

**M. ED. (SPECIAL EDUCATION)**  
**COURSES OF READING w. e. f. 2013-2014**

M. Ed. (Special Education) course will be of one year duration. There will be seven courses including Dissertation and one Practical-cum-Field Work, which will be compulsory for all. Each of the five theory courses will be of 100 marks each (80 marks for External evaluation and 20 marks for internal assessment). Practical-cum-Field Work paper will be of 150 marks: 100 marks for Practical (80 marks for external evaluation and 20 marks for Internal) and 50 marks for Field Work (40 marks for External evaluation and 10 marks for Internal). Dissertation will be of 100 marks (75 marks for dissertation and 25 marks for viva voce). For each Theory paper 20 marks would be for Internal assessment to be based on one practicum assignment (5 marks), one class test (10 marks) and one seminar (5 marks) to be presented by each student.

In each theory paper, the candidates will be required to attempt five questions, including one compulsory question of short notes, in three hours.

The courses would be as under:

- Course-I      Developments in Special Education**
- Course -II    Advanced Educational Psychology and Human Development**
- Course-III    Research Methodology and Statistics.**
- Course –IV   Psychosocial and Educational Implications of Children with Visual Impairment**
- Course-V      Curriculum Development and Teaching Strategies for Students with Visual Impairment**
- Course VI     Practical-cum-Field Work**
- Course VII    Dissertation and Viva-voce –To be evaluated jointly by External and Internal examiner.**

## Model Paper

(For M. Ed. (Special Education) w. e. f. May / Dec. 2003 Examinations)

Time: 3 hours

Max. Marks: 80

### Note:

- i) Attempt 5 questions in all.
- ii) Question No. 1 is compulsory.
- iii) Attempt 4 more questions, selecting one question from each of the remaining four units.

### COMPULSORY

1. Write short notes on the following:

16 (4x4)

- a)
- b)
- c)
- d)

#### UNIT – I

2.....16

or

3.....16

#### UNIT – II

4.....16

or

5.....16

#### UNIT – III

6.....16

or

7.....16

#### UNIT – IV

8.....16

or

9.....16

**M. Ed. (SPECIAL EDUCATION)**  
**COURSE I: DEVELOPMENTS IN SPECIAL EDUCATION**  
**(100 HOURS)**

Time: 3 Hours

Max. Marks: 100

(External - 80; Internal - 20)

**NOTE:** Paper setter will set NINE questions in all, out of which students will be required to attempt FIVE questions. Question Number 1 will be compulsory. It will be comprised of FOUR short answer type notes of 4 marks each to be selected from the entire syllabus. TWO long answer questions will be set from each of the four parts out of which the students will be required to attempt one long answer question from each unit. Long answer questions will carry 16 marks each.

**Course Objectives:**

After studying this paper, the prospective special educators are expected to realize the following objectives-

1. Explain the concept and content of special education.
2. Describe the concept, nature and assessment of different disabilities.
3. Explain the policies and legislation at national and international levels.
4. Enumerate current trends and future perspectives in special education.
5. Comprehend the educational implications of disabilities.
6. Explain the importance of equal educational opportunities for disabled.

**COURSE CONTENTS**

**UNIT I**

**1. CONCEPT OF SPECIAL EDUCATION**

- 1.1 Concept of exceptionality and special education
- 1.2 Exceptionality and problems of classification and labeling
- 1.3 Need and scope of special education
- 1.4 Philosophy of special education
- 1.5 Sociological perspectives of Special Education

**2. GROWTH OF SPECIAL EDUCATION**

- 2.1 Historical development of Special Education
- 2.2 Continuum of Special Education
- 2.3 Educational options for Early Childhood Education
- 2.4 Family involvement in treatment and education of children with special needs

**UNIT II**

**3. AN OVERVIEW OF DIFFERENT DISABILITIES- CONCEPT, NATURE AND ASSESSMENT OF:**

- 3.1 Visual impairment
- 3.2 Hearing impairment
- 3.3 Communication disorders
- 3.4 Physical disabilities

**4. AN OVERVIEW OF DIFFERENT DISABILITIES- CONCEPT, NATURE, AND ASSESSMENT OF:**

- 4.1 Learning disabilities
- 4.2 Intellectual deficits

- 4.3 Emotional and Behavioral disorders
- 4.4 Autism
- 4.5 Multiple disabilities

