UNIVERSITY OF MYSORE

Two Years (4 Semesters)

**MASTER OF EDUCATION
SPECIAL EDUCATION (HEARING IMPAIRMENT)
M.Ed.Spl.Ed. (HI)**

Regulations & Scheme of Studies

**All India Institute of Speech and Hearing
Manasagangothri
Mysuru – 570 006**

Master of Education – Special Education (Hearing Impairment)
M.Ed.Spl.Ed. (HI)
CBCS and CAGP Regulations 2015-16

1.0   Title and Commencement
These regulations shall be called the University of Mysore regulations for Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP) for Master of Education – Special Education (Hearing Impairment). These regulations may come into force from the academic year 2015-16.

2.0   Programme Offered and Duration of the Programme
2.1   Master of Education – Special Education (Hearing Impairment)
2.2   Duration of the course: Two years / 4 semesters.
Note: Each semester shall extend over a minimum period of 18 weeks excluding examination days. The total duration of a semester is 20 weeks inclusive of semester-end examination.

3.0   Definitions: The courses of the study are labelled and designed as follows:
3.1   **Course (Paper):** Every course offered will have three components associated with the teaching learning process of the course, namely: (i) Lecture – L (ii) Tutorial – T (iii) Practicum – P, where
L stands for Lecture session.
T stands for Tutorial session consisting participatory discussion / self-study / desk work / brief seminar presentations by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the Lecture classes.
P stands for Practice session and it consists of hands on experience / laboratory experiments / field studies / case studies that equip students to acquire the much required skill component.
In terms of credits, every one hour session of L amounts to 1 credit per semester and a minimum of two hour session of T or P amounts to 1 credit per semester, over a period of one semester of 16 weeks for teaching-learning process. A course shall have either or all of the three components.

3.2   **Core Course:** A course which should compulsorily be studied by a candidate as a core-requirement is termed as a core course. A core course may be a *Soft Core* if there is a choice or an option for the candidate to choose a course from a pool of courses from the main discipline / subject of study or from a sister / related discipline / subject which supports the main discipline / subject. In contrast to the phrase soft core, a compulsory core course is called a *Hard Core* course.

3.3   **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline / subject of study or which provides an extended scope or which enables an exposure to some other discipline / subject / domain or nurtures the candidate's proficiency / skill is called an elective course. Elective courses may be offered by the main

discipline / subject of study or by sister / related discipline / subject of study. A soft core course may also be considered as an elective. An elective course chosen generally from an unrelated discipline / subject, with an intention to seek exposure is called an *Open Elective*. An elective course designed to acquire a special / advanced knowledge, such as supplement study / support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher is called a *Self Study Elective*.

A core course offered in a discipline / subject may be treated as an elective by other discipline / subject and vice versa. The open elective course offered in this programme is open to candidates from other disciplines / subjects.

3.4 **Dissertation**: This is a special course for 12 credits involving a problem solving component.

4.0 Eligibility for Admission

4.1 The admission for the degree of M.Ed.Spl.Ed. (HI) degree shall be open to:

(a) A candidate who has successfully passed B.Ed.Spl.Ed. (HI) / B.S.Ed. (HI) with minimum 50% marks or any other degree considered equivalent to B.Ed.Spl.Ed. (HI) from an affiliating university and / or teaching department under any university recognized by UGC with RCI registration.

(b) Minimum percentage of marks for admission is relaxable by 5% in the case of SC/ST.

4.2 Only those candidates who have not completed 35 years of age as on 1st July of the relevant academic year shall be eligible for admission.

4.3 Relaxation of age up to 5 years can be considered for candidates on deputation / in-service.

4.4 A maximum of 20 and a minimum of 5 candidates will be admitted into the course.

5.0 Scheme of Instruction

5.1 M.Ed.Spl.Ed. (HI) programme is of 4 semesters / two years duration. A candidate can avail a maximum of 8 semesters / 4 years in one stretch to complete the programme (including blank semesters, if any). Whenever a candidate opts for blank semester(s) / DROP in a course or in courses, or is compelled to DROP a course or courses as per the provision of the regulation; s/he has to study the prevailing courses offered by the Department as per the prevailing scheme, when s/he continues his / her study.

5.2 A candidate has to earn a minimum of 77 credits, for successful completion of M.Ed.Spl.Ed. (HI) programme. A candidate shall earn these 77 credits by studying Hard Core, Soft Core, Dissertation, Practicum, Elective courses, and Field Engagement / Internship as Teacher Trainer prescribed for the programme.

5.3 All candidates shall opt for an Open Elective of 4 credits in the second semester offered by the University of Mysore.

5.4 A candidate can enrol for a maximum of 24 credits per semester.

5.5 Only such candidates who register for a minimum of 21 credits per semester in the first two semesters and complete successfully 77 credits in 4 successive semesters

shall be considered for declaration of ranks, medals and are eligible to apply for student fellowship, scholarship, freeships and hostel facilities.

5.6   Hours of instruction (contact hours) per week as per credits have been provided in Annexure I.

6.0   Medium of Instruction

6.1   Medium of instruction and examination shall be English.

7.0   Attendance

71.   Each semester shall be taken, as a unit for purpose of calculating attendance and a candidate shall be considered to have put in the required attendance for the semester, if s/he has attended not less than 80% for each theory course, 90% for practicum and field engagement / internship courses, and 100% for school internship (5% attendance may be condoned by the Head of Institution on genuine grounds).

7.2   Shortage of attendance may be condoned by the Head of the Institution. There shall be no condonation if attendance is below 75% for any course during any semester.

7.3   A candidate who is having shortage of attendance in practicum and field engagement / internship courses is permitted to make up this shortage by attending practicum and field engagement / internship courses during vacation immediately after that semester, but before commencement of the next semester.

7.4   A candidate, who fails to satisfy the requirement of attendance in a semester, shall re-join the same semester in the immediate next academic year.
       Note: This facility shall be available only once in the entire course.

7.5   If a candidate represents the institution in Sports / NSS / Cultural or any official activities, the actual period of absence shall be condoned. The duration of such activities shall not exceed 15 days in a semester.

8.0   Continuous Assessments, Earning of Credits and Award of Grades

8.1   There shall be a University Examination at the end of each semester. The details of examination shall be as given in Annexure II.

8.2   The evaluation of the candidate shall be based on continuous assessment. The structure for evaluation is as follows.

   8.2.1   Assessment and evaluation processes happen in a continuous mode. However, for reporting purpose, a semester is divided into 3 discrete components identified as C_1, C_2, and C_3.

   8.2.2   The performance of a candidate in a course will be assessed for a maximum of 100 marks as explained below.

      8.2.2.1 The first component (C_1), of assessment is for 25 marks. This will be based on test, assignment and seminar. During the first half of the semester, the first 50% of the syllabus will be completed. This shall be consolidated during the 8th week of the semester. Beyond 8th week, making changes in C_1 is not permitted.

      8.2.2.2 The second component (C_2), of assessment is for 25 marks. This will be based on test, assignment and seminar. The continuous assessment

and scores of second half of the semester will be consolidated during the 16th week of the semester. During the second half of the semester, the remaining units in the course will be completed.

8.2.2.3 The outline for continuous assessment activities for Component I (C_1) and Component II (C_2) will be proposed by the teacher/s concerned before the commencement of the semester and will be discussed and decided in the respective Departmental Council. The students should be informed about the modalities well in advance. The evaluated courses / assignments during Component I (C_1) and Component II (C_2) of assessment are to be immediately returned to the candidates after obtaining acknowledgment in the register maintained by the concerned teacher for this purpose.

8.2.3 During the 18th – 20th week of the semester, a semester-end examination of 2 hours duration shall be conducted for each course. This forms the third / final component of assessment (C_3) and the maximum marks for the final component will be 50.

8.2.4 Setting question papers and evaluation of answer scripts

8.2.4.1 Question papers in three sets shall be set by the internal examiner for a course. Whenever there are no sufficient internal examiners, the Chairperson of BoE shall get the question papers set by external examiners.

8.2.4.2 The Board of Examiners shall scrutinize and approve the question papers and scheme of valuation.

8.2.4.3 (i) There shall be single valuation for all theory courses by internal examiners. In case the number of internal examiners falls short, external examiners may be invited.

(ii) The examination of Practical work / Field work / Project work will be conducted jointly by two internal examiners. However the BoE on its discretion can also invite external examiners if required.

(iii) If a course is fully of (L=0):T:(P=0) type, then the examination for C_3 component will be as decided by the BoS concerned.

8.2.5 Challenge Valuation

(i) A student who desires to apply for challenge valuation shall obtain a photocopy of the answer script by paying the prescribed fee within 10 days after the announcement of the results. S/he can challenge the grade awarded to him / her by surrendering the grade card and by submitting an application along with the prescribed fee to the Registrar (Evaluation) within 15 days after the announcement of the results. This challenge valuation is only for C_3 component.

(ii) The answer scripts for which challenge valuation is sought for shall be sent to another external examiner. The marks awarded will be the higher of the marks obtained in the challenge valuation and in maiden valuation.

8.2.6 In case of a course with only practical component, a practical examination will be conducted with two examiners (ref: 8.2.4.3-ii). A candidate will be assessed

on the basis of (a) Knowledge of relevant processes (b) Skills and operations involved (c) Results / products including calculation and reporting. If external examiner does not turn up then both the examiners will be internal examiners. The duration for semester-end practical examination shall be decided by the departmental council.

8.2.7 If X is the marks of the candidate out of 50 in C_3 in theory examination, if Y is the marks scored by the candidate out of 50 in C_3 in practical examination, and if Z is the marks scored by the candidate out of 50 in C_3 for a course of (L=0):T:(P=0) type that is entirely tutorial based course, then the final marks M in C_3 is decided as per the following table.

LTP Distribution	Final Mark M in C_3
L:T:P	$\dfrac{((L+T)*X)+((T+P)*Y)}{L+2T+P}$
L:(T=0):P	$\dfrac{(L*X)+(P*Y)}{L+P}$
L:T:(P=0)	X
L:(T=0):(P=0)	X
(L=0):T:P	Y
(L=0):(T=0):P	Y
(L=0):T:(P=0)	Z

8.2.8 The details of continuous assessment are summarized in the following table.

Component	Syllabus in a Course	Weight-age	Period of Continuous Assessment
C_1	50% (any 2 units of total 4 units of the course)	25%	First half of the semester. To be consolidated by 8th week
C_2	Remaining 50% (remaining 2 units of the course)	25%	Second half of the semester. To be consolidated by 16th week
C_3	Semester-end examination (all 4 units of the course)	50%	To be completed during 18th — 20th week
Final grades to be announced latest by 24th week			

8.2.9 A candidate's performance from all 3 components will be in terms of scores, and the sum of all three scores will be for a maximum of 100 marks (25 + 25 + 50).

8.2.10 Finally, awarding the grades should be completed latest by 24th week of the semester.

8.3   Dissertation Work (Minor / Major Project Evaluation)

8.3.1 Right from the initial stage of defining the problem, the candidate has to submit the progress reports periodically and also present his / her progress in the form of seminars in addition to the regular discussion with the guide.

8.3.2 Components of evaluation are as follows.

III Semester: Dissertation I – Research Proposal

Components	Basis	Remarks
C_1: 25%	Preparation of research proposal	To be awarded by the Guide
C_2: 25%	Research proposal presentation	To be evaluated by a panel of two members consisting *of the guide and an internal examiner*
C_3: 50%	Periodic progress and progress report following proposal presentation.	To be awarded by the Guide

IV Semester: Dissertation II – Data Collection, Analysis, & Report

Components	Basis	Remarks
C_1: 25%	Progress related to data collection	To be awarded by the Guide
C_2: 25%	Results of work and draft report	To be awarded by the Guide
C_3: 50% Report evaluation: 35marks Viva- voce examination:15marks	Final viva-voce and evaluation	To be evaluated by a panel of two members consisting of the *guide and an internal examiner*

8.3.3   The candidates shall submit three copies of dissertation before the commencement of theory examination of that semester. Candidates who fail to submit their dissertations on or before the stipulated date shall not be permitted to appear for the final semester examination.

8.3.4   A candidate who is said to have DROPPED dissertation work has to re-register for the same subsequently within the stipulated period.

8.4   In case a candidate secures less than 30% in C_1 and C_2 put together, the candidate is said to have DROPPED in that course, and such a candidate is not allowed to appear for C_3 in that course.

8.5   In case a candidate's attendance is less than 75% or as stipulated by the University, the candidate is said to have DROPPED the course, and such a candidate is not allowed to appear for C_3 in that course. Teachers offering the courses will place the above details in the Department Council meeting during the last week of the semester, before the commencement of C_3, and subsequently a notification pertaining to the above will be brought out by the Chairperson of the Department before the commencement of C_3 examination. A copy of this notification shall also be sent to the office of the Registrar and Registrar (Evaluation).

8.6   Provided a candidate satisfies the attendance requirement and C_1 + C_2 requirements, s/he is allowed to appear for C_3. However if s/he does not clear C_3, the candidate is permitted to opt for DROP or MAKE UP option.

(i) In case a candidate secures more than or equal to 30% in C_3, but his / her grade (G) = 4, as per section 8.10 below, then s/he may be declared to have been conditionally successful in this course, provided that such a benefit of conditional clearance based

on G = 4 shall not be availed for more than 8 credits for the entire programme of Master's Degree of two years.

(ii) In case a candidate secures less than 30% in C_3, s/he may choose DROP / MAKE-UP option.

(iii) The candidate has to exercise his / her option to DROP immediately within 10 days from the date of notification of results.

(iv) A MAKE-UP examination for odd semester courses will be conducted along with next regular odd semester examinations and for even semester courses along with next regular even semester examinations. If a candidate is still unsuccessful, s/he may opt for DROP or again take up MAKE-UP examination; however, not exceeding double the duration norm in one stretch from the date of joining the course.

8.7   A candidate has to re-register for the DROPPED course when the course is offered again by the Department if it is a hard core course. The candidate may choose the same or an alternate core / elective in case the dropped course is soft core / elective course. A candidate who is said to have DROPPED project work has to re-register for the same subsequently within the stipulated period. ***The details of any dropped course will not appear in the grade card.***

8.8   The tentative / provisional grade card will be issued by the Registrar (Evaluation) at the end of every semester indicating the courses completed successfully. This statement will not contain the list of DROPPED courses.

8.9   Upon successful completion of Bachelor's Honours / Master's Degree a final grade card consisting of grades of all courses successfully completed by the candidate will be issued by the Registrar (Evaluation).

8.10   The grade and the grade point earned by the candidate in the subject will be as given in the following table.

Marks	Grade	Grade Point (GP=V x G)
30-39	4	V*4
40-49	5	V*5
50-59	6	V*6
60-64	6.5	V*6.5
65-69	7	V*7
70-74	7.5	V*7.5
75-79	8	V*8
80-84	8.5	V*8.5
85-89	9	V*9
90-94	9.5	V*9.5
95-100	10	V*10

Here, P is the percentage of marks (P = [C_1 + C_2] + M) secured by a candidate in a course which is rounded to nearest integer. V is the credit value of course. G is the grade and GP is the grade point.

8.11   A candidate can withdraw any course within ten days from the date of notification of final results. Whenever a candidate withdraws a paper, s/he has to register for the same course in case it is hard core course, the same course or an alternate course if it

is soft core / open elective. DROPPED course is automatically considered as a course withdrawn.

