Education in Visual Impairment recognized by the Rehabilitation Council of India with minimum 50 percent marks in each course.
c) A candidate having passed PG Diploma (Till Academic session 2014-15)
d) A student with B.A./B.Sc./B.Com. B.Ed. Special Education (Visual Impairment) (4 years Integrated)

e) Candidate should have valid RCI registration.

Note: A candidate with B.Ed. in particular specialization may be allowed for M.Ed. cross disability/ multi-category (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 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.

X. PROGRAMME PATTERN

The programme has been developed on Semester basis. The University has earmarked 2000 marks for M.Ed. Special Education (Visual Impairment).

XI. PASSING MINIMUM

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

XII. NATURE OF EVALUATION

Evaluation would be Internal & External as per DSMNR University norms.

XIII. 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.

XIV. AWARD OF DEGREE

The Universities will award degree in **Master of Education Special Education (Visual Impairment)**. **M.Ed.Spl.Ed. (VI)**.

XV. 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.

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.

XVI. PRACTICING SCHOOLS

Practicing schools would be of 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.*

Course Details
AREA A
CORE COURSES

Course Code	Title	Credit	Marks
MCP 101	Developments in Education and Special Education	4	100
MCP 102	Psychology of Development and Learning	4	100
MCP 201	Research Methodology and Statistics	4	100
MCP 202	Curriculum Design & Development	4	100
MCP 203	Inclusive Education	4	100
MCP 301	Perspectives in Teacher Education – In- service & Pre-service	4	100
MCP 302	Educational Evaluation	4	100
	Total	**28**	**700**

DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION

Course Code: MCP 101   **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.*

Course Contents

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
    3.1 National Legislations (RCI Act 1992, PWD Act 1995, National Trust Act 1999, Biwako Millennium Framework)
    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), National Knowledge Commission 2005, New Education Policy 2015 (Consultation Phase) & 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

Transaction Methodology:

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

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

- Anand, C.L. et.al. (1993). Teacher and Education in Emerging Indian Society, NCERT, New Delhi. Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.
- Education Commission. (1964-1966). Ministry of Education, Government of India, New Delhi.
- Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, New Delhi.
- Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., &Salin, D. (2014). Including Children with Special Needs: Primary Stage. NCERT, New Delhi.
- Kumar, A. (2003). Environmental challenges of the 21st century, APH Publishing Corporation, New Delhi.
- Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers. MacMillan, New Delhi.
- National Policy on Education (1986). Ministry of Human Resource Development. Govt. of India, New Delhi.
- National University of Educational Planning and Administration (2014). Education for All Towards Quality with Equity: INDIA. NUEPA, New Delhi.
- Ozial, A.O. (1977). Hand Book of School Administration and Management. Macmillan, London.
- Programme of Action (1992). Ministry of Human Resource Development. Govt. of

India, New Delhi.

- Report of Core group on value orientation to education (1992). Planning commission, Govt of India.
- Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
- School Education in India – Present Status and Future Needs (1986). NCERT, New Delhi.
- Seventh All India School Education Survey (2002). NCERT, New Delhi.
- UNDP (1996). Human Development Reports. OxfordUniversity Press. New York.
- UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
- UNESCO (2009). Report on Education for sustainable development.
- Varghese, N.V. (1995). School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.

PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Course Code: MCP 102   **Credits: 04**
Contact Hours: 60   **Marks: 100**

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: Observation, Experimental method, Correlational, Clinical & 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 and principles of Growth and Development
 2.2 Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence
 2.3 Physical, Psycho-social (Erikson), socio-cultural (Vygotsky) emotional, moral development (Jean Piaget and Kohlberg), play and language development (Chomsky)
 2.4 Cognitive Development: Piaget, Bruner, and Vygotsky
 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, Meta cognition
 3.4 Intelligence: Nature, types, theories and assessment; 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 Constructivism-Personal and Social; Neuro-biological bases of learning: Brain based learning, brain hemisphericity and learning; right dominant and left dominant learners and their learning traits, cognitive metabolism and educational implications of biological bases of learning for teachers.
 4.3 Personality: Concept, definition and principles of personality development