## **5. POLICY AND LEGISLATIVE PROVISIONS FOR SPECIAL NEEDS EDUCATION AND REHABILITATION**

- 5.1 NPE-1986; POA-1992
- 5.2 RCI Act -1992
- 5.3 PWD Act - 1995
- 5.4 National Trust for Welfare of persons with Autism, cerebral Palsy, Mental Retardation and Multiple Disabilities ACT, 1999
- 5.5 National Policy for Persons with Disabilities -2006
- 5.6 International Legislation for special education- UN-ESCAP, UNCRPP
- 5.7 Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan.
- 5.8 Right to Education Act, 2009

### **UNIT III**

#### **6. REHABILITATION SERVICES**

- 6.1 Meaning, definition and types of rehabilitation
- 6.2 Types of rehabilitation programmes – Institution Based Rehabilitation and Community Based Rehabilitation
- 6.3 Role of family and community in the rehabilitation process
- 6.4 Appropriate vocational counseling and training, different techniques in counseling

#### **7. CURRENT TRENDS AND ISSUES IN SPECIAL EDUCATION**

- 7.1 Early identification and intervention
- 7.2 Individualized instruction
- 7.3 Advocacy
- 7.4 LRE
- 7.5 Collaboration
- 7.6 Attitudes and Awareness

### **UNIT IV**

#### **8. EDUCATIONAL IMPLICATIONS OF DIFFERENT DISABILITIES**

- 8.1 Educational programming
- 8.2 Specialized instruction and assistance from special teachers
- 8.3 Curricular modifications
- 8.4 Modifications in the learning environment

#### **9. EQUAL OPPORTUNITIES**

- 9.1 Role of UN in promoting Human Rights
- 9.2 Human rights for the disabled
- 9.3 Declaration of the rights of the disabled
- 9.4 Women with disabilities
- 9.5 Role of UNESCO, WHO and UNICEF in education and rehabilitation of the disabled

#### **10. CURRENT TRENDS AND FUTURE PERSPECTIVES IN SPECIAL EDUCATION**

- 10.1 Normalization, Deinstitutionalization
- 10.2 Integration, Mainstreaming, Inclusion - Concept and Definition

- 10.3 Models of Integration and Inclusive Education
- 10.4 Schemes and facilities to achieve normalization
- 10.5 Open Distance Learning System

### **Practicum**

**Critical observation of Resource Room/Special/Inclusive school.**

### **SELECTED READINGS**

- Chapman, P. (2001). *Theories of Inclusive Education*. New Delhi: Sage
- Desai, H. H. M. (1990). *Human rights of the disabled*. Bombay: National Association for the Blind.
- Deno, E. (1973). *Instructional Alternatives for Exceptional Children*. Reston V AE.F
- Dubey, S.N. (2001). *Education Scenerio in India-2001*. Authors Press.
- Evans, R. C. & Mclaughlin, P. J. (1993). *Recent advances in special education and rehabilitation*. Boston: Andover Medical Publishers.
- Evans, P. & Verma, V. (1990). *Special education: Past, present, and future*. London: The Falmer Press.
- Farrell, M. (2003). *Understanding special Educational Needs*. London: Routledge
- Friel, J. (1997). *Children with special needs*. Jessica Kingsley Publication, London.
- Hallahan, D. & Kauffman, J. M. (1991). *Exceptional Children: Introduction to special Education*. Englewood, NJ: Prentice Hall
- Hardman, M. L., Drew, C. J., & Egan, M. W. (1999). *Human Exceptionality: Society, School and Family*. Boston: Allyn Bacon.
- Gearhart, B. R., De Rhiter, J. A. & Sileo, T. W. (1986). *Teaching mildly and moderately handicapped students*. Englewood Cliffs, NJ: Prentice Hall
- Hegarty, S. & Alur, M. (Eds) (2002). *Education and Children with Special Needs: From Segregation to Inclusion*. New Delhi: Sage Publications
- Hewett, F. M. & Forness, S. R. (1984). *Education of Exceptional learners*. Massachusetts: Allyn and Bacan
- MHRD (1992). *Programme of action*: New Delhi: MHRD.
- Narsimhan, M. C. & Mukherjee, A. K. (1986). *Disability- A continuing challenge*. Calcutta: Wiley Eastern Publishing
- NIVH (1992). *Handbook for the Teachers of the Visually Handicapped*. Dehradun: NIVH.
- Smith, D. D. (1992). *Introduction to special education*. Boston: Allyn and Bacon.
- Panda, K. C. (2003). *Education of Exceptional Children*. New Delhi: Vikas Publishing House PVT LTD.
- Pandey, R. S. & Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House.
- Rober, F. & Juanne, M.H. (1995). *Foundation of education : The Challenge of Professional practice* Allyn & Bacon.
- Singh, J. P. & Das, M. K. (2005). *Disability development in India*. New Delhi: Kanishka Publishers
- Yesseldyke, J. E., Algozzine, & Thurlow, M. L. (1998). *Critical Issues in Special Education*. New Delhi: Kanishka Publishers
- WHO (2001). *ICF (International Clsssification of Functioning, Disability and Health)*. Geneva: WHO