8.12 Overall cumulative grade point average (CGPA) of a candidate after successful completion of the required number of credits (77) is given by

$$CGPA = \sum GP \text{ / Total number of credits}$$

8.8 The tentative / provisional grade card will be issued by the Registrar (Evaluation) at the end of every semester indicating the courses completed successfully. This statement will not contain the list of DROPPED courses.

9.0 Classification of Results

9.1 The final grade point (FGP) to be awarded to the student is based on CGPA secured by the candidate and is given as follows.

CGPA	Final Grade Point (FGP)	
	Numerical Index	Qualitative Index
$4 <= CGPA < 5$	5	SECOND CLASS
$5 <= CGPA < 6$	6	SECOND CLASS
$6 <= CGPA < 7$	7	FIRST CLASS
$7 <= CGPA < 8$	8	FIRST CLASS
$8 <= CGPA < 9$	9	DISTINCTION
$9 <= CGPA < =10$	10	DISTINCTION

Overall percentage – 10*CGPA or is said to be 50% if CGPA<5

10.0 Provision for Appeal

10.1 If a candidate is not satisfied with the evaluation of C_1 and C_2 components; s/he can approach the grievance cell with the written submission together with all facts, the assignments, and test papers, etc., which were evaluated. S/he can do so before the commencement of semester-end examination. The grievance cell is empowered to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the university on the candidate if his / her submission is found to be baseless and unduly motivated. This cell may recommend taking disciplinary / corrective action on an evaluator if s/he is found guilty. The decision taken by the grievance cell is final.

10.2 For every program there will be one grievance cell. The composition of the grievance cell is as follows.

(i) The Registrar (Evaluation) ex-officio Chairperson / Convener

(ii) One senior faculty member (other than those concerned with the evaluation of the course concerned) drawn from the department / discipline and / or from the sister departments / sister disciplines.

(iii) One senior faculty members / subject experts drawn from outside the University department.

11.0 Marks Cards

11.1 The marks cards shall be issued after affixing the security hologram of the University and laminating it on both sides.

12.0   Barring of Simultaneous Study

12.1   No candidate admitted to a degree course in a College / Institution under the jurisdiction of this University shall be permitted to study simultaneously in any other course leading to a degree (regular, evening and morning) offered by this or any other university.

12.2   If a candidate gets admitted to more than one course, the University shall cancel without giving prior notice, his / her admission to all the courses to which s/he has joined.

13.0   Miscellaneous

13.1   These revised regulations will apply to candidates admitted for the academic year 2015-16 onwards.

13.2   Any other issue, not envisaged above, shall be resolved by the Vice Chancellor in consultation with the appropriate bodies of the University, which shall be final and binding.

REGISTRAR   **VICE-CHANCELLOR**

Annexure I

Hours of Instruction per Week as per Credits

Course	Code	Course Title	Total Credits (L:T:P)	Total Hours / Week (L:T:P)
		I Semester		
Hard Core		Developments in Education and Special Education	3 (2:1:0)	4 (2:2:0)
Hard Core		Psychology of Development and Learning	3 (2:1:0)	4 (2:2:0)
Hard Core		Identification, Assessment & Needs of Children with Hearing Impairment	4 (3:1:0)	5 (3:2:0)
Hard Core		Curriculum & Teaching Strategies for Children with Hearing Impairment	4 (3:1:0)	5 (3:2:0)
Soft Core		Identification, Assessment & Needs of Children with – • Intellectual Disabilities (OR) • Learning Disabilities	3 (2:1:0)	4 (2:2:0)
Hard Core Practicum		Audiological & Speech Evaluation and Management at Different Levels	4 (0:0:4)	16 (0:0:16)
		Total	**21**	**38**
		II Semester		
Hard Core		Research Methodology and Statistics	3 (2:1:0)	4 (2:2:0)
Hard Core		Curriculum Design and Development	3 (2:1:0)	4 (2:2:0)
Hard Core		Inclusive Education	3 (2:1:0)	4 (2:2:0)
Hard Core		Therapeutics and Assistive Devices	4 (3:1:0)	5 (3:2:0)
Hard Core Practicum		Language and Educational Evaluation	4 (0:0:4)	16 (0:0:16)
Open Elective		Indian Sign Language	4 (3:0:1)	5 (3:0:2)
		Total	**21**	**38**
		III Semester		
Hard Core		Perspectives in Teacher Education: In-service and Pre-service	3 (2:1:0)	4 (2:2:0)
Hard Core		Educational Evaluation	3 (2:1:0)	4 (2:2:0)
Hard Core		Adulthood and Family Issues	3 (2:1:0)	4 (2:2:0)
Soft Core		Educational Management (OR) Educational Technology (OR) Guidance and Counselling	3 (2:1:0)	4 (2:2:0)
Soft Core Dissertation		Dissertation – I*: Research Proposal In the areas of – • Educational Evaluation (OR) • Special Educational Intervention (OR) • Human Resource Development	4 (0:1:3)	8 (0:2:6)
Hard Core Field Engagement / Internship		Field Engagement / Internship as Teacher Educators – I (including EPC on Self Development)	4 (0:0:4)	12 (0:0:12)
		Total	**20**	**36**
		IV Semester		
Soft Core		Development and Use of Educational Assessment Material (OR) Development and Use of Instructional Material	3 (2:1:0)	4 (2:2:0)
Soft Core Dissertation		Dissertation – II*: Data Collection, Analysis and Report In the areas of – • Educational Evaluation (OR) • Special Educational Intervention (OR) • Human Resource Development	8 (0:2:6)	16 (0:4:12)
Hard Core Field Engagement / Internship		Field Engagement / Internship as Teacher Educators – II	4 (0:0:4)	12 (0:0:12)
		Total	**15**	**32**
		GRAND TOTAL	**77**	

Note: * Choice area for research for the 2 courses of dissertation should be constant / uniform

  • Lecture (L): 1 Credit = 1 Hour; • Tutorial (T): 1 Credit = 2 Hours; • Dissertation (D): 1 Credit = 2 Hours;

  • Practicum (P): ○ 1Credit = 4 Hours for Hard Core Practicum Courses, ○ 1Credit = 3 Hours for Hard Core Field Engagement / Internship & ○ 1Credit = 2 Hours for practicum as part of Soft Core / Open Elective Courses

MODEL QUESTION PAPER PATTERN

(All Units are Compulsory)

Paper Title: ....　　　　　　　　　　　　　　**Marks: 50**
Paper Code: ....　　　　　　　　　　　　　　**Time: 2 Hours**

Unit No.	Question Number	Question/s	Marks
I	1	A xxxxxxxxxxxxxxxxxxxxxx OR	10
	2 (a)	B xxxxxxxxxxxxxxxxxxxxxx	05
	2 (b)	C xxxxxxxxxxxxxxxxxxxxxx	05
II	3 (a)	D xxxxxxxxxxxxxxxxxxxxxx	10
	3 (b)	E xxxxxxxxxxxxxxxxxxxxxx OR	05
	4	F xxxxxxxxxxxxxxxxxxxxxx	15
III	5 (a)	G xxxxxxxxxxxxxxxxxxxxxx	05
	5 (b)	H xxxxxxxxxxxxxxxxxxxxxx	05
	5 (c)	I xxxxxxxxxxxxxxxxxxxxxx OR	05
	6 (a)	J xxxxxxxxxxxxxxxxxxxxxx	10
	6 (b)	K xxxxxxxxxxxxxxxxxxxxxx	05
IV	7 (a)	L xxxxxxxxxxxxxxxxxxxxxx	05
	7 (b)	M xxxxxxxxxxxxxxxxxxxxxx	03
	7 (c)	N xxxxxxxxxxxxxxxxxxxxxx OR	02
	8	O xxxxxxxxxxxxxxxxxxxxxx	10

Regulation: For a theory paper carrying 50 marks, each full question shall carry either 10 or 15 marks, with internal choices having equal marks. Each **15** mark question can be divided as follows: **15**, **10**+**5**, and **5**+**5**+**5**; and each **10** mark question can be divided as follows: **10**, **5**+**5**, and **5**+**3**+**2**. Maximum number of subdivisions in a question shall be THREE.

M.Ed.Spl.Ed. (HI): I Semester
DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION

Course: Hard Core
Credits: 03 (L:T:P = 2:1:0)
Contact Hours: 2L + 2T / week
Marks: (25 + 25 + 50) 100

Objectives
　　　　After learning the course, the teacher educators should be able to:
- Trace development of general and special education system (PwDs) in India
- Appreciate implications of recommendations made by the various committees and commissions for educational (general and special) developments in India
- Develop insight into the issues and challenges of present day education system
- Understand important quality related issues which need to be taken into account for revision / development of new education policy

Unit 1: An Overview of Development of Education System
1.1　　Shaping of education in pre-independence India
1.2　　Shaping of education in post-independence India
1.3　　Emerging education in India and in the global context
1.4　　Perspectives of education for the persons with disabilities
1.5　　Constitutional provisions and directive principles related to education and special education

Unit 2: Issues in Indian Education with Special Reference to Persons with Disabilities
2.1　　Accessibility to school, curriculum and learning resources and attitudinal barriers
2.2　　Analysis of the status of elementary and 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 (PPP), and NGO initiatives
2.5　　Support systems to meet diverse learning needs: Family, community, school, peer, administrative and resource support
2.6　　Role of governmental and non-governmental agencies in general and special education

Unit 3: Quality Issues in Education
3.1　　Indicators of quality related to teaching: Learning strategies, classroom environment, and student assessment
3.2　　Linking pedagogy with curriculum; Contextual constructivism

3.3   Ensuring standards in open and distance learning system: Non-formal education, face-to-face vs. distance mode

3.4   Special and inclusive education: Adopting flexible strategies for the acquisition and use of inputs and monitoring performance in inclusive set up

3.5   Quality enhancement in service delivery and community rehabilitation

Unit 4: Current Trends and Future Perspectives

4.1   Education as a development indicator, and enhancer of development indicators

4.2   Education for sustainable development, and right-based approach

4.3   International curriculum framework in the light of changing priorities and international perspectives

4.4   Education for conservation of environment and social change

4.5   Education for individual and national development

4.6   Current issues: Identifications, labelling, cultural and linguistic diversity, and advocacy

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 students' state/s and suggest strategies to address them

Essential Readings

*   Committee for Review of NPE 1986 (1990). *Report of the Committee for Review of National Policy on Education 1986: Final Report*. New Delhi, India: Ministry of Human Resource Development, Government of India. Retrievable from www.teindia.nic.in/files/reports/ccr/ramamurti-committee-report.pdf

*   Department of Education (1986). *National Policy on Education 1986*. New Delhi, India: Ministry of Human Resource Development, Government of India. Retrievable from http://www.ncert.nic.in/oth_anoun/npe86.pdf

*   Department of Education (1992). *National Policy on Education: Programme of Action 1992*. New Delhi, India: Ministry of Human Resource Development, Government of India. Retrievable from http://mhrd.gov.in/sites/upload_files/mhrd/ files/document-reports/POA_1992.pdf

*   Ministry of Human Resource Development, Government of India (2001).*United Nation Convention on the Rights of the Child: Committee on the Rights of the Child consideration of reports submitted by state parties under article 44 of the convention – India*. United Nations Document CRC/C/93/Add.5 dated 16 July 2003. Retrievable from https://www.childlineindia.org.in/CP-CR-Downloads/UNCRCIndiaperiodic report2001.pdf

- Pandey, V. C. (2001). *Education and globalization*. Delhi, India: Kalpaz Publications.
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Suggested Readings

- Anand, C. L., Ruhela, S. P., Panda, S. N., Sheshadri, C., & Arora, K. (1993). *Teacher and education in emerging Indian society*. New Delhi, India: NCERT.
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- School Education in India – Present Status and Future Needs (1986). New Delhi, India: NCERT.
- United Nations Development Programme – UNDP (2015). *Human Development Report*. New York City, NY: UNDP.
- United Nations Educational, Scientific and Cultural Organisation – UNESCO (2009). *Report on education for sustainable development*. Paris: UNESCO.
- 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*. New Delhi, India: NCERT.

M.Ed.Spl.Ed. (HI): I Semester
PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Course: Hard Core
Credits: 03 (L:T:P = 2:1:0)
Contact Hours: 2L + 2T / week
Marks: (25 + 25 + 50) 100

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

Unit 2: Understanding the Development of the Learner
2.1 Concept of growth and development
2.2 Methods of studying development: Longitudinal, cross-sectional, cohort sequence
2.3 Physical, social, emotional, moral development, play and language development
2.4 Cognitive development: Piaget, Vygotsky and Kohlberg
2.5 Factors affecting growth and development

Unit 3: Cognition and Information Processing
3.1 Sensation, perception and attention
3.2 Memory: Nature and types of memory; Factors affecting memory
3.3 Thinking: Concept formation, reasoning, problem solving
3.4 Intelligence: Nature, types, theories and assessment
    3.4.1 Creativity
3.5 Individual differences in cognitive and affective areas and its educational implications

Unit 4: Motivation, Learning and Personality

4.1   Concept, definition and theories of motivation

4.2   Classical and contemporary learning theories: Behavioural, cognitive and social

4.3   Classroom climate and group dynamics

4.4   Concept, definition and principles of personality development

4.5   Personality Theories

    4.5.1   Psychoanalytic: Freud and neo-Freudians, trait, humanistic

    4.5.2   Assessment of personality

    4.5.3   Teacher effectiveness and competence

4.6   Implications in teaching–learning with reference to children with disabilities

    4.6. 1 Guiding children with disabilities

    4.6.2   Self–regulated learning

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-outs, motivation of children.
- Conduct an experiment with Piagetian methods of evaluating cognitive development and submit a report.
- Analyse 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
- Seminars
- Group discussion
- Case study
- Practical and field work

Essential readings

- Agarwal, I. J. C (1994).   *Essentials of educational psychology*. New Delhi, India: Vikas Publishing House, Pvt. Ltd.
- Chatterjee, S. K. (2000). *Advanced educational psychology*. Kolkata, India: Arunabhasen Books & Allied Pvt. Ltd.
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- Mangal, S. K. (1997). *Advanced educational psychology*. New Delhi, India: Prentice Hall of India Pvt., Ltd.
- Maslow, A. M. (1954). *Motivation and personality*. New York City, NY: Harper Press.
- Morgan, C. T. (1961). *Introduction to psychology*. New York City, NY: McGraw-Hill.

- Mussen, P. H., Conger, J. J., & Kagan, J. (1969). *Child development and personality*. New York City, NY: Harper & Row.