4.4 Personality Theories-Psychoanalytic-Freud & Neo-Freudians, Type, Trait, Type-cum-Trait and Humanistic. 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

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

Suggested Readings

- Bernard, H.W. (1972). Psychology of Learning and Teaching. Mc Grow Hill, New York.
- Chauhan, S.S. (1996). Advanced Educational Psychology. Vikas Publishing House, New Delhi.
- DeCecco, J.P., & Crawford, W. (1977). Psychology of Learning and Instruction. Prentice Hall, New Delhi.
- Driscoll, P.M. (1994). Psychology of Learning for Instruction. Allyn&Becon, Boston.
- Hurlick, E.B. (1992). Child Development. Mc Grow Hill, New York.
- Joyce, M., & Others (1992). Models of Teaching. Holt Rinehart and Winston, New York. Bruce R. Joyce (Author), Marsha Weil (Author), Emily Calhoun
- Lindgren, H.C. (1976) Educational Psychology in the Classroom. John Wiley, New York.
- Mildred, C.R.F. (1978). Infants, Children: Their Development and Learning. Gran Hill, New York. (Indian Reprint).
- Panda, K.C. (1997). Elements of Child Development. Kalyani Publishers, New Delhi.
- Sharma, P. (1995). Basics on Development and Growth of a Child. Reliance Publication, New Delhi.
- Slavin, E.R. (2003). Educational Psychology: Theory and Practice (7th ed.). Allyn&Becon, Boston.
- Wilson, A.R., Rockbeck, M.C., & Michael, N.B. (1979). Psychological Foundations of Learning and Teaching. McGrand Hill, New York.

RESEARCH METHODOLOGY AND STATISTICS

Course Code: MCP 201   **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
      -Ways of Knowing, Ways of validation of truth, Epistemology, Methodology and Methods
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: Major Paradigms, Types and Methods of Research

2.1 Major paradigms - Quantitative: Concept, assumption and characteristics; Qualitative: Concept, assumption and characteristics

2.2 Types of research: Fundamental, Applied, and Action; Interdisciplinary, Multidisciplinary, and Transdisciplinary

2.3 Methods of Research: Descriptive, Co-relational, Ex-post facto, Experimental; Designs (i) Pre-experimental, (ii) Pre-Post designs, (iii) Quasi Experimental design, (iv) single subject design

2.4 Process of research- Selection of problem, Review of literature, Sampling: Types and selection process, Hypothesis and its testing, Variables- Concept, types and controlling mechanism

   2.4.1 Data gathering instruments: tests, questionnaire, interview, observation schedule, rating scale, checklist, inventory

   2.4.2 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 Descriptive Statistics: Measures of Central Tendency (Mean, Median, and Mode), Measures of Variability and its coefficients (Standard Deviation, Quartile Deviation and Range), Measures of Correlation- Product Moment, Biserial-r, Point-biserial, Phi-coefficient, Regression analysis

3.2 Parametric and non-parametric tests: Concept, assumptions, scope and difference

3.3 Inferential statistics
- Underlying concepts: Scales of measurement, Normal Probability Curve and its applications, Sampling error, standard error of statistics, confidence level, level of significance, acceptance and rejection region, 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 (SPSS and others) for data analysis
3.5 Tabulation and graphic representation of data

Unit 4: Qualitative Research Methods and Analysis
4.1 Phenomenological, ethno-methodological and grounded theory
4.2 Ethnography and case study
4.3 Narrative/discourse and visual methodologies
4.4 Mixed method: Sequential explanatory, sequential exploratory and concurrent design
4.5 Themes, coding and presentation, policy research-needs and methods.

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
- Agarwal, A.N. (2002). Quantitative Methods. Vrinda Publishing, New Delhi.
- Best, J.W., & Kahn, J.V. (1996). Research in Education. Prentice-Hall, New Delhi.
- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
- Desu, M.M., &Raghavarao, D. (1990) Sample Size Methodology. Academic Press, Boston.
- Dooley, D. (1997). Social Research Methods. Prentice-Hall, New Delhi.
- Gaur,A.S., & Gaur, S. S.(2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. Sage Publishers, New Delhi.
- Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication, London.

- Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
- Guptha, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.
- Hegde, M. N. (2003). Clinical research in communicative disorders. PRO-ED: Austin, Texas
- Khan, M.S. (2005). Educational research. Ashish Publishing House: New Delhi
- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananathapuram.
- Siegel, A., &Castellen, N.J. (1988). Non Parametric statistics for Behavioural Sciences. McGraw-Hill, New York.
- Silverman, D. (2012). Qualitative Research. Sage Publication, London.

Suggested Readings

- Berg, B.L., & Lune, H. (2011). Qualitative Research Methods for the Social Sciences. Pearson Publication, Boston.
- Bogdan, R. C., &Biklen, S. K. (2007). Qualitative research for education: An introduction to theory and methods (5th ed). Pearson, Boston.
- Lipsey, M.W. (1990). Design Sensitivity: Statistical Power for Experimental Research. Sage Publications, Newbury Park, CA.
- Singh, A. K. (2004).Tests Measurement and Research Methods in Behavioural Science. Tata McGraw-Hill Publishing, New Delhi.

CURRICULUM DESIGN & DEVELOPMENT

Course Code: MCP 202   **Credits: 04**
Contact Hours: 60   **Marks: 100**

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 & 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 and Andragogical Theories and curriculum transaction
    4.3   Material Adaptations
    4.4   Instructional Adaptations
    4.5   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
• Aggarwal, D. (2007).Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.
• Alexander, R. J. (2001). Culture and pedagogy: International comparisons in primary education. Oxford and Boston, Blackwell.
• Daniels, H., & Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. McGraw Hill, New York.
• Daniels, H., & Porter, J. (2011). Educational theories, cultures and learning: A critical perspective. Routledge, London.
• Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues in curriculum. Allyn& Bacon, Boston.
• Wiles, J. (2009). Leading Curriculum Development. Corwin Press, New Jersey.
• Wiles, J.W., & Joseph, B. (2006). Curriculum Development: A Guide to Practice. Pearson Publication, London.

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

INCLUSIVE EDUCATION

Course Code: MCP 203   **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)
   2.2 International Conventions: Convention Against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)
   2.3 International Frameworks: Salamanca Framework (1994)
   2.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy for Persons with Disabilities (2006)
   2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA (2009), IEDSS (2013)

Unit 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 and Whole School Development
   3.5 Collaborations**:** Models of collaboration, Working with Parents, Managing Conflict, Co-teaching & Mentoring and Coaching

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 & gifted children

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
- Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman Publishing, London.
- Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.
- Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.
- Jorgensen, C. M., Mc Sheehan, M., &Sonnenmeier, R. M. (2009). Essential best practices in inclusive school. Institute on Disability/UCE, University of New Hampshire
- Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. OxfordUniversity Press, New Delhi.
- Peterson, M., &Hittie, M. (2009). Inclusive teaching: The journey towards creating effective schools for all learners. Merrill, New Jersery.
- Skidmore, D. (2004) Inclusion: The Dynamic of School Development, Open University Press, Buckingham.
- Villa, R. A., & Thousand, J. S. (2005) Creating An Inclusive School, Association for Supervision and Curriculum Development. ASCD, Alexandria.
- Wade, S. E. (2000). Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers. Lawrence Erlbaum Associates, New Jersery.

Suggested Readings

- Berry, B., Daughtrey, A., &Weider, A. (2010). Teacher leadership: Leading the way to effective teaching and learning. Centre for Teaching Quality, Washington, DC.
- Carr, J. F., Herman, N., & Harris, D. E. (2005) Creating DynamicSchools through Mentoring, Coaching, and Collaboration. ASCD, Alexandria.
- Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). Peer support strategies: Improving all students' social lives and learning. Paul H. Brookes, Baltimore.
- Kunc, N. (2000). Rediscovering the right to belong. In R. A. Villa & J. Thousand (Eds.), Restructuring for caring and effective education: Piecing the puzzle together Brookes. Baltimore.
- Mastropieri, M. A., &Scruggs, T. E. (2006). The inclusive classroom: Strategies for effective instruction. Prentice-Hall, New Jersery.
- Odom, S. L., McConnell, S. R., Ostrosky, M., Peterson, C., Skellenger, A., Spicuzza, R., Chandler, L. K., McEvoy, C. A., &Favazza, P. C. (1993). Play time/social time: Organizing your classroom to build interaction skills. Communication Skill Builders, Tucson, AZ.
- UNESCO (1994). The Salamanca statement and framework for action on special needs education. Paris.