**M. Ed. (SPECIAL EDUCATION)**  
**COURSE II: ADVANCED EDUCATIONAL PSYCHOLOGY AND HUMAN**  
**DEVELOPMENT**  
**(100 HOURS)**

**Time: 3 Hours**

**Max. Marks- 100**  
**(External - 80; Internal -20)**

**NOTE:** Paper setter will set NINE questions in all, out of which students will be required to attempt FIVE questions. Question Number 1 will be compulsory. It will be comprised of FOUR short answer type notes of 4 marks each to be selected from the entire syllabus. TWO long answer questions will be set from each of the four parts out of which the students will be required to attempt one long answer question from each unit. Long answer questions will carry 16 marks each.

**COURSE OBJECTIVES:**

After studying this paper, the prospective special educators are expected to realize the following objectives.

1. Outline the nature and scope of educational psychology for special education.
2. Explain the theoretical framework for growth and development on the personality of children with special needs.
3. To understand different theories of Learning and Motivation
4. Understand the basic concepts relating to thinking, creativity and individual differences.
5. Describe intelligence, its theories and assessment.
6. To understand the concept of Personality.
7. To understand the methods of Personality Assessment.

**COURSE CONTENTS**

**UNIT I**

**1. INTRODUCTION TO EDUCATIONAL PSYCHOLOGY**

- 1.1 Nature and scope of educational psychology
- 1.2 Relationship of Psychology to Education
- 1.3 Schools of Psychology
- 1.4 Methods of Educational Psychology and their application to persons with special needs- Observation, Experimentation, Clinical and Case study
- 1.5 Psychological Implications of Disabilities

**2. THEORETICAL FRAMEWORK FOR GROWTH AND DEVELOPMENT**

- 2.1 Concept of growth and development
- 2.2 Stages and theories of development
- 2.3 Principles of development
- 2.4 Areas of development- Physical, Emotional, Intellectual, Moral and Social development
- 2.5 Developmental delays associated with disabilities.

## **UNIT II**

### **3. LEARNING PROCESS**

- 3.1 Concept of learning
- 3.2 Theories of learning- Behavioral, cognitive and social
- 3.3 Perceptual approach to learning
- 3.4 Factors influencing learning
- 3.5 Thinking- Types, concept formation, problem solving, reasoning

### **4. MOTIVATION**

- 4.1 Concept and types of motivation
- 4.2 Theories of motivation-
  - Physiological Theory
  - Psycho-analytical Theory
  - Murray's Need Theory
  - Maslow Theory of Hierarchy of needs
  - Theory of Achievement Motivation
- 4.3 Factors affecting motivation.

## **UNIT III**

### **5. PERSONALITY AND SOCIALIZATION PROCESS**

- 5.1 Meaning of personality
- 5.2 Determinants of personality
- 5.3 Approaches to personality- Trait and type.
- 5.4 Assessment of personality- Subjective and projective techniques.

### **6. INDIVIDUAL DIFFERENCES**

- 6.1 Meaning of individual differences
- 6.2 Areas of individual differences
- 6.3 Determinants of Individual differences: Role of heredity and environment in developing individual differences.
- 6.4 Implications of individual differences for organizing educational programmes for children with special needs.