Suggested Readings

- Bernard, H. W. (1972). *Psychology of learning and teaching*. New York City, NY: McGraw-Hill.
- Chauhan, S. S. (1996). *Advanced educational psychology*. New Delhi, India: Vikas Publishing House.
- DeCecco, J. P., & Crawford, W. (1977). *Psychology of learning and instruction*. Englewood Cliffs, NJ: Prentice Hall.
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M.Ed.Spl.Ed. (HI): I Semester
IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH HEARING IMPAIRMENT

Course: Hard Core
Credits: 04 (L:P:T = 3:1:0)
Contact Hours: 3L + 2T / week
Marks: (25 + 25 + 50) 100

Objectives

After completing the course, teacher educators will be able to:

- Explain audiological evaluation and sign language, and their application in education of children with hearing impairment
- Describe assessment of communication, speech and language of children with hearing impairment
- Explain the practices in educational assessment, especially with relevance to setting up of an educational assessment centre
- Describe the importance of team approach and reflect on their role in assessment and identification of needs

Unit 1: Audiological Assessment, Identification and Needs

1.1 Overview and need of various audiological assessments
1.2 Choice and selection of audiological tests according to age and functional abilities of the child
1.3 Overview of audiological assessment of children with additional / associated disabilities
1.4 Association of audiological findings on the choice of method of communication
    1.4.1 Effect of type, degree and configuration
    1.4.2. Effect of speech identification scores
1.5 Setting up of an educational assessment clinic / centre
    1.5.1 Need and requirements (essentials and desirables)
    1.5.2 Recommendation of educational set-up (special, partial integration vs. inclusive education) based on aided performance (aided audiogram and speech identification) as one of the factors
1.6 Selection of appropriate strategies, material, and equipment for teaching speech

Unit 2: Speech Assessment, Identification and Addressing Needs

2.1 Overview of acoustics of speech; Classification of speech sounds based on major acoustic cues
2.2 Compare and contrast speech development in typical developing children and children with hearing impairment
2.3 Phonological errors as a function of audiogram configuration (flat, gradually sloping and steeply sloping) and degree of hearing loss

2.4   Selection of appropriate strategies, material, and equipment for teaching speech
2.5   Need for use of regional language based speech assessment tests

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

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

Unit 4: Team Approach in Assessment, Identification and Assessing Needs

4.1   Team approach: Concept and types (multidisciplinary, interdisciplinary and trans-disciplinary)
4.2   Role of various stakeholders: Professionals, personnel, parent and the child
4.3   Constitution of team with respect to children with hearing impairment: Considerations on child's age, severity and associated conditions
4.4   Team's role before, during and after assessment; Identifying and addressing the need and planning IEP / IFSP
4.5   Team's role in outcome measures: Periodic assessment and evaluation; Review of performance against previously set goals

Course Work / Practical / Field Engagement

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

Essential Readings

- Beattie, R. G. (2001). *Ethics in deaf education*: *The first six years*. New York City, NY: Academic Press Inc.

- English, K. M. (2002). *Counselling children with hearing impairment and their families*. Boston, MA: Allyn & Bacon.
- Gipps, C. (1996). Assessment for learning. In A. Little & A. Wolf (Eds.), *Assessment in transition: Learning, monitoring and selection – An international perspective*. Oxford, UK: Pergamon Press.
- Gronlund, N. E., & Linn, R. (1990). *Measurement and evaluation in teaching* (6th ed.). New York City, NY: Macmillan.
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- Mathew, S. (2005). *Evaluation: Curricular strategies and adaptations for children with hearing impairment*. New Delhi, India: Kanishka Publication.
- Mathew, S. (2010). *Educational evaluation, curriculum and teaching strategies for children with hearing impairment*. MED SEDE (HI) Manual. New Delhi, India: IGNOU.
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- Newby, H. A., & Popelka, G. R. (1992). *Audiology* (6th ed.). New York: Appleton-Century-Crofts.
- Northern, J. L., & Downs, M. P. (2002). *Hearing in children* (5th ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.
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- Rangasayee, R. (Ed.) (2007). Hearing impairment. In Rehabilitation Council of India – RCI *Status of disability in India*. New Delhi, India: RCI.
- Yoshinaga-Itano, C. (2003*).* From screening to early identification and intervention: Discovering predictors to successful outcomes for children with significant hearing loss. *Journal of Deaf Studies and Deaf Education*, *8*(1), 11-30.

Suggested Readings

- Bess, F. H., & Humes, L. E. (1990). *Audiology: The fundamentals*. London, UK: Williams & Wilkins.
- Billeaud, F. P. (2003). *Communication disorders in infants and toddlers: Assessment and intervention* (3rd ed.). Oxford, UK: Butterworth-Heinemann.
- Hamayan, E. V. (1995). Approaches to alternative assessment. *Annual Review of Applied Linguistics*, *15*, 212-226.
- Harrison, M., Roush, J., & Wallace, J. (2003). Trends in age of identification and intervention in infants with hearing loss. *Ear and Hearing*, *24*(1), 89-95.
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- Katz, J. (1978, 1985, 1994). *Handbook of clinical audiology*. (2nd, 3rd & 4th eds.). Baltimore, MD: Williams & Wilkins.
- Madell, J. R., & Flexer, C. (2008). *Pediatric audiology: Diagnosis, technology and management*. New York City, NY: Thieme Medical Publishers.
- Paul, P. V., & Whitelaw, G. M. (2011). *Hearing and deafness: An introduction for health and education professionals*. Boston, MA: Jones & Bartlett Learning.
- Waldman, D., & Roush, J. (2010). *Your child's hearing loss: A guide for parents*. San Diego, CA: Plural Publishing.
- Yoshinaga-Itano, C. (2003). Universal newborn hearing screening programs and developmental outcomes. *Audiological Medicine*, *1*(3), 199-206.
- Yoshinaga-Itano, C., Sedey, A. L., Coulter, D. K., & Mehl, A. L. (1998). Language of early and late identified children with hearing loss. *Paediatrics*, *102*(5), 1161-1171.

M.Ed.Spl.Ed. (HI): I Semester
CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH HEARING IMPAIRMENT

Course: Hard Core
Credits: 04 (L:T:P = 3:1:0)
Contact Hours: 3L + 2T / week
Marks: (25 + 25 + 50) 100

Objectives

After completing the course, teacher educators will be able to:

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

Unit 1: Curricular Needs at Different Levels

1.1 Paradigm shift in education: School, teacher, learner and curriculum for 21st century
1.2 Causes of learning difficulties in children with hearing impairment
1.3 Differential curricular needs of early and late intervened children with hearing impairment
1.4 Curricular framework for early intervention and early childhood education
1.5 Domains of development facilitating the school readiness for inclusive education

Unit 2: Curricular Adaptations

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

Unit 3: Differentiated Instructions

3.1 Relevance and concept of differentiated instructions
3.2 Elements of differentiated instructions (knowing the learner, assessing the learner, school climate, instructional strategies, adjustable assignments)
3.3 Need assessment and decision making for selection of instruction
3.4 Learning pyramid
3.5 Mastery level learning: Principles and approaches (IEP, Direct Instruction)

Unit 4: Literacy Development, Teaching Strategies and Evidence-based Practices

4.1 Deafness and literacy issues

4.2   Theories of literacy development and their applications

4.3   Processes involved in reading and writing

4.4   Processes involved in speaking, listening and manual form of signing in literacy development

4.5   Meta cognitive strategies and instructional practices

4.6   Evidence-based practices in literacy development: Priority areas of research; Identifying the gaps; Readings in research at different levels in the past two decades

Transaction and Evaluation

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

Course Work / Practical / Field Engagement

- Select a text of your choice and adapt the content in terms of knowledge, language, presentation illustrations.
- Write an essay on the Montessori curriculum and its relevance to children with hearing impairment.
- Profile the current level of functioning of literacy (one child).
- Present an article published after 2011 (or within 5 years) in an indexed journal on literacy.

Essential Readings

- Armstrong, D. G. (1989). *Developing and documenting the curriculum*. Boston, MA: Allyn & Bacon.
- Beane, J. A., Toepfer, C. F., Jr., & Alessi, S. J., Jr. (1986). *Curriculum planning and development*. Boston, MA: Allyn & Bacon
- Gregory, S., Powers, P., & Watson, S. (1998). *Issues in deaf education*. London, UK: David & Fulton.
- Judy, W. (1998). *Adapting instructions to accommodate students in inclusive settings*. Princeton, NC: Merrill.
- Rehabilitation Council of India – RCI (2014). Chapter 7: Hearing Impairment – Contributions of A. Mishra about research on deaf and hard of hearing in India. In *Status of Disability in India – 2012 Report*. New Delhi, India: RCI.
- Owens, R. E. (2012). *Language development: An introduction* (8th ed.). Boston, MA: Allyn & Bacon.
- Rehabilitation Council of India – RCI (2007). Hearing Impairment and Deaf-blindness. In *Status of disability in India – 2007* (Vol. I). New Delhi, India: RCI.
- Sampson, M., Allen, R. V., & Sampson, M. B. (1991). *Pathways to literacy*. London, UK: Holt, Rinehart & Winston Inc.

- Spodek, B., & Saracho, O. N. (Ed.) (2006). *Handbook of research on the education of young children* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.
- Saracho, O. N., & Spodek, B. (Ed.) (2013). *Handbook of research on the education of young children* (3rd ed.). New York City, NY: Routledge.
- Stokes, J. (2000). Communication options. In J. Stokes (Ed.), *Hearing impaired infants: Support in the first eighteen months*. London, UK: Whurr Publishers Ltd.
- Tannen, D., & Tanner, L. (1995). *Curriculum development: Theory to Practice* (3rd ed.). Englewood Cliffs, NJ: Merrill, an imprint of Prentice Hall.
- Tompkinns, G. E., & Hoskisson, K. (1995). *Language arts: Content and teaching strategies* (3rd ed.). Englewood Cliffs, NJ: Merrill, an imprint of Prentice Hall.
- Wallang, M. G. (2007). *Sign linguistics and language education for the Deaf: An overview of north-east region*. New Delhi, India: Academic Excellence.

Suggested Readings

- Ornstein, A. C., & Behar-Horenstein, L. S. (1999). *Contemporary issues in curriculum* (2nd ed.). Boston, MA: Allyn & Bacon.
- Searfoss, L. W., & Readence, J. E. (1989). *Helping children learn to read*. Boston, MA: Allyn & Bacon.

M.Ed.Spl.Ed. (HI): I Semester
IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH INTELLECTUAL DISABILITIES

Course: Soft Core
Credits: 03 (L:T:P = 2:1:0)
Contact Hours: 2L + 2T / week
Marks: (25 + 25 + 50) 100

Objectives

After learning the course, the teacher educators should be able to:

- Understand the concept, aetiology and characteristics of persons with intellectual disabilities (PwID)
- Use appropriate instruments for assessment of PwID
- Describe the programming needs across different age levels of PwID
- Utilize assessment information for educational programming, referral services and placement

Unit 1: Overview of Intellectual Disability

1.1 Definition, historical review, and prevalence of intellectual disability
1.2 Etiological factors of intellectual disability
    1.2.1 Biological, environmental factors
    1.2.2 Pre-natal, natal, and post-natal causes
1.3 Classification of intellectual disability: Medical, educational, psychological criteria for classification and issues and current practices in certification of intellectual disability
1.4 Characteristics of intellectual disability
1.5 Intellectual disability and associated conditions: Cerebral palsy, autism, sensory impairments, ADD, ADHD, epilepsy

Unit 2: Screening, Identification, Assessment and Diagnosis

2.1 Introduction to existing screening, identification and assessment / techniques trends in the field of intellectual disability
2.2 Approaches and methods of assessment
2.3 Introduction to developmental assessment tools: Intellectual (Binet, WISC, VSMS, DST Indian adaptations and other Indian tools); Social, behavioural, language and speech assessment tools and other Indian tools; Special education (CRTs, construction, precautions to be taken for development with reference to programming)
2.4 Introduction to existing educational assessment tools: *Upanayan* (0 - 6 years), NIMH – *Aarambh* (Early Childhood Special Education Inclusive Package), Indian adaptation of Portage guide, Madras Developmental Programming Systems, NIMH – Functional Assessment Checklists for Programming (FACP) and other relevant tools
2.5 Implications of the above for inclusion

Unit 3: Identification of Needs

3.1   Infancy and early childhood; EI and Family involvement (NIMH – Family Based Program Plan)

3.2   School age; Placement alternative (special school, resource room, inclusive classroom); Multidisciplinary team collaboration and role of special education teacher

3.3   Transition and career development: Individualized Transition Plan (ITP)

3.4   Vocational development; Employment, types; Emerging job opportunity; Placement and follow- up

3.5   Implications of the above for inclusion

Unit 4: Use of Assessment Information

4.1   Use of assessment information: Medical, special educational, psychological, therapeutic and vocational

4.2   Interpretation of assessment information to develop training goals

4.3   Use of support needs assessment for person centred planning

4.4   Writing of assessment report: For administrative purpose, for educational programming, for referral and for alternative placement

4.5   Implications of the above for inclusion

Practicum / Assignment / Engagement (Any One)

In School / Clinic / Community:

- To conduct assessment of PwID using appropriate assessment tools.

- To organize discussion program on role of a special educator in intervention from infancy to adulthood.

- To present a seminar on community based services for ID.

- To conduct orientation and sensitization program on disability issues for teachers, parents, and community members and present a report.

Essential Readings

- Baine, D. (1988). *Handicapped children in developing countries, assessment, curriculum and instructo*r. Alberta, Canada: University of Alberta.

- Jeyachandaran, P., & Vimala, V. (2000). *Madras Developmental Programming System (MDPS)*. Chennai, India: Vijay Human Services.

- King-Sears, H. E. (1994). *Curriculum based assessment in special education*. San Diego, CA: Singular publishing Group.

- Mittler, P. (1976). *Psychological assessment of mental and physical handicaps*. London, UK: Tavistock.

- Myreddi, V., Narayan, J., Saleem, S., Sumalini, K., & Padma, V. (2004). Functional Assessment Checklist Programming of Student with Profound Mental Retardation (*FACP – PMR*). Secunderabad, India: NIMH.

- Narayan, J. (1997). *Grade Level Assessment Device – For children with learning problems in regular schools*. Secunderabad, India: NIMH.

- Panda, K. C. (1997). *Education of exceptional children*. New Delhi, India: Vikas Publishing House.

Suggested Readings

- Overton, T. (1992). *Assessment in special education: An applied approach (2nd ed.)*. Upper Saddle River, NJ: Merrill.
- Overton, T. (2000). *Assessment in special education: An applied approach* (3rd ed.). Upper Saddle River, NJ: Merrill.
- Pun, M., & Sen, A. K. (1989). *Mentally retarded children in India*. New Delhi, India: Mittal Publication.
- Smith, D. D. (2004). *Introduction to special education: Training in an age of opportunity* (3rd ed.). Boston, MA: Allyn & Bacon.
- Wehman, P., & Kuegel, J. (2004). *Functional curriculum*. Austin, TX: Pro-Ed.