PERSPECTIVES IN TEACHER EDUCATION - IN-SERVICE AND PRE-SERVICE

Course Code: MCP 301   **Credits: 04**
Contact Hours: 60   **Marks: 100**

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 Recommendations of Justice Verma Committee, NCFTE, 2009, NCTE Regulations, 2014, and PMMMNMTT, 2014

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

- NCTE (1998). Policy Perspectives in Teacher Education: Critique and Documentation, New Delhi.
- Saxena, N.R., Mishra, B.K., &Mohanty, R.K. (1998). Teacher Education, R-Lall Book Depot, Meerut.
- Sharma, R.A. (2002). Teacher Education. International Publication House, Meerut.

EDUCATIONAL EVALUATION

Course Code: MCP 302   **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 27nalyse 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
- Airasian, P.W. (1991). Classroom Assessment. McGraw-Hill, New York.
- American Educational Research Association, American Psychological Association, and National Council on Measurement and Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.
- American Federation of Teachers, National Council on Measurement in Education, and the National Education Association. (1990). Standards for teacher competence in educational assessment of students. Washington, DC: Author.
- Gipps, (1996). Assessment for learning. In Little, A. and Wolf, A. (eds) Assessment in transition: Learning, monitoring and selection an international perspective. OxfordPergamon Press, London.
- Gronlund, N.E., & Linn, R. (1990). Measurement and evaluation in teaching (6th Edition). Macmillan, New York.
- Hamayan, (1995). Approaches to alternative assessment. "Annual Review of Applied Linguistics," 15, 212-226.
- Headington (2003). Monitoring, Assessment, Recordin^{g,} Reporting & Accountability. II-Ed, David Fulton Pub. , London.
- Hibbard, K. M. and others. (1996). A teacher's guide to performance-based learning and assessment. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mathew, S. (2005). Evaluation: curricular strategies and adaptations for children with hearing impairment. Kanishka: New Delhi.
- Mathew, S. & Mishra, A. (2010). Knowledge based evaluation of students with hearing impairment. Journal of NCED, 2(1), 26-33.
- Mathew, S. (2010). Educational Evaluation .Curriculum and teaching strategies for CWHI. MED SEDE (HI) Manual, IGNOU, New Delhi.
- Mehrens, W. A., & Lehmann, I. J. (1991). Measurement and evaluation in psychology (IVED). HarcourtBraceCollege Publishers, New York.
- NSW syllabuses: Assessment for, as and of Learning. Retrieved from syllabus.bos.nsw.edu.au/support.../assessment-for-as-and-of-learning on 10.4.2015
- Programme evaluation and review technique. Retrieved from

http://www.inc.com/encyclopedia/program-evaluation-and-review-technique-pert.html on 10.4.2015

• School self-evaluation. http://www.education.ie/en/Schools-Colleges/Services/Quality-Assurance/SSE-Primary-and-Post-Primary/School-Self-Evaluation.html on 10.4.2015
• School self-evaluation. Retrieved from http://schoolself-evaluation.ie/post-primary/index.php/what-school-self-evaluation/?doing_wp_cron=1429505616.9318289756774902343750 on 10.4.2015
• UNICEF (2006). New trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/New_trends_Dev_Evaluation.pdf on 16.4.2015
• Wiggins, G. (1993) Assessing studentsperformance.SanFrancisco:Jossey-Bass.