## **UNIT IV**

### **7. INTELLIGENCE**

- 7.1 Meaning of Intelligence
- 7.2 Nature of Intelligence
- 7.3 Theories of Intelligence- Two factor Theory (Spearman), Multi-factor Theory, Group factor Theory, Guilford's Model of Intellect, Hierarchical theory.
- 7.4 Measurement of Intelligence (Verbal and Non-verbal Tests)

### **8. CREATIVITY**

- 8.1 Concept of Creativity.
- 8.2 Characteristics.
- 8.3 Role of teacher in Igniting and Developing creativity.
- 8.4 Importance of creativity in Education.

## **9. BEHAVIOUR MODIFICATION**

9.1 Concept of abnormality

9.2 Characteristics of good mental health

9.3 Classification of Problem behaviour

9.4 Factors contributing to problem behaviours

9.5 Concept of Behaviour Modification - Principles, process and techniques of Behaviour Modification.

## **PRACTICUM**

**Administration of any one psychological test on 10 children with special needs out of the following-**

**Creativity Test/Intelligence Test/Personality Test/Motivation Test etc.**

### **SELECTED READINGS**

Bigge, M. L. & Hunt, M. P. (1980). *Psychological foundations of education*. New York: Harper and Row Publishers.

Bower, G. H. & Hilgard, E. R. (1986). *Theories of learning*. New Delhi: Prentice Hall of India Pvt. Ltd.

Chauhan, S. S. (1996). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.

Lindgren, H. C. (1976). *Educational Psychology in the classroom*. New York: John Wiley.

Long, M. (2000). *The psychology of education*. London: Routledge

Marlowe, B. A. & Canestrari (Eds.) (2005). *Educational Psychology in context*. New Delhi: Sage

Schwean, V. L. & Saklofske, D. H. (Eds) (1999). *Handbook of Psychosocial characteristics of exceptional children*. Netherlands: Kluwer academic publisher

Panda, K. C. (1997). *Elements of Child Development*. New Delhi: Kalyani Publishers.

Sharma, P. (1995). *Basics on development and growth. of a child*. New Delhi: Reliance.

Tuttle, D. W. (1994). *Self-esteem and adjusting with blindness*. Illinois: Charles C. Thomas.

Wilson, A. R., Rockbeck, M. C. & Michael, N. B. (1979). *Psychological foundations of learning and teaching*. New York: McGraw Hill.



**M. Ed. (SPECIAL EDUCATION)**  
**COURSE III: RESEARCH METHODOLOGY AND STATISTICS**  
**(100 HOURS)**

Time: 3 Hours

Max. Marks: 100  
(External - 80; Internal - 20)

**NOTE:** Paper setter will set NINE questions in all, out of which students will be required to attempt FIVE questions. Question Number 1 will be compulsory. It will be comprised of FOUR short answer type notes of 4 marks each to be selected from the entire syllabus. TWO long answer questions will be set from each of the four parts out of which the students will be required to attempt one long answer question from each unit. Long answer questions will carry 16 marks each.

**Course Objectives:**

After studying this paper, the prospective special educators are expected to realize the following objectives-

- 1) Comprehend the role of research in theory and practice of special education
- 2) Develop inquisitive mind and spirit of inquiry
- 3) Develop competence to design, execute and report research in special education
- 4) Apply research findings in special education practices
- 5) Describe and apply the parametric and non-parametric techniques in data analysis.
- 6) Prepare synopsis and report the findings.

**COURSE CONTENTS**

**UNIT I**

**1. EDUCATIONAL RESEARCH & SCOPE**

- 1.1 Meaning, nature, need & scope of educational research
- 1.2 Scientific inquiry. Scientific method, nature and sources of knowledge.
- 1.3 Types of Research: Fundamental, applied & action
- 1.4 Action research: Meaning, characteristics, steps, and differences from applied research

**2. FORMULATION OF RESEARCH PROBLEM**

- 2.1 Identification, sources and criteria of research problem
- 2.2 Delineating and operationalizing variables
- 2.3 Review of related literature: Importance and sources
- 2.4 Hypothesis: Meaning, characteristics, sources, types, formulation, and uses.