M.Ed.Spl.Ed. (HI): I Semester
**IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH
LEARNING DISABILITIES**

Course: Soft Core
Credits: 03 (L:T:P = 2:1:0)
Contact Hours: 2L + 2T / week
Marks: (25 + 25 + 50) 100

Objectives
After learning the course, the student educators should be able to:
- Define and explain the different types of learning disabilities
- Explain the meaning and concept of screening, identification and assessment of children with learning disability
- Describe various approaches and techniques of assessment
- Analyse the needs and the future trends

Unit 1: Overview of Learning Disabilities
1.1   Evolution of learning disability as a field of a study
1.2   Prevalence, incidence: National and international
1.3   Types of learning disabilities: Dyslexia, dysgraphia, dyscalculia, dysphasia, dyspraxia, SLI, non-verbal learning disability
1.4   Associated conditions: ADHD, liability
1.5   Aetiology: Neuro-biological

Unit 2: Approaches and Techniques of Assessment
2.1   Definition, scope and purpose of assessment
2.2   Principles for selection of tools for assessment in various settings
2.3   Levels of assessment
2.4   Approaches to assessment
        2.4.1   Neuro-development
        2.4.2   Cognitive
        2.4.3   Psycho-linguistic
        2.4.4   Behavioural
        2.4.5   Task analytical
        2.4.6   RTI
2.5   Techniques of assessment
        2.5.1   Observation
        2.5.2   Interviews
        2.5.3   Case study
        2.5.4   Sociometric
        2.5.5   Error analysis / Miscue analysis

Unit 3: Areas and Types of Assessment

3.1   Basic learning processes: Attention, perception, memory, executive functioning

3.2   Application in the content areas of language, mathematics, social sciences

3.3   Psychological: Wechsler's Intelligence Scale, Bender Gestalt Visuo-Motor Test, Raven's Progressive Matrices, Wechsler's Memory Scale, Dyslexia Screening Tests, Woodcock Johnson Test of Cognitive Ability, Test of Thinking Ability

3.4   Achievement: Stanford Diagnostic Reading Test, Stanford Diagnostic Maths Test, Woodcock Johnson Test of Achievement, Grade Level Achievement Device (GLAD)

3.5   Psycho Educational: DTRD, DTLD, Aston Index, NIMHANS Index of SLD,

3.6   Teacher made tests (educational): Construction, scoring, interpretation

3.7   Differential diagnosis and report writing

Unit 4: Trends and Issues with Reference to –

4.1   Ethical issues in assessment

4.2   Responsive reporting and communication

4.3   Collaboration between team members

4.4   Legal provisions and issues

4.5   Advocacy

Transaction

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

Course Work / Practical / Field Engagement

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

Essential Readings

- Bender, W. N. (1995). *Learning disabilities: Characteristics, identification and teaching strategies*. Boston, MA: Allyn & Bacon.
- Choate, J, S., Enright, B. E., Miller, L. J., Poteet, J. A., & Rakes, T. A. (1994). *Curriculum-based assessment and programming* (3rd ed.). Boston, MA: Allyn & Bacon.
- Das, J. P. (2009). *Reading difficulties and dyslexia*. New Delhi, India: Sage Publications Pvt. Ltd.
- Johns, B. H., & Lerner, J. W. (2014). *Learning disabilities and related disabilities: Strategies for success*. Belmont, CA: Cengage Learning Inc. / Wadsworth Publishing Company, Inc.
- Lerner, J. W. & Johns, B. H. (2011). *Learning disabilities and related mild disabilities* (12th ed.). Belmont, CA: Cengage Learning Inc. / Wadsworth Publishing Company, Inc.
- Lerner, J. W. (2000). *Learning disabilities*. Boston, MA: Houghton Mifflin.
- McCardle, P., Miller, B., Lee, J. R., & Tzeng, O. J. L. (2011). *Dyslexia across languages*: *Orthography and the brain-gene-behaviour link*. Baltimore, MD: Paul H. Brookes Publishing Company.
- Pierangelo, R., & Giuliani, G. A. (2012). *Assessment in special education: A practical approach*. New York City, NY: Pearson Education Inc.
- Russo, C. J. (2011). *The Legal rights of students with disabilities: International perspectives*. Lanham, MD: Rowman & Littlefield Publishers.

Suggested Readings

- Harwell, J, M., & Jackson, R, W. (2008). *The complete learning disabilities handbook: Ready-to-use strategies and activities for teaching students with learning disabilities* (3rd ed.). San Francisco, CA: Jossey-Bass Education / Wiley.
- Harwell, J, M., & Shoup, C. D. (2003). *Ready-to-use information and materials for assessing specific learning disabilities: Complete Learning Disabilities Resource Library* (Vol. I). San Francisco, CA: Jossey-Bass Education / Wiley.
- Jena, S. P. K. (2013). *Specific learning disabilities: Theory to practice*. New Delhi, India: Sage Publications.
- Kapur, M., John A., Rozario J., & Oommen, A. (1992). *NIMHANS Index of Specific Learning Disabilities*. Bengaluru, India: NIMHANS.
- Karanth, P., & Rozario, J. (2003). *Learning disabilities in India: Willing the mind to learn*. New Delhi, India: Sage Publications.
- Paley, S. (2012). *Promoting positive behaviour when supporting people with a learning disability and people with autism*. London, UK: Learning Matters Publishing.
- Raj, F. (2010). *Breaking through: A hand book for parents and teachers of children with specific learning disabilities*. Secunderabad, India: Vifa Publications.
- Smith, C., & Strick, L. (2010). *Learning disabilities – A to Z: A complete guide to learning disabilities from preschool to adulthood*. London, UK: Free Press.

- Swanson, H. L., Harris, K, R., & Graham, S. (2014). *Handbook of learning disabilities* (2nd ed.). New York City, NY: The Guilford Press.
- Venkateshwarlu, D. (2005). *Diagnosis and remediation of mathematical difficulties*. New Delhi, India: Neel Kamal publications.
- Werts, M. G., Culatta, R. A., & Tompkins, J. R. (2011). *Fundamentals of special education: What every teacher needs to know*. New York City, NY: Pearson Education Inc.
- Wong, B., & Butler, D. L. (2012). *Learning about learning disabilities*. (4th ed.). San Diego, CA: Academic Press.

M.Ed.Spl.Ed. (HI): I Semester
AUDIOLOGICAL & SPEECH EVALUATION AND MANAGEMENT AT DIFFERENT LEVELS

Course: Hard Core Practicum
Credits: 04 (L:T:P = 0:0:4)
Contact Hours: 16P / week
Marks: (25 + 25 + 50) 100

Task 1: Observing Behavioural Audiological Tests in Children below the Age of 2 Years
(12 hours)

Setting: Audiological Clinic
Activities:
- Behavioural Observation Audiometry (2 children)
- Visual Reinforcement Audiometry (2 children)

Task 2: Observing Behavioural Audiological Tests in Children between 2 to 5 years
(6 hours)

Setting: Audiological Clinic
Activities:
- Conditioned play audiometry (2 children)
- Speech audiometry: Closed-set testing (2 children)

Task 3: Observing Behavioural Audiological Tests in Children **(6 hours)**
Setting: Audiological Clinic
Activities:
- Conditioned play audiometry (2 children of 3 years and above)
- Speech audiometry: Open-set testing (2 children of 5 years and above)

Task 4: Observing Physiological and Electro-Physiological Testing **(12 hours)**
Setting: Audiological Clinic
Activities:
- Immitance audiometry (2 children)
- Otoacoustic emission (2 children)
- Auditory evoked potentials (2 children)

Task 5: Observing Hearing Aid Trial **(24 hours)**
Setting: Audiological Clinic
Activities:
- Hearing aid selection (digital and analogue) (2 children each)
- Measurement of aided audiogram (2 children)
- Measurement of aided speech detection / identification (2 children)

Task 6: Use Aided Audiogram and Speech Identification Scores to Make Recommendations (12 hours)

Setting: Audiological Clinic

Activities:

- Making recommendations regarding mode of training and educational placement using aided audiogram and speech audiometry (10 children in different age groups)

Task 7: Listening Training (12 hours)

Setting: Audiological Clinic

Activities:

- Prepare lesson plans for listening training for children aged 2 years (2 plans)
- Prepare lesson plans for listening training for children aged 5 years (2 plans)
- Prepare lesson plans for speech reading training for children aged 6 years

Task 8: Screening for Hearing Loss Using Checklists (24 hours)

Setting: Inclusive School / Clinic

Activities:

- Administer a checklist having signs and symptoms of hearing loss and behavioural observation on primary school children (20 children)

Task 9: Troubleshooting Hearing Aids (12 hours)

Setting: Special School

Activities:

- Carrying out Ling's 6 sound test (2 children)
- Troubleshooting hearing aids (2 children)

Task 10: Room Acoustics (12 hours)

Setting: Special School / Inclusive School

Activities:

- Suggesting modifications for classroom acoustics to optimise auditory and visual reception of speech (1 inclusive school and 1 special school)

Task 11: Observing Phonation Evaluation (12 hours)

Setting: Speech Clinic

Activities:

- Evaluation of phonation in normal hearing children and children with hearing impairment (2 each)

Task 12: Observing Articulation Evaluation (12 hours)

Setting: Speech Clinic

Activities:

- Evaluation of articulation in normal hearing children and children with hearing impairment (2 each)

Task 13: Screening of Articulation Problems (12 hours)

Setting: Special School

Activities:

- Screening of articulation in children with hearing impairment (4 children)

Task 14: Measuring Intelligibility of Speech (24 hours)

Setting: Special School

Activities:

- Measuring intelligibility of speech of typically developing children and children with hearing impairment (6 each)

Task 15: Home Training and Counselling (12 hours)

Setting: Speech and Hearing Clinic / Special School / Inclusive School

Activities:

- Based on the auditory, speech and language abilities of children, prepare home training activities (2 children)
- Counsel family regarding home training activities to improve listening skills, articulation and language

Task 16: Use of Apps for Speech Outcomes (12 hours)

Setting: Clinic

Activities:

- Use of free downloadable apps for measuring outcomes of phonation and articulation of children with hearing impairment

Task 17: Psychological Assessment (24 hours)

Setting: Clinic / School

Activities:

- Observe, undertake and interpret results on assessment of intellectual functioning by using Bhatia Battery / WISC-Indian Adaptation.

Submissions **(16 hours for preparing journals and practical records)**

- For tasks 1 to 16: Journal with reflections
- For task 17: Practical record

M.Ed.Spl.Ed. (HI): II Semester
RESEARCH METHODOLOGY AND STATISTICS

Course: Hard Core
Credits: 03 (L:T:P = 2:1:0)
Contact Hours: 2L + 2T / week
Marks: (25 + 25 + 50) 100

Objectives
After completing the course, teacher educators will be able to:

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

Unit 1: Scientific Knowledge and Research
1.1 Sources and philosophy of knowledge
1.2 Scientific thinking and research
1.3 Role of theory in research
1.4 Need for research in education and special education
1.5 Ethics in research

Unit 2: Types and Methods of Research
2.1 Types of research: Quantitative, qualitative, fundamental, applied, action
2.2 Methods of Research:
    2.2.1 Descriptive
    2.2.2 Correlational
    2.2.3 Ex-post facto
    2.2.4 Experimental designs: (i) Pre-experimental, (ii) Pre-post designs, (iii) Quasi experimental design, (iv) Single subject design
2.3 Variables: Types and threats
2.4 Process of research: Selection of problem; Review of literature; Sampling; Types and selection process; Hypothesis; Instruments – tests, questionnaire, interview, observation schedule, rating scale; Data collection and analysis
2.5 Standardization of research instrument: Selection of items; Reliability and validity; Norms
2.6 Preparing research proposal and report: Components of research proposal; Presentation of proposal; Writing of thesis / dissertation; Writing technical paper for publication; Research management

Unit 3: Methods of Quantitative Analysis

3.1   Frequency distribution, tabulation and graphical representation

3.2   Descriptive Statistics:

   3.2.1   Measures of central tendency and dispersion: Mean, median, mode, standard deviation

   3.2.2   Concept of correlation: Product-moment, Biserial-r, Point-biserial, Phi-coefficient

   3.2.3   Concept of regression analysis.

3.3   Inferential statistics: Underlying concepts – Sampling error, standard error of mean, confidence level, degrees of freedom, one tail – two tail test, type I and type II errors, normal distribution and its properties

3.4   Parametric and non-parametric tests (concept only):

   3.4.1   Differences between parametric and nonparametric tests.

   3.4.2   Student t- test, ANOVA, ANCOVA.

   3.4.3   Chi-square, Sign Test, Wilcoxon signed rank test, Mann Whitney U test, Kruskal-Wallis test, Friedman's test.

3.5   Computer applications for analysis

Unit 4: Qualitative Research Methods and Analysis

4.1   Grounded theory

4.2   Ethnography and case study

4.3   Narrative / discourse and visual methodologies

4.4   Mixed method

4.5   Themes, coding and presentation

Transaction and Evaluation

- The research concepts and processes included in this course should be taught using examples from special education and disability studies.

- 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*. New Delhi, India: Vrinda Publishing.

- Best, J. W., & Kahn, J. V. (1996). *Research in education*. New Delhi, India: Prentice-Hall.

- Cohen, J. (1988). *Statistical power analysis for the behavioural sciences*. New York City, NY: Academic Press Inc.

- Desu, M. M., & Raghavarao, D. (1990). *Sample size methodology*. Boston, MA: Academic Press.

- Dooley, D. (1997). *Social research methods*. New Delhi, India: Prentice-Hall.

- Gaur, A. S., & Gaur, S. S. (2009). *Statistical methods for practice and research: A guide to data analysis using SPSS*. New Delhi, India: Sage Publications.
- Greene, S., & Hogan, D. (2005). *Researching children's experience*. London, UK: Sage Publications.
- Grewal, P. S. (1990). *Methods of statistical analysis*. New Delhi, India: Sterling Publishers.
- Guptha, S. (2003). *Research methodology and statistical techniques*. New Delhi, India: Deep & Deep Publishing.
- Hegde, M. N. (2003). *Clinical research in communicative disorders*. Austin, TX: PRO-ED:
- Khan, M. S. (2005). *Educational research*. New Delhi, India: Ashish Publishing House.
- Koul, L. (1996). *Methodology of educational research*. New Delhi, India: Vikas Publishing House.
- Potti, L. R. (2004). *Research methodology*. Thiruvananathapuram, India: Yamuna Publications.
- Siegel, A., & Castellen, N. J. (1988). *Non parametric statistics for behavioural sciences*. New York City, NY: McGraw-Hill.
- Silverman, D. (2012). *Qualitative research*. London, UK: Sage Publications.

Suggested Readings

- Berg, B. L., & Lune, H. (2011). *Qualitative research methods for the social sciences*. New York City, NY: Pearson Education Inc.
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theory and methods* (5th ed.). New York City, NY: Pearson Education Inc.
- Lipsey, M. W. (1990). *Design sensitivity: Statistical power for experimental research*. Newbury Park, CA: Sage Publications.
- Singh, A. K. (2004). *Tests measurement and research methods in behavioural science*. New Delhi, India: Tata McGraw-Hill Publishing.

M.Ed.Spl.Ed. (HI): II Semester
CURRICULUM DESIGN AND DEVELOPMENT

Course: Hard Core
Credits: 03 (L:T:P = 2:1:0)
Contact Hours: 2L + 2T / week
Marks: (25 + 25 + 50) 100

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, scope and ideology of curriculum
1.2   Bases of curriculum: Philosophical, sociological and psychological
1.3   Curriculum as a social construct
1.4   Principles of curriculum transaction
1.5   Fundamentals of curriculum development: Knowledge-based, activity-based, skill-based and experience-based
1.6   Historical and contemporary evolution of curriculum

Unit 2: Principles, Approaches and Types of Curriculum Development
2.1   Theories of curriculum development
2.2   Approaches in curriculum development: Developmental approach, functional approach, eclectic approach, ecological approach
2.3   Types of curriculum: Expanded core curriculum, hidden curriculum
2.4   Differentiating between curriculum design and curriculum development
2.5   Universal Design of Learning for curriculum development

Unit 3: Curriculum Development and Instructional Design
3.1   Differentiation of curriculum
3.2   Pedagogical theories and curriculum transaction
3.3   Material and instructional adaptations
3.4   Assessment and evaluation

Unit 4: Critical Issues in Curriculum
4.1   Organisation of learning opportunities for diverse needs
4.2   Designing integrated and inter-disciplinary learning experiences
4.3   Collaborative curriculum
4.4   Alignment of curriculum and modes of assessment
4.5   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*. New Delhi, India: Book Enclave.
- Alexander, R. J. (2001). *Culture and pedagogy: International comparisons in primary education*. Hoboken, NJ: Wiley / John Wiley & Sons.
- Daniels, H., & Goodland, J. (1979). *Curriculum enquiry the study of curriculum practices*. New York City, NY: McGraw-Hill..
- Daniels, H., & Porter, J. (2011). *Educational theories, cultures and learning: A critical perspective*. London, UK: Routledge.
- Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). *Contemporary issues in curriculum*. Boston, MA: Allyn & Bacon.
- Wiles, J. (2009). *Leading curriculum development*. Thousand Oaks, CA: Corwin Press, a Sage Publications Company.
- Wiles, J. W., & Bondi, J. C. (2010). *Curriculum development: A guide to practice* (8th ed.). New York City, NY: Pearson Education Inc.