Suggested Readings
• Braden, J. (2001). The clinical assessment of deaf people's cognitive abilities. In clark,M. D.; Marschark, M., &Kretchmer, M.(Eds.). Context, cognition and deafness, GalludetUniversity press, Washington. Pg.14-37.
• Elliot, S.N., Kratochwill, T. R., & Gilbertson, A. G. (1998). The Assessment Accommodation Checklist: Who, What, Where, When, Why and Who? Teaching Exceptional Children, 31(2), 10 –14.
• Eriksen, S.C. (1969). The teacher made test. Memo to the Faculty, no.35. AnnArbor: Centre for Research on learning and teaching, University of Michigan.
• Fernandez, H. (2008). Knowledge based achievement of students with hearing impairment on different types of assessment. Unpublished Master Disseratation, University of Mumbai.
• Frechtling, J.A. (1991). Performance assessment: Moonstruck or the real thing? Educational Measurement: Issues and Practices, 10(4), 23-25.
• Jacob, L. C., Chase, C. N. (1992). Developing and using tests effectively: A guide for faculty. Josse-Bass Publishers, San Francisco.
• Junaid, I.M., & Muhammad, D. N. (2002). Assessing nomadic children's learning achievement: what tools and which strategies? Retrieved from curriculum.pgwc.gov.za/resource_files/22153409_16.doc
• Linn. R.L, Baker, E. L., & Dunbar, S. B. (1991). Complex Performance based assessment. Educational Researcher, 20(8), 15-21.
• Mathew, S. (2010). Impact of Knowledge Based Evaluation on Achievement of Students with Hearing Impairment: An Experimental Study. A PhD Thesis (Unpublished), MJPRohilkhandUniversity.
• Meyer, C.A. (1992) .What is the difference between Authentic and Performance assessment? Educational Leadership,49(8),39-40
• Mountain, A. (2005). Science assessment of deaf students: Considerations and implications of state accountability. Measurements. MSSE Masters Project. Submitted to the National Technical Institute for the Deaf, RochesterInstitute of Technology, New York.
• Musselman, C.R., Lindsey. P. H., & Wilson A. K. (1988). An evaluation of recent trends in preschool programming for hearing impaired children. Journal of Speech and Hearing Disorders, 53, 71-88.
• Nair, P. (2005). A study of the effectiveness of individualized instructional material on mastery of mathematical concepts related to time in children with hearing impairment. Unpublished Master Dissertation, University of Mumbai.
• Stiggins, R.J. (1994). Student-Centered classroom assessment. MacMillan, New York
• Tannenbaum, J.E. (1996). Practical Ideas on Alternative Assessment for ESL Students. ERIC Clearinghouse on Languages and Linguistics WashingtonDC, ERIC Identifier ED395500, 1-6.

AREA-B
SPECIALIZATION COURSES

Course Code	Title	Credit	Marks
MSV 103	Identification, Assessment and Needs of Children with Visual Impairment	4	100
MSV 106	Curriculum and Teaching Strategies of Children with Visual Impairment	4	100
MSV 303	Adulthood and Family Issues	4	100
MSV 204	Therapeutics and Assistive Devices.	4	100

IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH VISUAL IMPAIRMENT

Course Code: MSV 103   **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 combinatio 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 Historical development of education of children with 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, Retinipathy 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, Reading Preference Test, Cornell Medical Index on Visually Handicapped children

3.2 Identification of children with low vision and psychosocial implications of low vision

3.3 Functional vision assessment: selection of methods and tools for functional vision assessment of persons with low vision: low vision assessment by Jill Keeffe, Lea Tests

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

- Barraga, N. C. (1980). Sequences of Visual Development.University of Texas. Austin.
- Bhan, S., & Swarup, S. (2010). Functional skills inventory for the blind. National association for the blind, Mumbai.
- Bhandari, R., & Narayan J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. Voice and vision: India.
- Corn, A. L., & Koenig, A.J. 2000. Foundation of Low Vision: Clinical & Functional Perspective. AFB Press, New York.