**UNIT II**

**3. SAMPLING**

- 3.1 Population and sample concept
- 3.2 Need characteristics and steps of sampling
- 3.3 Probability sampling- simple random, cluster, stratified, systematic and multi-stage
- 3.4 Non-probability sampling - incidental, purposive, and quota

#### **4. TOOLS AND TECHNIQUES**

- 4.1 Characteristics of a good research tool
- 4.2 Characteristics, types and uses of questionnaire, rating scale, checklist, interview, observation, Projective and Socio-metric Techniques.
- 4.3 Tests- CRT, NRT and teacher made test, Translation and adaptation

#### **5. APPROACHES TO RESEARCH**

- 5.1 Historical research
- 5.2 Experimental and quasi-experimental research
- 5.3 Single subject experimental research
- 5.4 Descriptive research
- 5.5 Brief description of qualitative research

### **UNIT III**

#### **6. DESCRIPTIVE STATISTICS**

- 6.1 Types and characteristics of measurement scales-Nominal, ordinal, interval and Ratio
- 6.2 Frequency distribution, graphical representation of data
- 6.3 Measures of central tendency- Mean, Median, and Mode
- 6.4 Measures of dispersion- Range, AD, QD, SD and Variance
- 6.5 Measures of Relative position- Percentile and Percentile Rank

#### **7. NPC AND MEASURES OF RELATIONSHIP**

- 7.1 Normal probability curve- meaning, characteristics
- 7.2 Skewness and Kurtosis
- 7.3 Meaning, assumptions, computation and uses of Product Moment and Rank Difference correlation

### **UNIT IV**

#### **8. INFERENCE STATISTICS**

- 8.1 Null Hypothesis, Types of errors, one tailed and two tailed tests
- 8.2 t-test: Significance of difference between Means, proportions and percentages (Independent samples)
- 8.3 F-test- One- way ANOVA, Assumption, Computation and uses

#### **9. NON PARAMETRIC TESTS**

- 9.1 Parametric and Non-parametric Tests
- 9.2 Uses and computation of Sign Test,
- 9.4 Uses and computation of Mann Whitney U Test
- 9.6 Uses and computation of Chi Square tests of equality and Independence

#### **10. RESEARCH REPORT**

- 10.1 Developing a Research proposal (Synopsis)
- 10.2 Research report (Dissertation & Thesis) – Characteristics, steps and references

#### **Practicum**

**Preparation of one detailed research proposal.**

## SELECTED READINGS

- Aggarwal, Y. P. (1990) *Statistical methods: Concepts, Applications and computation*. New Delhi: Sterling Publishers.
- Aggarwal, Y. P. (1998). *Science of educational research*. Kurukshetra: Nirmal.
- Baden, M.S. & Major, C.H. (2012). *Qualitative research*. London: Routledge.
- Best, J. W. & Kahn, J. V. (1995). *Research in education*. New Delhi: Prentice Hall of India
- Beck, M. S. L. (1993). *Experimental design and methods*. New Delhi: Sage
- Burns, R. B. (1991). *Introduction to research in education*. Melbourne: Longman Cheshire.
- Cohen, L. Manion, L., Morrison, K. (2007). *Research methods in education*. London: Routledge.
- Fergusan, G. F. (1981). *Statistical analysis in Psychology and Education*. New York: McGraw Hill.
- Garrett, H. E. (1973). *Statistics in Psychology and Education*. Bombay: Bombay: Vakils, Feffer and Simons.
- Guilford, J. P. (1995). *Foundations of Statistics in Psychology and Education*. New York: Mc Graw Hill.
- Leary, M. R. (2004). *Introduction to behavioural research method*. NY: Pearson.
- Mertens, D. M.. & Mclanghlin, J. A. (2004). *Research and evaluation methods in special education*. New Delhi: Sage Publication.
- Mouley, G. J. (1963). *The science of educational research*. New Delhi: Eurasia.
- Neuman, W. L. (1997). *Social research methods: Qualitative and quantitative approaches*. Boston: Allyn and Bacon
- Petscher, Y.et al. (2013). *Applied quantitative analysis in education and the social science*. London: Routledge.
- Punch, K. F. (2009). *Introduction to research methods in education*. New Delhi: Sage Publication.
- Ruane, J. M. (2005). *Essentials of research methods: A guide to social science research*, M.A.: Blackwell
- Strauss, A. & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. New Delhi: Sage
- Siegel, S. (1986). *Non-parametric statistics*. New York: Mc Graw Hill company.
- Taylor, R. L. (1997). *Assessment of exceptional students*. M. A.: Allyn and Bacon

**M. Ed. (SPECIAL EDUCATION)**  
**COURSE IV – PSYCHOSOCIAL AND EDUCATIONAL IMPLICATIONS OF**  
**CHILDREN WITH VISUAL IMPAIRMENT**  
**(100 HOURS)**

Time: 3 Hours

Max. Marks: 100  
(External - 80; Internal - 20)

**NOTE:** Paper setter will set NINE questions in all, out of which students will be required to attempt FIVE questions. Question Number 1 will be compulsory. It will be comprised of FOUR short answer type notes of 4 marks each to be selected from the entire syllabus. TWO long answer questions will be set from each of the four parts out of which the students will be required to attempt one long answer question from each unit. Long answer questions will carry 16 marks each.