Suggested Readings

- Central Institute of Educational Technology – CIET (2006). *The process of making National Curriculum Framework – 2005: A video documentary both in Hindi and English*. New Delhi, India: CIET, NCERT.
- Jacobs, H. H. (1997). Mapping the big picture: Integrating curriculum and assessment K-12 (professional development). Alexandria, VA: Association for Supervision & Curriculum Development – ASCD.
- 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, United Kingdom.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development – ASCD.

M.Ed.Spl.Ed. (HI): II Semester
INCLUSIVE EDUCATION

Course: Hard Core
Credits: 03 (L:T:P = 2:1:0)
Contact Hours: 2L + 2T / week
Marks: (25 + 25 + 50) 100

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 and 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 and 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

3.5   Whole school development

3.6   Universal Design of Learning highlighting accommodations for different types of special needs

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

4.6   Collaborations among professionals and with caregivers

Transaction and Evaluation

- Lecturing
- Practical observation
- Self-study followed by presentation and group discussions
- Assignments
- Tests

Essential Readings

- Bolman, L., & Deal, T. (1997). *Reframing organizations*. San Francisco, CA: Jossey-Bass Education / Wiley.
- Clough, P., & Corbett, J. (2000). *Theories of inclusive education*. London, UK: Paul Chapman Publishing.
- Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi, India.
- Jha, M. M. (2002). *School without walls: Inclusive education for all*. Oxford, UK: Heinemann.
- Jorgensen, C. M., Mc Sheehan, M., Schuh, M., & Sonnenmeier, R. M. (2012). *Essential best practices in inclusive school*. Durham, NH: National Center on Inclusive Education, Institute on Disability, UCED, University of New Hampshire.
- Kauffman, J. M., Lloyd, J. W., Hallahan, D. P., & Astuto, T. A. (Eds.), *Issues in educational placement: Students with emotional behavioral disorder*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of children with special needs. In R. Govinda, (Ed.), *India education report*. New Delhi, India: Oxford University Press.
- Peterson, M., & Hittie, M. (2009). *Inclusive teaching: The journey towards creating effective schools for all learners*. Englewood Cliffs, NJ: Merrill, an imprint of Prentice Hall.
- Puri, M. & Abraham, G. (Eds.) (2004). *Handbook of inclusive education: For educators, administrators & planners*. New Delhi, India: Sage Publications.

- Skidmore, D. (2004)*. Inclusion: The dynamic of school development*. Buckingham, UK: Open University Press.
- Spastic Society of Tamil Nadu – SPASTN (2000). *Towards inclusive communities*. Chennai: SPASTN.
- Villa, R. A., & Thousand, J. S. (2005) *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development – ASCD.
- Wade, S. E. (2000). *Inclusive education: A casebook and readings for prospective and practicing teachers*. Mahwah, NJ: Lawrence Erlbaum Associates.

Suggested Readings

- Berry, B., Daughtrey, A., & Weider, A. (2010). *Teacher leadership: Leading the way to effective teaching and learning*. Washington, DC: Centre for Teaching Quality.
- Carr, J. F., Herman, N., & Harris, D. E. (2005). *Creating dynamic schools through mentoring, coaching, and collaboration*. Alexandria, VA: Association for Supervision and Curriculum Development – ASCD
- Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer support strategies: Improving all students' social lives and learning*. Baltimore, MD: Paul H. Brookes Publishing Company.
- 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*. Baltimore, MD: Paul H. Brookes Publishing Company.
- Mastropieri, M. A., & Scruggs, T. E. (2006). *The inclusive classroom: Strategies for effective instruction*. Englewood Cliffs, NJ: Prentice Hall.
- 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*. Tucson, AZ: Communication Skill Builders.
- UNESCO (1994). *The Salamanca statement and framework for action on special needs education*. Paris, France: UNESCO.

M.Ed.Spl.Ed. (HI): II Semester
THERAPEUTICS AND ASSISTIVE DEVICES

Course: Hard Core
Credits: 04 (L:T:P = 3:1:0)
Contact Hours: 3L + 2T / week
Marks: (25 + 25 + 50) 100

Objectives

After completing the course, teacher educators will be able to:

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

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

Unit 2: Listening and Assistive Devices in Audiological Management
2.1   Hearing aids: Overview to hearing aids; Overview and need to study electro-acoustic characteristics; Importance of ear moulds and its modifications; Care and maintenance, trouble shooting
2.2   Cochlear Implant: Overview to cochlear implants; Need and importance for regular mapping, care and maintenance, trouble shooting
2.3   FM systems and Infrared systems: Components, functioning, types, advantages and disadvantages
2.4   Induction loop systems and hardwire systems: Components, functioning, types, advantages and disadvantages
2.5   Criteria for recommendation of one device over the other; Role of special educators in measuring outcome of listening devices

Unit 3: Assistive Devices in Management of Language, Communication and Education

3.1   Meta level understanding of use of technology for language development

3.2   Access to whole language: Challenges of communication options and use of technology for ways to overcome

3.3   Use and availability of social media for sign language users: Communicative, educational and social purposes

3.4   Orientation to web based Curriculum Based Measurement (CBM) tools

3.5   Tele captioning of popular media and its role in literacy development

3.6   Assistive technologies for personal and educational purposes: Devices and processes and their application

3.7   Research and developments in educational technology: National and international; Evidence-based practices

Unit 4: Technology and Methods in Management of Speech

4.1   Parameters measured in phonation and supra-segmental aspects of speech using advanced technology and their application

4.2   Need and methods to analyse and to correct articulation of speech

4.3   Selecting management techniques for phonation and supra-segmental aspects of speech

4.4   Selecting management methods for facilitating articulation in children with hearing impairment

4.5   Methods to improve speech intelligibility; Measurement of outcome

Course Work / Practical / Field Engagement

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

Transaction and Evaluation

- Self-learning
- Lecture-cum-demonstration
- Workshops

Essential Readings

- Hersh, M. A., & Johsnon, M. A. (Eds.) with contributions from Andersson, C. Campbell, D., Farquharson, A., Furner, S., Gill, J., Jackson, A., Lucker, J., Nolde, K., Werner, E., & Whybray, M. (2014). *Assistive technology for the hearing-impaired, deaf and deafblind*. London, UK: Springer.

- Beattie, R. G. (2001). *Ethics in deaf education: The first six years*. New York City, NY: Academic Press Inc.

- Berg, F. (2008). *Speech development guide for children with hearing loss*. San Diego, CA: Plural Publishing.

- Dillon, H. (2001). *Hearing aids*. New York City, NY: Thieme Medical Publishers.

- English, K. M. (2002). *Counselling children with hearing impairment and their families*. Boston, MA: Allyn & Bacon.

- Huang, D. (1998). *Speech skill builder for children*. Tiger DRS Inc. Retrievable from http://www.drspeech.com/Papers.html.

- Katz, J. (1978, 1985, 1994). Handbook of clinical audiology. (2nd, 3rd & 4th eds.). Baltimore, MD: Williams & Wilkins.

- Krumenacker, S. (2014). *Hearing aid dispensing training manual*. San Diego, CA: Plural Publishing.

- Kumar, K. L. (2009). Educational technology: A practical textbook for students, teachers, professionals and trainers. New Delhi, India: New Age International.

- Rehabilitation Council of India – RCI (2014). Chapter 7: Hearing impairment – Contributions of S. M. Mathew about technology for persons with hearing impairment. In *Status of Disability in India – 2012 Report*. New Delhi, India: RCI.

- Owens, R. E. Jr. (2012). *Language development: An introduction* (8th ed.). New York City, NY: Pearson Education Inc.

- Rapp, W. H. (2014). *Universal design for learning in action*. Baltimore, MD: Paul H. Brookes Publishing Company.

- Sandlin, E. R. (1995). *Handbook of hearing aid amplification: Theoretical and technical considerations* (Vol. I). San Diego, CA: Singular Publishing Group, Inc.

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- Taylor, B., Mueller, H. G. (2011*). Fitting and dispensing hearing aids*. San Diego, CA: Plural Publishing.

- Waldman, D., & Roush, J. (2010). Your child's hearing loss: A guide for parents. San Diego, CA: Plural Publishing.

Suggested Readings

- Allum, D. J. (1996). *Cochlear implant rehabilitation in children and adults*. London, UK: Whurr Publishers.

- Maltby, M. T. (1994). *Principles of hearing aid audiology*. London, UK: Whurr Publishers.

- Pollack, M. C. (1980). *Amplification for the hearing impaired*. New York City, NY: Grune & Stratton.

- Tweedie, J. (1987). Children's hearing problems, their significance, detection andmanagement. Bristol, UK: The Bath Press.
- Valente, M. (1996). *Hearing aids standards, options and limitations*. New York City, NY: Thieme Medical Publishers.
- Valente, M., Dunn, H. H., & Roeser, R. J. (2000). Audiology–treatment. New York City, NY: Thieme Medical Publishers.
- Wong, L. H., & Louise, M. (2012). Evidence-based practice in audiology: Evaluating interventions for children and adults with hearing impairment. San Diego, CA: Plural Publishing.

M.Ed.Spl.Ed. (HI): II Semester
LANGUAGE AND EDUCATIONAL EVALUATION

Course: Hard Core Practicum
Credits: 04 (L:T:P = 0:0:4)
Contact Hours: 16P / week
Marks: (25 + 25 + 50) 100

Task 1: Compilation of Tools Available for Educational Evaluation   (20 hours)
Setting: Educational Assessment Centre / Clinic
Activities:
- Collect different tools available for evaluation of typically hearing children and those with hearing impairment

Task 2: Case History   (10 hours)
Setting: Educational Assessment Centre / Clinic
Activities:
- Studying the case history of 5 children with hearing impairment with a special focus on educational history of parents, language and biographic, and educational background of children with hearing impairment

Task 3: Administration of Language Assessment Tools   (20 hours)
Setting: Educational Assessment Centre / Clinic
Activities:
- Observe the administration of language tests (2 standardised and 4 non-standardised) on 5 children and report the findings

Task 4: Tools for Evaluation of Children with Hearing Impairment in Other Areas like Communication, Socio-Emotional Maturity   (10 hours)
Setting: Educational Assessment Centre / Clinic
Activities:
- Observe the administration of two tests / checklists / rating scales on children with hearing impairment at different levels and report the findings
  - o Preschool child – 1
  - o Primary school child – 1

Task 5: Tools for Scholastic Achievement and Literacy Achievement   (20 hours)
Setting: Educational Assessment Centre / Clinic
Activities:
- Observe the administration of tests for assessing scholastic achievement and literacy achievement at different levels:
  - o Preschool child – 1
  - o Primary school child – 1

Task 6: Observation of Educational Evaluation   **(20 hours)**

Setting: Educational Assessment Centre / Clinic

Activities:

- Observe the educational evaluation of children with hearing impairment in different levels and study the findings in different areas:
  - Children with hearing impairment below 5 years (5 nos.)
  - Children with hearing impairment above 5 years (5 nos.)

Task 7: Conducting Educational Evaluation   **(40 hours)**

Setting: Educational Assessment Centre / Clinic

Activities:

- Carry out the educational evaluation of 5 children with hearing impairment:
  - Preschool / primary school student – 3
  - Secondary school student – 1

Task 8: Tool Development   **(30 hours)**

Setting: Educational Assessment Centre / Clinic

Activities:

- Develop one tool for assessment of language / school subject

Task 9: Development of Materials for Literacy Development   **(30 hours)**

Setting: Educational Assessment Centre / Clinic

Activities:

- Develop materials for developing pre-reading and pre-writing skills

Task 10: Lesson Planning   **(16 hours)**

Setting: Special School / Inclusive School

Activities:

- Develop 3 lesson plans and demonstrate any one model lesson plan

Task 11: Psychological Assessment   **(24 hours)**

Setting: Clinic / School

Activities:

- Observe, undertake and interpret results of the following psychological tests:
  - Any test for assessing personality
  - Any test for assessing occupational interest and aptitude

Submissions   **(16 hours for preparing journals & practical records)**

- For tasks 1 to 10: Journal reports with reflections
- For task 11: Practical record

M.Ed.Spl.Ed. (HI): II Semester
INDIAN SIGN LANGUAGE

Course: Open Elective
Credits: 04 (L:T:P = 3:0:1)
Contact Hours: 3L + 2P / week
Marks: (25 + 25 + 50) 100

Objectives

After completing the course, the teacher educators will be able to:

- Explain about origins and structure of Indian Sign Language
- Use signs for 500 basic functional vocabulary items
- Use 100-150 conversational sentences including statements questions and instructions in Indian Sign Language
- Employ sign language when communicating with individuals with hearing impairment
- Translate sentences from sign into any spoken language; and from spoken language into sign

I. THEORY

Unit 1: Overview of Manual Communication
1.1   Nature and types of manual communication; gesture vs. sign language
1.2   Relevance of manual communication to common man
1.3   Dos and Don'ts when using manual forms of communication

Unit 2: Evolution of Sign Language in India
2.1   Evolution of sign language in India
2.2   Deafness and Deaf culture in India
2.3   Social implications of sign language in India

Unit 3: Fundamentals of Indian Sign Language
3.1   Nature and function of Indian Sign Language
3.2   Structure and features of Indian Sign Language
3.3   Steps in instruction of Indian Sign Language

Unit 4: Use of Indian Sign Language
4.1   Recent trends in ISL
4.2   Advantages and disadvantages of ISL
4.3   Independent and combined use of ISL

II. PRACTICUM

Unit 5: Sign Language Practice related to –
5.1   Double-handed finger spelling
5.2   Single-handed finger spelling
5.3   Greetings and special statements
5.4   Describing people and objects
5.5   Pronouns, Possession

Unit 6: Sign Language Practice related to –
6.1   Family and relations
6.2   Common household and environmental objects
6.3   Actions, verbs and expressive movements
6.4   People and professions
6.5   Places, place names and talking about work place
6.5   Colours and food items (fruits, vegetables, beverages)

Unit 7: Sign Language Practice related to –
7.1   Use of interrogatives
7.2   Use of negatives – in commands, responses
7.3   Calendar aspects – week, months, year and talking about time
7.4   Talking about language
7.5   Use of space, perspectives and role play

Unit 8: Sign Language Practice related to –
8.1   Environment – earth and sky
8.2   Animals and plants
8.3   Measures and geometric shapes
8.4   Body, health, deafness and disability
8.5   Abstract concepts

Transaction and Evaluation
- Orientation lecture
- Practical demonstration
- Observation in real settings
- One-to-one practice
- Group practice
- Written tests
- Practical testing

Essential Readings
- Deshmukh, D. (1997). *Sign language and bilingualism in deaf education*. Ichalkaranj, India: Deaf Foundation.