- Dimri, A. (2002). Prepration of Norms of WISC-R (Verbal) for the Visually Handicapped. NIVH, Dehradun.
- Hyvarinen, L., & Jacob, N. (2011).What and how does this child see: assessment of visual functioning for development and learning. Vistest Ltd. Finland.
- Leat, S.J., Shute R.H., &Westall, C.A. (1999). Assessing children's vision: A Handbook. Butterworth-Heinemann: Oxford.
- Lueck, A. H. (2004). Functional Vision- A practitioner guide to Evaluation &Intervention,.AFB Press. New York.
- Mani, M.N.G. (1992). Concept development of blind children. SRK Vidyalaya. Coimbatore.
- Mani, M.N.G. (1993).Concept Development of Blind Children: A Research Study. Shri Ramakrishna MissionVidyalaya. Printing Press. Coimbatore.
- Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low Vision. Coimbatore: International Human Resource Development Centre for the Disabled.
- Mukhopadhyay, M., Jangira, N.K., Mani M.N.G., &RoyChoudary, M. (1988). Source Book For Training Teachers Of Visually Impaired. NCERT. New Delhi.
- Reynolds, C.R. , & Janzen, E.F. (Ed.)(2007). Encyclopaedia of Special Education. Vol. I A-D, John Wiley, Canada.
- Sacks. S. Z., & Silberman, R.K. (2005). Educating Students who have Visual Impairments with other Disabilities, Paul H Brookes, Maryland.
- Salvia, J., Ysselduke, J.E., & Bolt, S. (2007), Assessment in Special & Inclusive Education. Houghton Mifflin: USA.
- Scheiman, M., Scheiman, M., & Whittaker, S.G. (2007). Low Vision Rehablitation, SLACK Incorporated: USA.
- Scholl, G. T. (Ed.) (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press. New York.
- Singh, T.B. (1986). A short Scale I.Q Measure for the Visually Handicapped. NIVH, Dehradun.
- Singh, T.B. (1986). Eyssenck Personality Questionnaire (EPQ) for the Visually Handicapped. NIVH, Dehradun.
- Singh, T.B. (1986).Standardisation of Cornell Medical Index on Visually Handicapped children. NIVH, Dehradun.
- Singh, T.B., & Sati, G. (1992). Use of Blind Learning Aptitude Test as a performance measure for the assessment of Visually Handicapped Children in India. NIVH Dehradun.
- Warren, D.H. (1983). Blindness and Early Childhood Development.: AFB Press, New York.

Suggested Readings
- Aitken, S., Buultjens, M., Clark, C., Eyre, J.T. (2000), Teaching Children who are Deaf blind. David Fulton Publisher: London,
- Batshaw, M.L., Pellegrino, L., &Roizen, N.J. (2007), Children with Disabilities. Paul. H. Brookes: Maryland,
- Holbrook M. C. &Koenig A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments, (2nd Ed): AFB Press, New York.
- Kundu, C.L. (2000). Status of Disability in India. Rehabilitation Council of India, New Delhi.
- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind, NIVH Dehradun.
- Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. Ashish Publishing House, New Delhi.

CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH VISUAL IMPAIRMENT

Course Code: MSV 106   **Credits: 04**
Contact Hours: 60   **Marks: 100**

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

- Aggarwal, J.C. (2005). Curriculum development 2005. Shipra Pub. Delhi.
- Bhandari, R., & Narayan J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deaf-blindness. Voice and vision: India.
- Biwas, P.C. (2004). Education of children with Visual Impairment: in inclusive education. Abhijeet Publication, Delhi.
- French, S., & Swain, J. (1997). From a different view point: the lives and experiences of visually impaired people. Jessica Kinsey Pub, London.
- Grover , U., & Chaudhari. M. (2009). Curricular Strategies. Kanishka Publication, New Delhi.
- Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory and motor impairment. Cambridge Uni. Press, New York.
- Jain, P. (2006). Curriculum & teaching. Kanishka Publication, New Delhi.
- Joyce, B., Weil, M., & Calhoun, E. (2009). Model of teaching. PHI learning Pvt.New Delhi.
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.

- Mangal. S.K. (2007). Educating exceptional children-an introduction to special education. PHI Learning Pvt.New Delhi.
- Rao, V. (2009). Curriculum development. Saurabh Pub, New Delhi.
- Scholl, G.T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Sharma, R.A. (2011). Curriculum development and instruction. R. Lal Book Depot, Meerut.
- Shrivastava, N. (2010). Blind and mentally handicapped children: problems and coping strategies. Ritu Publication, Jaipur.
- Srivastava, H.S. (2011). Curriculum & method of teaching. Shipra Pub., Delhi.
- Vijayan, P., & Victoria, G. (2009). Education of visually impaired children with additional disabilities. Kanishka Publication, New Delhi.