- Mani, N. N. G., Gopalakrishna, V, & Amaresh, G. (2001). *Indian Sign Language dictionary*. Coimbatore, India: Ramakrishna Vidyalaya.
- Mook Badhir Sangathan (2009). *Orientation to Indian Sign Language* (virtual material on CD with printed manual). New Delhi, India: RCI.
- Rehabilitation Council of India – RCI (2011). *Communication options and students with deafness*. New Delhi, India: RCI.
- Schwartz, S. (Ed.) (2007). *Choice in deafness: A parents' guide to communication options* (3rd ed). Bethesda, MD: Woodbine House.
- Vasishta, M., Woodward, J. C., & Wilson, K. L. (1978). Sign language in India: Regional variation within the deaf population. *Indian Journal of Applied* Linguistics, *4*(2): 66–74.
- Zeshan, U. (2003). Indo-Pakistani sign language grammar: A typological outline. *Sign Language Studies*, *3*(2), 157-212.

M.Ed.Spl.Ed. (HI): III Semester
PERSPECTIVES IN TEACHER EDUCATION: IN-SERVICE AND PRE-SERVICE

Course: Hard Core
Credits: 03 (L:T:P = 2:1:0)
Contact Hours: 2L + 2T / week
Marks: (25 + 25 + 50) 100

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
- Become 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
1.1   Concept, aims and objectives of teacher education
1.2   Significance of teacher education in India
1.3   Types of teacher education: Pre-service and in-service; continued development of teacher as a professional
1.4   Structure of teacher education in India and organizations / agencies involved
1.5   Factors influencing the practices in teacher education and quality
1.6   Organizing teacher education: Conventional versus open distance learning (ODL)

Unit 2: Teacher Education and Education of Children with Disabilities
2.1   Early initiatives in preparing teachers of children with disabilities in India
2.2   Establishment of various national institutes and development of teacher education in special education
2.3   Establishment of Rehabilitation Council of India (RCI) as a statutory body in standardizing and promoting teacher education in the field of special education
2.4   Changes in school education for children with disabilities and its impact on teacher education
2.1   Paradigm shift from segregation to inclusion impacting teacher education
2.2   Collaboration / linkage between Ministry of Human Resource Development (MHRD) / National Council of Teacher Education (NCTE) and Ministry of Social Justice and Empowerment (MSJE) / Rehabilitation Council of India (RCI)

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

3.1   Changing scenario of teacher education: Curriculum and evolving priorities

3.2   Characteristics of teacher education framework developed by Rehabilitation Council of India (RCI), structure and organisation of different components of teacher education curriculum

3.3   Components of pre-service teacher education: Overview of courses at different levels, weight-age of course work and evaluation

3.4   Various components of teacher education curriculum and their transactional modalities including Information and Communication Technology (ICT)

3.5   Organization, transaction and evaluation of different components of teacher education curriculum including school based practicum, and internship

3.6   Single disability versus cross disability approach in teacher education and addressing disability issues in general education curriculum

Unit 4: Continued Teacher Development Programme

4.1   Need and modalities for continuing professional development of a teacher: Continuing Rehabilitation Education (CRE), workshops, seminars, 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 teacher education

4.1   Planning, designing and organizing in-service teacher education programme: Preliminary considerations (purpose, duration, size of group, activities and budget), assessment of training needs, identifying essential components, guidelines

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.

Essential Readings

- Anderson, L. W. (Ed.) (1995). *International encyclopaedia of teaching and teacher education* (2nd ed.). Oxford, UK: Pergamon Press.

- Arora, G. L. (2002). *Teachers and their teaching: Need for new perspectives*. New Delhi, India: Ravi Books.

- Deve Gowda, A. C. (1973). *Teacher education in India*. Bengaluru, India: Printersall.
- Hilliard, F. H. (1971). *Teaching the teachers: Trends in teacher education*. London, UK: George Allen & Unwin.
- Longford, G. (1978). *Teaching as a profession*. Manchester, UK: Manchester University Press.
- McClelland, V. A., & Verma V. P. (1989). *Advances in teacher education*. London, UK: Routledge
- Mohanty, S. B. (1987). *Student teaching*. New Delhi, India: Ashok Publishing House.
- National Council for Educational Research and Training – NCERT (2005). *National Curriculum Framework – 2005*. New Delhi, India: NCERT.
- Rosenberg, M. S., O'Shea, L. J. & O'Shea, D. J. (2002). *Student teacher to master teacher* (3rd ed.). New York City, NY: Pearson Education Inc.
- Rosenberg, M. S., O'Shea, L. J., & O'Shea, D. J. (2006). *Student teacher to master teacher: A practical guide for educating students with special needs* (4th ed.). Upper Saddle River, NJ: Merrill, an imprint of Prentice Hall.
- Ysseldyke, J., & Algozzine, B. (2006). *Public policy, school reform and special education: A practical guide for every teacher*. Thousand Oaks, CA: Corwin Press, a Sage Publications Company.

Suggested Readings

- National Council of Teacher Education – NCTE (1998). *Policy perspectives in teacher education: Critique and documentation*. New Delhi, India: NCTE.
- Saxena, N. R., Mishra, B. K., & Mohanty, R. K. (1998). *Teacher education*. Meerut, India: R-Lall Book Depot.
- Sharma, R. A. (2002). *Teacher education*. Meerut, India: International Publication House.

M.Ed.Spl.Ed. (HI): III Semester
EDUCATIONAL EVALUATION

Course: Hard Core
Credits: 03 (L:T:P = 2:1:0)
Contact Hours: 2L + 2T / week
Marks: (25 + 25 + 50) 100

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 and means of evaluating programmes
- Explain the current trends in evaluation

Unit 1: Evaluation – Foundations and Scope
1.1   Concept of testing, measurement, assessment and evaluation; Areas of Evaluation
1.2   Difference between investigation, auditing, monitoring and evaluation
1.3   Principles of evaluation; Evolution of evaluation function: (i) Measurement / comparison / transparency / accountability, (ii) Understanding / learning / decision making / positive accountability
1.4   Problem-solving and decision-making
1.5   Positive accountability and excellence in education
1.6   Advocacy and communication

Unit 2: Teaching – Learning and Evaluation
2.1   Knowledge construction and capacity building of learners
2.2   Evaluation of learning, for learning and in learning: Contexts, need and nature
2.3   Tools for evaluation and process of standardization
2.4   Equity and fairness in evaluation including adaptations and accommodations
2.5   Report writing: Format, content and mechanics
2.6   Mastery Level Learning

Unit 3: Programme Evaluation and Review
3.1   Concept, need, goals and tools,
3.2   Organizational learning and change, and strategic planning
3.3   Evaluation of instructional programmes
3.4   Techniques of programme evaluation
3.5   Reliability, validity and sensitivity in programme evaluation
3.6   Reviewing outcomes

Unit 4: Current Trends in Evaluation

4.1   Knowledge based evaluation

4.2   Performance based evaluation: Role play, concept maps

4.3   Authentic evaluation: Interviews, writing samples, projects, exhibitions, reflective journals

4.4   Self-evaluation: Rubrics and rating scales

4.5   Exams: Online, on-demand, take-home, power tests and open book tests

Transaction and Evaluation

- Lecture-cum-demonstration
- Workshops on developing tools for content and programme evaluation
- Assignments
- Presentations
- 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 analyse the evaluation practices.
- Develop a format for self-evaluation for teachers in special or mainstream schools
- Develop tools one each for knowledge-based, performance-based and authentic evaluation for children with disabilities studying in a class or a subject of your choice.

Essential Readings

- Airasian, P. W. (1991). *Classroom assessment*. New York City, NY: McGraw-Hill.
- American Educational Research Association, American Psychological Association, & 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 & The National Education Association (1990). *Standards for teacher competence in educational assessment of students*. Washington, DC: Author/s.
- Gipps, C. (1996). Assessment for learning. In A. Little & A. Wolf (Eds.), *Assessment in transition: Learning, monitoring and selection – An international perspective*. Oxford, UK: Pergamon Press.
- Gronlund, N. E., & Linn, R. (1990). *Measurement and evaluation in teaching* (6th ed.). New York City, NY: Macmillan.
- Hamayan, E. V. (1995). Approaches to alternative assessment. *Annual Review of Applied Linguistics*, *15*, 212-226.
- Headington, R. (2003). *Monitoring, assessment, recording, reporting and accountability* (2nd ed.). London, UK: David Fulton.
- Hibbard, K. M., Wagenen, L. V., Lewbel, S., Waterbury-Wyatt, S., Shaw, S., Pelletier, K., Larkins, B., Dooling, J. O., Elia, E., Palma, S., Maier, J., Johnson, D., Honan, M., Nelson, D. M., & Wislocki, J. A. (1996). *A teacher's guide to*

performance-based learning and assessment. Alexandria, VA: Association for Supervision and Curriculum Development – ASCD.

- Mathew, S. (2005). *Evaluation: Curricular strategies and adaptations for children with hearing impairment*. New Delhi, India: Kanishka Publication.

- Mathew, S. (2010). *Educational evaluation, curriculum and teaching strategies for children with hearing impairment*. MED SEDE (HI) Manual. New Delhi, India: IGNOU.

- Mathew, S., & Mishra, A. (2010). Knowledge based evaluation of students with hearing impairment. *Journal of NCED*, *2*(1), 26-33.

- McLaughlin, J. A., & Lewis, R. B. (2001*). Assessing students with special needs* (5th ed.). Englewood Cliffs, NJ: Merrill, an imprint of Prentice Hall.

- Mehrens, W. A., & Lehmann, I. J. (1991). *Measurement and evaluation in education and psychology* (4th ed.). New York City, NY: Holt, Rinehart & Winston.

- Board of Studies Teaching and Educational Standards NSW – BOSTES (n. d.). *New NSW Syllabuses: Assessment for, as and of Learning*. Retrievable from https://syllabus.bostes.nsw.edu.au/support-materials/assessment-for-as-and-of-learning/

- Inc.Com. (n. d.) *Online encyclopaedia: Program evaluation and review technique (PERT)*. Retrievable from http://www.inc.com/encyclopedia/program-evaluation-and-review-technique-pert.html

- Ministry for Education & Skills, Government of Ireland (2012). *School self-evaluation guidelines for post-primary schools: Inspectorate guidelines for schools*. Retrievable from www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/sse_guidelines_post_primary

- Ministry for Education & Skills, Government of Ireland (2012). *School self-evaluation guidelines for primary schools: Inspectorate guidelines for schools*. Retrievable from www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/sse_guidelines_primary

- United Nations Children's Fund – UNICEF & International Programme Evaluation Network – IPEN (2006). *Evaluation working papers: New trends in development evaluation*. Issue No. 5 (2006). Retrievable from http://www.unicef.org/ceecis/New_trends_Dev_EValuation.pdf & c.ymcdn.com/sites/www.afrea.org/resource/resmgrbooks/New_trends_ Dev_EValuation

- Wiggins, G. (1993). *Assessing students' performance*. San Francisco, CA: Jossey-Bass Education / Wiley.

Suggested Readings

- Braden, J. (2001). The clinical assessment of deaf people's cognitive abilities. In M. D. Clark, M. Marschark, & M. Kretchmer, (Eds.), *Context, cognition and deafness*. Washington, DC: Gallaudet University Press. Pp.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, MI: Centre for Research on learning and teaching, University of Michigan.
- Fernandez, H. (2008). *Knowledge based achievement of students with hearing impairment on different types of assessment*. Unpublished Master Dissertation, University of Mumbai, India.
- 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*. San Francisco, CA: Josse-Bass Education / Wiley.
- 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*. Unpublished Ph.D. Thesis, MJP Rohilkhand University, India.
- Meyer, C. A. (1992) .What is the difference between authentic and performance assessment? *Educational Leadership*, *49*(8), 39-40
- Mountain, J. (2005). *Science assessment of deaf students: Considerations and implications of state accountability measurements*. MSSE Masters Project submitted to the National Technical Institute for the Deaf, Rochester Institute of Technology, New York.
- Musselman, C. R., Lindsey. P. H., & Wilson A. K. (1988). An evaluation of recent trends in preschool programming for hearing impaired children. *Journal of Speech and Hearing Disorders*, *53*, 71-88.
- Nair, P. (2005). *A study of the effectiveness of individualized instructional material on mastery of mathematical concepts related to time in children with hearing impairment*. Unpublished Master Dissertation, University of Mumbai, India.
- Stiggins, R. J. (1994). *Student-centred classroom assessment*. New York City, NY: MacMillan.
- Tannenbaum, J. E. (1996). *Practical ideas on alternative assessment for ESL Students*. ERIC Clearinghouse on Languages and Linguistics, Washington DC, ERIC Identifier ED395500, 1-6.

M.Ed.Spl.Ed. (HI): III Semester
ADULTHOOD AND FAMILLY ISSUES

Course: Hard Core
Credits: 03 (L:T:P = 2:1:0)
Contact Hours: 2L + 2T / week
Marks: (25 + 25 + 50) 100

Objectives
        After completing the course, teacher educators will be able to:
- Appreciate the importance of planning and implementing transition services for preparing adolescents towards adulthood
- Explain strategies of developing independent living skills and preparing them for gainful employment
- Describe communication, cultural and family issues to reflect in planning of services

Unit 1: Transition from Adolescence to Adulthood
1.1   Transition: Concept and challenges as perceived by D/deaf adolescents and their families
1.2   Domains of transition: Educational, independent living, social-cultural and employment
1.3   Factors influencing transition: Academic and personal achievement, aspiration and motivation, interaction and complexities, environmental barriers, late deafened adults; concept of self and self-efficacy
1.4   Role of support and facilitators: Family, peers, community; agencies and environmental support
1.5   Planning and implementing transition services
1.6   Facilitating societal inclusion of individuals with hearing impairment

Unit 2: Independent Living, and Community and Cultural Issues
2.1   Concept and its importance
2.2   Money management and related financial skills
2.3   Health and physical fitness skills
2.4   Life skills: Social-etiquette and mannerism
2.5   Leisure time, hobbies and recreational activities
2.6   Diversity in DEAF WORLD; Comparison of hearing world – D/deaf world on culture and group identity and communication options; Views of cochlear implantees and hearing aid users towards D/deaf culture

Unit 3: Higher Education, Vocational Education and Employment
3.1   Higher Education: Need, scope, status of higher education
3.2   Vocational educaion: Need, scope, status of vocational education
3.3   Selecting suitable higher education and vocational streams
3.4   Career choices: Job seeking skills and facing interviews

3.5   Work adjustment skills; Job related social skills

Unit 4: Family Issues

4.1   Role and challenges of families in fostering adjustment, personality development, independent living, employment and marriage

4.2   Raising of hearing children by D/deaf parents: Deaf Child Deaf Parent (DCDP); Deaf Child Hearing Parent (DCHP) issues

4.3   Communication patterns and parenting issues in families with D/deaf parents and hearing children

4.4   Identifying family needs and supporting towards resource

4.5   Legal issues regarding communication accessibility

Practicum / Field Engagement

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

Transaction and Evaluation

- Lecture-cum-demonstration
- Inviting Deaf adults to share their experiences and success stories
- Case studies

Essential Readings

- Annable G., Walters, C., Strensta, D., Symanzik, S, Tuuuyb. L., & Sterwer, N. (2003). *Students with disabilities: Transition from postsecondary education to work.* Winnipeg, Manitoba: Canadian Centre for Disability Studies.
- Christensen, K. M., & Gilbert, L. D. (1993). *Multicultural issues in deafness*. White Plairs, NY: Longman.
- Narayansamy, S., Kamraj, J., & Rangasayee, R. (2006). *Family, community and the hearing impaired child*. New Delhi, India: Kanishka Publishers.
- Parasins, L. A. (1996). *Cultural and language diversity and deaf experience*. Cambridge, UK: Cambridge University Press.

Suggested Readings

- Bowe, F. G. (2003). Transition for deaf and hard of hearing students: A blueprint for change. *Journal of Deaf Studies and Deaf Education*, *8*(40), 485-93.

M.Ed.Spl.Ed. (HI): III Semester
EDUCATIONAL MANAGEMENT

Course: Soft Core
Credits: 03 (L:T:P = 2:1:0)
Contact Hours: 2L + 2T / week
Marks: (25 + 25 + 50) 100

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 and Total Quality Management (TQM)
1.1   Definition and concept: Management as an art, science, organization, person and a discipline
1.2   Approaches to management: Classical approach, human relation approach, systems approach, contingency approach
1.3   Principles and processes of management; Concept of quality and issues in quality management of educational institutes
1.4   Assessment of educational institutions; Strategic planning and sustainable development; Implementing TQM

Unit 2: Human Resource Management
2.1   Styles of management: Autocratic, laissez-faire, transactional, contingency; Leader vs. Manager (role competencies)
2.2   Manpower planning, talent acquisition and management
2.3   Employee benefits, welfare and performance appraisals systems: 360 degree approach
2.4   Training, development and capacity building
2.5   Organisational behaviour; climate and culture
2.6   Individual and group dynamics; Conflict management and negotiations

Unit 3: Educational Management Information Systems (EMIS)
3.1   Need, relevance and national agencies for EMIS
3.2   Internal and external stakeholders of EMIS
3.3   Tools and process for collecting and disseminating data and using information

3.4   Constituting indicators and data monitoring plans
3.5   Dissemination, distribution and publication of data

Unit 4: Financial Management
4.1   Need and Importance of financial management in educational institutes
4.2   Basic concepts in accounting
4.3   Importance and types of budgeting
4.4   Resource mobilisation and allocation
4.5   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.

Essential Readings
- Aggarwal, J. C. (2001). *Development and planning of modern education*. New Delhi, India: Vikas Publishing House.
- Chaturvedi, T. N. (1981*). Administration for the disabled*. New Delhi, India: Indian Institute for Public Administration.
- Fiminan, M. J., Fafard, M-B., & Howell, K. W. (1984). *A teacher's guide to human resources in special education paraprofessionals, volunteers and peer tutors*. Boston, MA: Allyn & Bacon.
- Grosof, M. S. & Sardy, H. (1985). *A Research primer for the social and behavioural sciences*. New York City, NY: Academic Press Inc.
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Suggested Readings

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- Nkomo, S. M., Fottler, M. D., McAfee, R. B. (2010). *Human resource management applications: Cases, exercises, incidents, and skill builders* (7th ed.). Boston, MA: Cengage Learning.

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M.Ed.Spl.Ed. (HI): III Semester
EDUCATIONAL TECHNOLOGY

Course: Soft Core
Credits: 03 (L:T:P = 2:1:0)
Contact Hours: 2L + 2T / week
Marks: (25 + 25 + 50) 100

Objectives

After completing the course, teacher educators will be able to:

- Discuss roles of educational technologists in various context
- 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 and 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, try-out, formative and summative evaluation
2.4   Methods and models of 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: Information and Communication Technology (ICT) for Inclusion and Recent Trends in Technology

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 and its role in curriculum transaction
4.5   Online learning and blended Learning
4.6   M-Learning
4.7   MOOC and OER

Course Work / Practical / Field Engagement

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

Essential Readings

- Mangal, S. K., & Mangal, U. (2009). *Essentials of educational technology*. Delhi, India: PHI Learning Private Limited.
- Yadav, N. (2005). *A hand book of educational technology*. New Delhi, India: Anmol Publications Pvt. Ltd.
- Ruhela, S. P. (2002). *Educational technology*. Delhi, India: S. K. Garg Indian Publishers, Distributors.
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- Tara Chand (2006). *Educational technology*. New Delhi, India: Anmol Publications Pvt. Ltd.
- Tara Chand, & Pahuja, N. P. (2004). *Essentials of instructional technology*. New Delhi, India: Anmol Publications Pvt. Ltd.

Suggested Readings

- Bhatt, B. D., & Sharma, S. R. (2003). *Educational technology concept and technique*. Modern Education Series. New Delhi, India: Kanishka Publisher.

- Diana, L. O. (2001). *Multimedia-based instructional design: Computer-based training*. San Francisco, CA: Jossey-Bass Education / Wiley.
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- Kumar, K., & Kumar, S. (2004). *ICT skill development*. Gurusar Sadhar, India: GBD Publications.
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- Rosenberg, M. J. (2001). *E-learning*. New York City, NY: McGraw-Hill.
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- Santhosh, V. (2009). *Information communications technology for teacher education*. New Delhi, India: Kanishka Publisher.
- Schank, R. C. (2001). *Virtual learning*. London, UK: McGraw-Hill.
- Shehzad, A. (2007). *Teacher's handbook of educational technology*. New Delhi, India: Anmol Pubishing Pvt. Ltd.
- Singh, T. (2009). *ICT skill development*. Ludhiana, India: Tandon Brothers.
- Venkataiah, N. (2002), *Educational technology*. New Delhi, India: APH Publication Corporation.

M.Ed.Spl.Ed. (HI): III Semester
GUIDANCE AND COUNSELLING

Course: Soft Core
Credits: 03 (L:T:P = 2:1:0)
Contact Hours: 2L + 2T / week
Marks: (25 + 25 + 50) 100

Objectives
        After completing the course, teacher educators will be able to:
- State the basic concepts in guidance and counselling
- Discuss educational, vocational and personal guidance
- Describe testing devices and non-testing techniques of guidance
- Analyse 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   Assessment as a prerequisite for guidance: Assessing under-achievement, challenges, giftedness and special strengths
1.5   Tests and techniques for guidance: Testing techniques (aptitude, interest, achievement and personality); Non-testing techniques (interview, case study, observation, diary, anecdotal and commutative record); Choosing an appropriate test for career selection
1.6   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   Career test construction, administration, scoring and interpretation
2.4   Assessment of vocational maturity
2.5   Occupational information in guidance
2.6   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 in counselling
3.6   Role of counsellor in the contemporary context

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

4.6   Guidance and counselling during crisis intervention; Grief, relationship failure, depression, academic, stress, violence and abuse

Course Work / Practical / Field Engagement

- Visit different guidance centres and write a report.
- Develop a career choice assessment tool in view of personal characteristics of any child with disabilities and available opportunities.
- Prepare a brochure on the available career opportunities for children with different disabilities.

Essential Readings

- Lombana, J. H. (1982). *Guidance for handicapped students*. Springfield, IL: Charles C. Thomas.
- Naik, P. S. (2013). *Counselling skills for educationists*. New Delhi, India: Soujanya Books.
- Nayak, A. K. (1997). *Guidance and counselling*. New Delhi, India: APH Publishing.
- Rao, V. K., & Reddy, R. S. (2003). *Academic environment: Advice, counsel and activities*. New Delhi, India: Soujanya Books.
- Shah, A. (2008). *Basics in guidance and counselling*. Delhi, India: Global Vision Publishing House.
- Sharma, V. K. (2005). *Education and training of educational and vocational guidance*. New Delhi, India: Soujanya Books.

Suggested Readings

- Kapunan, R. R. (2004). *Fundamentals of guidance and counselling*. Philippines: Rex Printing Company.
- Pal, O. B. (2011). *Educational and vocational guidance and counselling*. New Delhi, India: Soujanya Books.

M.Ed.Spl.Ed. (HI): III Semester
DISSERTATION – I: RESEARCH PROPOSAL
- **Educational Evaluation**
(OR)
- **Special Educational Intervention**
(OR)
- **Human Resource Development**

Course: Soft Core Dissertation
Credits: 04 (L:T:P = 0:1:3)
Contact Hours: 2T + 6P / week
Marks: (25 + 25 + 50) 100

Tasks:
- Review of literature
- Stating the problem
- Preparing research design
- Developing research proposal / synopsis
- Present research proposal in faculty seminar

M.Ed.Spl.Ed. (HI): III Semester
FIELD ENGAGEMENT / INTERNSHIP AS TEACHER EDUCATORS – I
(Including EPC Course on Self Development)

Course: Hard Core Field Engagement / Internship
Credits: 04 (L:T:P = 0:0:4)
Contact Hours: 12P / week
Marks: (25 + 25 + 50) 100

Objectives

After completing the internship, teacher educators should be able to:

- Decipher and elucidate the vision, mission and goals of teacher training institution/s
- Develop prototype calendar of activities, and schedules of theory classes, practicum and other activities for teacher training institutions
- Assist teacher educators in collecting references, compiling information and developing presentations
- Create awareness in mainstream educational institutions about inclusive education

Task 1: Understanding the Organisation (9 hours)
Setting: Teacher training institute offering diploma / degree teacher training programme
Activities:

- Understanding the organisation's vision, mission, and its programmes and activities

Task 2: Understanding the Operational Plans (21 hours)
Setting: Teacher training institute offering diploma / degree teacher training programme
Activities:

- Study the calendar of activities, schedules, distribution of work assigned to the teaching, clinical and administrative staff

Task 3: Coordination of Support (45 hours)
Setting: Teacher training institute offering diploma / degree teacher training programme
Activities:

- Support the coordinator in implementing the activities based on the approved calendar of activities and other schedules
- Observing the regularity and punctuality of students
- Supporting the student in filling up examination forms and other procedures of the Institute / University

Task 4: Teaching Support (60 hours)
Setting: Teacher training institute offering diploma / degree teacher training programme
Activities:

- Assisting the faculty members in planning and preparing the lectures through PPTs and reference materials

- Demonstration of practical based activities, preparing TLM, assisting faculty in supervising practical based activities / lesson planning, undertaking at practice teaching schools / clinical setup

Task 5: Library Support (9 hours)

Setting: Teacher training institute offering diploma / degree teacher training programme

Activities:

- Supporting the students and faculty members in identifying offline and online resources including reference books and journals

Task 6: Mainstream / General School Placement (36 hours)

Setting: Inclusive School

Activities:

- Visit a school and create awareness about inclusive education of children with disabilities through PPT and prepare report
- Study the readiness (facilitators and barriers) of the school in promoting inclusive education through a tool

Submissions (12 hours for journal & report preparation)

- For all tasks: Journals with reports and reflections

SELF DEVELOPMENT for Enhancement of Professional Capacities (EPC) as part of FIELD ENGAGEMENT / INTERNSHIP AS TEACHER EDUCATOR – I

Objectives

The specific objectives of the course will be to:

- To enable the students understand that the 'development of self' is a resource to exercise their professionalism.
- To make them realize that one is responsible as a person and as a teacher for the integrated development of oneself and the learners: physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
- To help them develop sensitivity towards social-cultural diversities crucial in making teaching–learning environment conducive / congenial to the learner.
- To demonstrate sensitivity with respect to gender biases and other social disparities in the classroom, and practice inclusiveness in the classroom.
- To help them in achieving mental and physical well-being.

Course Themes:

Theme 1: Understanding the 'Self'
Theme 2: Self-management in stressful / emotional (sad as well happy) / conflicting situations
Theme 3: Developing 'Self' in harmony with nature
Theme 4: Developing 'Self 'as a professional (Teacher Educator)
Theme 5: Self and social responsibilities
Theme 6: Self and mental and physical well-being

Theme 1: Understanding the Self

Objectives of the activities are to help students to develop cognitive skills such as:

- Developing self-awareness about one's abilities and opportunities to develop self-independent thinking, critical thinking and creative thinking, decision making, problem solving and goal setting
- Developing objective view of beliefs, prejudices and stereotypes to liberate from irrational tendencies

Activities

- SWOT analysis – an exercise to identify Strengths, Weaknesses, Opportunity and Threats
- Use of Johari Window to know one's perception about self and others
- "Who am I?" Self concept
- Inspirational readings

Theme 2: Self-management in Stressful / Emotional (Sad as well Happy) / Conflicting Situations

Objective of this activity is to make students recognize the affective resources of self-understanding to be understood both as assets such as feelings of love, joy, appreciation,

affection, happiness, and threats or limiting factors such as emotions like fear, anger, jealousy etc. in their professionalism

Activities

Following exercises may be organised in the workshop for inner observation for self-knowing while in stress or in emotions and to develop skills of self-management:

- Identification of anyone of the above (stressful l / emotional – sad as well happy / conflicting) situations by the students
- Reflect on it
- Share with the group on how it was managed / resolved

This activity will help students learn about various ways of managing / resolving critical situations in life. The focus may be the school context.

Theme 3: Developing 'Self' in Harmony with Nature

The objective is to acquaint students on:

- Maintaining harmony in existence and co-existence between nature and self
- Dependence of self on the nature for the very life
- Inter-dependence of people for comfortable living
- Responsibility of self towards conservation, protection and nurturing plant and animal life
- Understanding human roots in the divinity to awaken oneself to truth, beauty and goodness both inside and outside

Activities

- Observation of nature during nature walk
- Reading biographies of great people who contributed their might out of self-abnegation, but not with self-centeredness
- Sharing personal experiences

Theme 4: Developing 'Self' as Professional (Teacher Educator)

Self-critical awareness about one's abilities and assets in different contexts of professional life and limitations in terms of knowledge, attitudes, skills and values which may be reviewed or developed while teaching different subjects (Science, Social Science, Mathematics, Languages, etc.) or while dealing with other curricular components or classroom situations.

The objective of this activity is to develop awareness among students in following aspects of their professional endeavors:

- Adequacy of subject matter knowledge, professional skills, and effective communication to the students
- One's attitudes towards students, teaching, teaching material, interest in teaching subject, and one's aptitude in developing interest in learning among students and in tapping their abilities to realize the values identified in the subject matter

- Suitability of one's role being performed contextually to enrich learners' capabilities and guiding them for self-actualization while interacting
- Involvement in teamwork with colleagues, head of the institution, parents of learners and management for holistic development of the learners

Activity: Self-reflection and Documentation

The students will be asked to:

- Interact with an eminent educationist in the neighborhood
- Read a book of an eminent educationist
- Observe the effective teacher in the classroom
- Interview an effective teacher

On the basis of the above the students will:

- Identify the characteristics, values, attitudes of the teacher and reflect upon self with respect to the same
- Prioritise the characteristics, values, attitudes of an effective teacher and will try to develop through practice in real life situation to become a professional
- Reflect upon self and document the experiences

Theme 5: Self and Social Responsibilities

This will help in the development of social responsibilities among the learners to enrich human resources and self-esteem; realistic understanding of any self as depending on the source of the whole existence for spiritual awakening, free of any religious identity.