Suggested Readings
- Agrawal, S. (2004). Teaching mathematics to blind students through programmed learning strategies. Abhijeet Publication, Delhi.
- Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi.
- Bhan, S., &Swarup, S. (2010). Functional skills inventory for the blind. National association for the blind, Mumbai.
- Maitra, K. (2010). Inclusion: Issues and Perspective. Kanishka Publication, New Delhi.
- Mani, M.N.G. (1992). Concept development of blind children. SRK Vidyalaya: Coimbatore.
- Mani, M.N.G. (1992). Techniques of teaching blind children. Sterling Publishers Pvt. Ltd. New Delhi.
- Mukhopadhyay, M., Jangira, N.K., Mani M.N.G., &RoyChoudary. M. (1988). Source Book For Training Teachers Of Visually Impaired. NCERT. New Delhi.
- Niemann, S., & Jacob, N. (2009). Helping children who are blind. California: The Hesperon/ Chetana Charitable Trust, Chennai.
- Pandey,V.P. (2004). Teaching of mathematics. Sumit Publication, New Delhi.
- Punani, B., &Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.
- 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: MSV 303   **Credits: 04**
Contact Hours: 60   **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

- Bhandari, R., & Narayan, J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. Voice and vision: India.
- Educational Concessions and Facilities for Blind Students. National Association for the Blind: Mumbai Foundation for the Blind.
- Kirk, S.A., Gallagher, J.J., &Anstasiow, N.J. (2000). Educating Exceptional Children. Houghton Mifflin Company: New York
- Lowenfeld, B. (1973).Visually Handicapped Child in School. American Foundation for the Blind. New York.
- Lowenfeld, B. (1975). The Changing Status of the Blind from Separation to Integration. Charles C. Thomas, Springfield.
- Narayan, J., &Riggio, M. (2005). Creating play environment for children. Hilton/Perkins: USA.
- Patil, H.J. (2008). (5 Ed). Concession for the Blind. National Association for the Blind: Mumbai
- Shah, A. (2008). Basics in guidance and Counselling. Global Vision Publishing House, New Delhi.
- Smith, D.D.&Luckasson, R. (1995). Introduction to Special Education – Teaching in an age of Challenge. (2 Ed). Allyn& Bacon, Boston.

Suggested Readings

- Fernald, L.D. & Fernald, P.S. (2001). Introduction to Psychology (5th ed.). A.I.T.B.S Publishers, New Delhi.
- Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. (2002). Introduction to Psychology. (7Ed.). Tata McGraw Hill Publishing, New Delhi.
- Kundu, C.L. (2000). Status of Disability in India 2000, RCI: New Delhi.
- Lowenfeld, B. (1971). Psychological problems of children with impaired vision, Prentice-Hall, New Jersey.
- Furlong, M.J., Gilman, R. & Huebner, E.S. (2014). Handbook of Positive Psychology in Schools. Routledge, New York.
- Hilgard, E.R., Atkinson, R.C. & Atkinson, R. L. (1975). Introduction to Psychology (6th ed.) Oxford, New Delhi.

APPLICATION OF ADVANCED TECHNOLOGY AND PERSONS WITH VISUAL IMPAIRMENT

Course Code: MSV 204   **Credits: 04**
Contact Hours: 60   **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. SE-VI 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-neigh 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
- Taraporevala, S., &D'Sylva, C. (2014). Equip Your World: A Synoptic View of Access Technology for the Visually Challenged. Joint Publication of NIVH, Dehradun & XRCVC, Mumbai.
- Mani. M.N.G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.
- Singh, J.P. (2003). Technology for the Blind- Concept and Context, Kanishka Publication, New Delhi.
- Proceedings: Asian Conference on Adaptive technologies for the Visually Impaired (2009). Asian Blind Union, New Delhi.