While conducting the group discussion, the objective should be to help students develop:

- Responsibility of self towards other human beings in the family, society and people across the globe
- Critical awareness of the biases based on gender, caste, class, language, religion, nation, region, etc.
- Critical understanding of the basic realities of the man-made divisions due to political, historical and social forces over the time-scale
- Understanding of the basic realities of cultural differences across the time-scale and across the globe

Activities

- Group discussion: The focus of the discussion will be on the current issues to develop psycho-social skills like interpersonal relationship skills and effective communication skills while dealing with different groups of learners belonging to different social contexts / situation.
- The students will be informed about the topics of discussion in advance so that they share their views and experiences, and the duration of discussion may be 2 hours.

- Field Visit: Visits to the slums / migrant groups / institution or NGO's working with disadvantaged groups. Before field visit students need to be oriented (½ day) on what they are supposed to do in the field.
- During the visits, the students will discuss pertinent issues with these groups and prepare report to discuss and share with other students; and this will help students to experience their transformations in different contexts.
- Discussion / presentation in the groups may be kept in the beginning of the semester.

Theme 6: Self and Mental and Physical Well-being

The objectives will be to:

- Maintaining physical, mental and spiritual health to perform the roles efficiently
- Achieving self-realization

Activities

- Regular practice of yoga and meditation during the semesters
  - o Locally available yoga expert can provide yoga and meditation practices.
  - o Students should discuss how yoga practice helped in physical, mental and spiritual health
- Evaluation of self-development:
  - o During transaction of this course through workshop mode, student teachers will be asked to develop **PORTFOLIO** with following documents. Students are required to submit PORTFOLIO in the prescribed format with all evidences. **Note:** The PORTFOLIO will be assessed by minimum two faculty members to award final marks. Rubrics will be developed with the help of faculty and students. The students and peers may also evaluate the PORTFOLIO.
    — Documentation of the critical thinking practices; Creative thinking practices; Decision making practices; and Problem solving practices
    — Documentation of their reflection on feelings and attitude change on the observations during visits to the slums / migrant groups / institution or NGO's working with disadvantaged groups of children. Team work done by them out of empathy.
    — Documentation of stressed or emotionally loaded situations where in self-observation helped to build resilience.
    — Documentation of the realities felt during 'nature walks' and 'nature' observations.
    — Documentation of the difficulties faced in maintaining 'let come' and 'let go' attitude and the ability to experience the spells of silence and its outcomes.
    — Identification and documentation of one's assets and limitations as well as one's opportunities and difficulties in the participated context.
    — Documentation of the ways of dealing with conflicts in inter-personal relations at varied contexts.

— Documentation of the effective communication skills with enriched understanding in relation to students, their parents, colleagues, authorities and outsiders.

— Documentation of participation where in habitual thoughts, attitudes and actions were dealt to be free of them to give place for right thinking and righteous living.

— Documentation of critical understanding of the biographies of the great thinkers and educationists.

— Documentation of the rich contributions of the great people.

Transaction Mode

During the course, regular physical education classes including practice of yoga and meditation will be organised to make students physically and mentally fit. Yoga and meditation also enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one's surroundings. Students will appreciate the philosophy of yoga and meditation, and will learn to use in different contexts.

The following methodologies for the transaction of the course could be used in interactive sessions:

- Students sharing their experiences in a group based on observation, case studies, field visits, readings, etc.
- Reflective discussions on a movie / documentary on relevant issues.
- Discussion on how to imbibe teacher qualities and nurture him / herself as a teacher.
- Organisation of activities for self-expression (exhibiting strengths and abilities).
- Providing feedback on their reflective journals / diaries.
- Practicing yoga and meditation for physical and mental well-being.
  Note: General mode of transaction will involve workshop, group discussion, and/or field visits. The course would be transacted through workshop mode by more than one faculty members and/or external experts, wherever required.

Essential Readings

- Agochiya, D. (2010). *Life competencies for adolescents: Training manual for facilitators, teachers and parents*. New Delhi, India: Sage Publications Pvt. Limited.
- Dalal, A. S. (Ed.) (2001). *A greater psychology: An introduction to the psychological thoughts of Sri Aurobindo*. Puducherry, India: Sri Aurobindo Ashram Publications.
- Delors, J. (1996). *Learning the treasure within*: *Twenty first century education*. UNESCO Education Commission Report.
- Krishnamurti, J. (1998). *On self-knowledge*. Chennai, India: Krishnamurti Foundation India.
- Krishnamurti, J. (2000). *Education and significance of life*. Chennai, India: Krishnamurti Foundation India.
- Palmer, J. A. (Ed.) (2001). *Fifty modern thinkers of education*. London, UK: Routledge Publishers.

- Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.) (2012). *Applied social psychology: Understanding and addressing social and practical problems* (2nd ed.). New Delhi, India: Sage Publications.

- Sherfield, R. M., Montgomery, R. J., & Moody, P. G. (Eds.) (2009). *Cornerstone: Developing soft skills* (4th ed.). New York City, NY: Pearson Education Inc.

- Swami Vivekananda (1988). *Selections from the complete works of Swami Vivekananda*. Champawat, India: Advaita Ashrama / Mayavathi Ashram.

- UNICEF (2006). *Life skills modules: Adolescence education program*. New Delhi, India: UNICEF House.

- Venkateshamurthy, C. G., & Govinda Rao, A. V. (2005). *Life skills education training package*. Mysuru, India: R.I.E. (NCERT).

M.Ed.Spl.Ed. (HI): IV Semester
DEVELOPMENT AND USE OF EDUCATIONAL ASSESSMENT MATERIAL

Course: Soft Core
Credits: 03 (L:T:P = 2:1:0)
Contact Hours: 2L + 2T / week
Marks: (25 + 25 + 50) 100

Objectives

   After learning the course, the teacher educators should be able to:

- Elucidate the need for assessment procedures in delivering special educational services
- Explain about the different kinds of tools and procedures involved in educational assessment
- Develop specific educational assessment material
- Utilise assessment procedures in planning special educational intervention

Unit 1: Background to Educational Assessment
1.1   Evolution of assessment procedures in the history of education
1.2   Concept and principles of educational assessment
1.3   Scope and priorities of educational assessment
1.4   Need for educational assessment in special educational intervention
1.5   Social, legal and ethical issues in carrying out educational assessments

Unit 2: Nature of Educational Assessment for Children with Hearing Impairment
2.1   Types of assessment
2.2   Methods and techniques of assessment
2.3   Tools for assessment
2.4   Adaptation in assessment
2.5   Significance of multidisciplinary assessment in making educational decisions

Unit 3: Development and Use of Assessment Material
3.1   Identifying and analysing target content / skills and preparing blue print
3.2   Item construction / compilation and analysis
3.3   Field testing and setting up norms
3.4   Determining validity and reliability of developed test material
3.5   Developing instructional and scoring manual for future use of test material

Unit 4: Practical Applications of Educational Assessment
4.1   Verifying equivalence of newly available tests against standard tests
4.2   Interpreting results and reporting
4.3   Use of results for identification of special needs, determining baseline abilities and planning for special educational intervention

4.4 Use in determining efficacy of special educational intervention programmes

4.5 Use in carrying out classroom-based action research and publishing tests and evidences generated

Transaction and Evaluation

- Lecture-cum-demonstration
- In-house workshops for developing materials
- Review and evaluation of materials
- Field testing of developed materials
- Presentations and practical assignments
- Assignments
- Class tests

Essential Readings

- Anderson, L. W. (2003). *Classroom assessment: Enhancing quality of teacher decision making*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Brown, F. G. (1983). *Principles of educational and psychological testing* (3rd ed.). New York, NY: Holt, Rinehart &Winston.
- Cohen, L. G., & Spenciner, L. J. (2007). *Assessment of children and youth with special needs*. New York City, NY: Pearson Education Inc.
- Mangal, S. K., & Mangal, U. (2009). *Essentials of educational technology*. Delhi, India: PHI Learning Pvt. Ltd.
- Nitko, A. J. (1983). *Educational tests and measurements: An introduction*. New York, NY: Harcourt Brace Jovanovich, Inc.
- Salkind, N. J. (2006). *Tests and measurements for people who (think they) hate tests and measurements.* Thousand Oaks, CA: Sage Publications.
- Thorndike, R. L., & Hagen, E. P. (1979). *Measurement and evaluation in psychology and education* (4th ed.). New Delhi, India: Wiley Eastern Limited.
- Wallace, G., & Larsen, S. C. (1978). *Educational assessment of learning problems: Testing for teaching*. Boston, MA: Allyn & Bacon.

M.Ed.Spl.Ed. (HI): IV Semester
DEVELOPMENT AND USE OF INSTRUCTIONAL MATERIAL

Course: Soft Core
Credits: 03 (L:T:P = 2:1:0)
Contact Hours: 2L + 2T / week
Marks: (25 + 25 + 50) 100

Objectives
     After learning the course, the teacher educators should be able to:
- Explicate the need for teaching-learning material
- Evaluate and select appropriate teaching-learning material
- Develop useful teaching learning material and adapt them for different contextual uses
- Make effective practical use of the teaching-learning material

Unit 1: Introduction to Teaching-Learning Material
1.1   Nature and significance of teaching-learning material
1.2   Classification of teaching-learning material: Based on mode of production, sensory mode and mode of use
1.3   Principles for selection, use and evaluation of teaching-learning materials
1.4   Role of teacher in developing and using teaching-learning material
1.5   Evidence-based practice with special emphasis on Universal Design for Learning

Unit 2: Development and Use of Audio and Visual Material
2.1   Nature and types of:
        2.1   Audio material
        2.2   Visual material
2.2   Criteria in selecting and using audio material and visual material
2.3   Procedures involved in developing audio and visual materials and adapting for different contextual uses
2.4   Application of audio and visual materials in instruction of different curricular subjects
2.5   Considerations in using audio and visual materials for learners with hearing impairment

Unit 3: Development and Use of Multi-Sensory Materials
3.1   Nature and types of multisensory materials
3.2   Criteria in selecting and using multisensory materials
3.3   Procedures involved in developing multisensory materials
3.4   Application of multisensory materials in instruction of different curricular subjects and adapting for different contextual uses
3.5   Considerations in using multisensory materials for learners with hearing impairment

Unit 4: Development and Use of Technology-based Multi Media Materials
4.1   Nature and types of multi-media material
4.2   Criteria in selecting and using multimedia material
4.3   Possibilities and procedures involved in developing multimedia material
4.4   Application of multimedia material in instruction of different curricular subjects
4.5   Considerations in using multimedia material for learners with hearing impairment

Transaction and Evaluation
- Lecture-cum-demonstration
- In-house workshops for developing materials
- Review and evaluation of materials
- Field testing of developed materials
- Presentations and practical assignments
- Assignments
- Class tests

Essential Readings
- Adams, P. W. (1999). *Computer applications for teachers*. Charlotte, NC: CPI Training Solutions.
- Bhatt, B. D., & Sharma, S. R. (1992). *Educational technology*. Delhi, India: Kanishka Publishing House.
- Heward, W. L. (1996). *Exceptional children: An introduction to special education* (5th ed.). Englewood Cliffs, NJ: Merrill, an imprint of Prentice Hall.
- Locard, J. (2004). *Computers for the twenty-first century educators* (6th ed.). New York City, NY: Pearson Education Inc.
- Mangal, S. K. (1994). *Fundamental of educational technology*. Ludhiana, India: Tandon Publications.
- Mangal, S. K., & Mangal, U. (2009). *Essentials of educational technology*. Delhi, India: PHI Learning Pvt. Ltd.
- Yadav, N. (2005). *A hand book of Educational Technology*. New Delhi, India: Anmol Publications Pvt. Ltd.
- Ruhela, S. P. (2002). "*Educational technology*. Delhi, India: S. K. Garg, Indian Publishers, Distributors.
- Sharma, R. C. (1992). *Modern science teaching*. Delhi, India: Dhanpat Rai & Sons.
- Sharma, S. (2005). *Advanced educational technology*. New Delhi, India: Anmol Publications Pvt. Ltd.
- Sharma, Y. K. (2008). *Fundamental aspects of educational technology*. New Delhi, India: Kanishka Publishers, Distributors.
- Tara Chand (2006). *Educational technology*. New Delhi, India: Anmol Publications Pvt. Ltd.
- Tara Chand, & Pahuja, N. P. (2004). *Essentials of instructional technology*. New Delhi, India: Anmol Publications Pvt. Ltd.

M.Ed.Spl.Ed. (HI): IV Semester
DISSERTATION – II: DATA COLLECTION, ANALYSIS AND REPORT
- **Educational Evaluation**
(OR)
- **Special Educational Intervention**
(OR)
- **Human Resource Development**

Course: Soft Core Dissertation
Credits: 08 (L:T:P = 0:2:6)
Contact Hours: 4T + 12P / week
Marks: (25 + 25 + 50) 100

Tasks:
- Review of literature
- Development of tools
- Data collection
- Analysis of data and interpretation
- Report preparation
- Presenting in viva-voce

Note: Choice of research area should be consistent with that of third semester

M.Ed.Spl.Ed. (HI): IV Semester
FIELD ENGAGEMENT / INTERNSHIP AS TEACHER EDUCATORS – II

Course: Hard Core Field Engagement / Internship
Credits: 04 (L:T:P = 0:0:4)
Contact Hours: 12P / week
Marks: (25 + 25 + 50) 100

Objectives

After completing the internship, teacher educators should be able to:

- Assist in enrolment and day-to-day management of teacher trainees
- Carry out practice-lectures, practical demonstration to teacher trainees
- Assist teacher educators in supervision and evaluation of teacher trainees
- Extend tutorial support to teacher trainees for self-study, remedial instruction, etc.
- Assist teacher training institutions in carrying out research and developmental activities

Task 1: Coordination & Support (15 hours)
Setting: Teacher training institute offering diploma / degree teacher training programme
Activities:

- Support the coordinator in implementing the activities based on the approved calendar of activities and other schedules
- Observing the regularity and punctuality of students
- Supporting the students in filling up examination forms and other procedures of the Institute / University

Task 2: Teaching Support (45 hours)
Setting: Teacher training institute offering diploma / degree teacher training programme
Activities:

- Assisting the faculty members in planning and preparing the lectures through PPTs & reference materials
- Demonstration of practical based activities, preparing TLM, assisting faculty in supervising practical based activities / lesson planning, undertaking at practice teaching schools / clinical setup

Task 3: Learning Support (45 hours)
Setting: Teacher training institute offering diploma / degree teacher training programme
Activities:

- Coaching support to weak performers for achieving the content mastery

Task 4: Library Support (15 hours)
Setting: Teacher training institute offering diploma / degree teacher training programme

Activities:

- Supporting the students and faculty members in identifying offline and online resources including reference books and journals

Task 5: Evaluation Support   **(15 hours)**

Setting: Teacher training institute offering diploma / degree teacher training programme

Activities:

- Assisting faculty in developing tests; observing internal test / examination activities; evaluation of class test papers and reporting under faculty supervision
- Supporting the coordinator and faculty members in compiling marks for calculation of IA

Task 6: Research Support   **(45 hours)**

Setting: Teacher training institute offering diploma / degree teacher training programme

Activities:

- Preparing a research proposal for the organisation under guidance of faculty based on their needs and available resources

Submissions   **(12 hours for journal & report preparation)**

- For all tasks: Journals with reports and reflections