Suggested Readings
- Fernandez, G., Koening. C., Mani. M.N.G., &Tensi, S. (1999). See with the Blind. Books for Change, Banglalore.
- Scheiman, M., Scheiman, M., & Whittaker, S.G. (2007). Low Vision Rehabilitation. SLACK Incorporated, New Jersey.
- 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

SEMESTER-I
Course: MPA 109   **Credits: 04**   **Marks: 100**
- Learning of Unified English Braille (UEB) literary code and use of advance Braille Mathematics and Science Code.

SEMESTER-II
Course: MPV 207   **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: MPA 309   **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: MPA 402   **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   -- (25 Marks @ 5/lesson)
                                             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

Course Code	Title	Credits	Marks
MEC 306	Educational Management	4	100
MEC 307	Educational Technology	4	100
MEC 308	Guidance and Counselling	4	100

Note: Any one to be offered

EDUCATIONAL MANAGEMENT

Course Code: MEC 306   **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
- Bhardwaj, K. S., (2014). Human Resource Development in Education. Partridge Publication, Gurgaon.
- Bush, T., & Paul, L. S. (2006). Principles and Practice of Educational Management. Chapman A Sage Publications Company, London.
- Chatterjee, B. K. (2011). Finance for Non – Finance Managers. Jaico Publishing House, New Delhi.
- Deshmukh, A.V., &Naik. A. P. (2010). Educational Management. Himalaya Publishing House Pvt. Ltd., Mumbai.
- Dessler, G. (2012). Human Resource Management. Prentice Hall, London.
- Dimmock, C. (2012). Leadership in Education: Concept, Themes and Impact. Routledge, New York.
- Leithwood, K., &Jantzi, D. (1999). Changing Leadership for Changing Times. Open University Press, London.
- Lewls, T. (2012). Financial Management Essentials: A Handbook for NGOs.
- Mathis, R. L., & Jackson, J. H. (2010). Human resource management (13th ed.).
- Mukhopadhya, M. (2011). Total Quality Management in Education. Sage publications India Pvt. Ltd. New Delhi.
- Nkomo, S. M., Fottler, M. D., & McAfee, R. B. (2010). Human resource management applications: Cases, exercises, and skill builders (7th ed.).
- Pande, S., &Basak, S. (2012). Human Resource Management. Text and Cases. Amazon Digital South Asia Services, Inc.
- Rayner, S. (2007). Managing Special and Inclusive Education. Sage Publications Ltd.

London.
- Senge, P. (2007). A Fifth discipline Resource. Schools that lead: Nicholas Brealey Publishing, London.
- Senge, P.M. (1994). The fifth Discipline; The Art & Practice of The Learning Organization. Currency Doubleday, New York.
- Shapi, J. (N.K). Writing a Funding Proposal.
- Ulrich, D., & Brockbank, W. (2005). The HR Value Proposition. Boston: Harvard Business School Press. (ISBN-13: 978-1591397076 or ISBN-10: 1591397073).

EDUCATIONAL TECHNOLOGY

Course Code: MEC 307   **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 appilcation of any one recent trend in inclusive education
- Seminar on issues in application of ICT in inclusive education

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

GUIDANCE AND COUNSELING

Course Code: MEC 308   **Credits: 04**

Contact Hours: 60   **Marks: 100**

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

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

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: Visit to libraries and selection of area

Course Code: NIL   **Total Credits: 00**   **Marks: 000**

In the first semester, students have to visit libraries for selecting their area of interest for their dissertation.

Phase 2: Theme Paper on selected dissertation areas with Reviews

Course Code: MDI 201   **Total Credits: 4**   **Marks: 100**

In the second semester the students will prepare a theme paper with reviews on selected dissertation area. This theme paper is to be submitted to the HoD/Principal of the Department/College for evaluation. Student has to conduct review of literature and explore relevant tools for their research projects. Students have to present a seminar on collected review of literature and tools developed in the departmental/faculty seminar and seek feedback and incorporate suggestions given by the faculty.

Phase 3: Synopsis preparation & presentation

Course Code: MDI 301   **Total Credits: 4**   **Marks: 100**

In the third semester the students have to develop the Research proposal (Synopsis) and present the same in the Departmental/College Seminar.

Phase 4: Collection & analysis of data and Thesis Submission

Course Code: MDI 401   **Total Credits: 8**   **Marks: 200**

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.