**COURSE OBJECTIVES:**

After studying this paper, the prospective special educators are expected to realize the following objectives-

1. Explain the anatomy and physiology of human eye.
2. Describe the causes of visual impairment and common diseases of the eye.
3. Carry out the assessment of visual efficiency of low vision children.
4. Describe the nature of visually impaired children with additional disabilities.
5. Define the socio emotional and learning characteristics of visually impaired children.
6. Define the concept, need and purpose of psycho-educational assessment
7. Explain the concept of Guidance and Counseling and their principles and functional aspects.

**COURSE CONTENTS**

**UNIT I**

**1. ANATOMY AND PHYSIOLOGY OF THE HUMAN EYE**

- 1.1 Definitions: Blind, visually impaired, and educationally blind
- 1.2 Definitions: Low vision, partially sighted, residual vision
- 1.3 Anatomy and Physiology of the human eye, Process of seeing.
- 1.4 Principles of refraction and refractive errors

**2. ASSESSMENT OF VISUAL FUNCTIONING**

- 2.1 Behavioral characteristics of visually impaired
- 2.2 Definitions: Visual acuity, Visual field, Testing of near and distant vision, colour vision, residual vision
- 2.3 Clinical & functional Assessment Procedures
- 2.4 Tests used in the assessment of visually impaired.
- 2.5 Importance of Ophthalmic Assessment for Educational Purposes

**UNIT II**

**3. CAUSES AND PREVENTIVE MEASURES OF VISUAL IMPAIRMENT**

- 3.1 Diseases and disorders of the eye
- 3.2 Nutritional deficiencies
- 3.3 Accidental and environmental hazards
- 3.4 Teachers Role – Primary eye care and Community education
- 3.5 Eye Camp and Eye Bank

#### **4. LOW VISION**

- 4.1 Definition and concept of low vision
- 4.2 Assessment of functional vision
- 4.3 Instructional approaches in the use of vision – Vision stimulation, vision utilization, and visual efficiency
- 4.4 Low vision aids- Optical and non optical aids

#### **5. VISUALLY IMPAIRED CHILDREN WITH ADDITIONAL DISABILITIES- NATURE AND NEEDS**

- 5.1 Visually impaired with intellectual disabilities
- 5.2 Visually impaired with physical disabilities
- 5.3 Deaf Blind
- 5.4 Learning disability among visually impaired children
- 5.5 Multiple handicapping conditions of visually impaired persons

### **UNIT III**

#### **6. LEARNING CHARACTERISTICS OF VISUALLY IMPAIRED CHILDREN**

- 6.1 Effect of Visual Disability on Cognitive Development.
- 6.2 Nature of intelligence.
- 6.3 Concept development in visually impaired children
- 6.4 Memory, attention and cognitive strategy.
- 6.5 Academic achievement.

#### **7. SOCIO-EMOTIONAL AND LANGUAGE CHARACTERISTICS OF THE VISUALLY IMPAIRED**

- 7.1 Socio-emotional and communication development in infancy.
- 7.2 Social skills of the visually impaired.
- 7.3 Social Development and adjustment.
- 7.4 Developing a sense of self.
- 7.5 Mann eristic Behaviour and Verbalism.

### **UNIT-IV**

#### **8. EDUCATIONAL PLANNING FOR THE VISUALLY IMPAIRED**

- 8.1 Philosophy and Need
- 8.2 IEP
- 8.3 Instructional Strategies for the Visually Impaired.
- 8.4 Traditional and current service delivery models.
- 8.5 Administrative issue and concerns

#### **9. PSYCHO-EDUCATIONAL ASSESSMENT**

- 9.1 Assessment and psycho-educational assessment: meaning, need and purpose
- 9.2 The process, types and models of assessment
- 9.3 Prerequisites and limitations of assessment
- 9.4 Special considerations for assessment of visually impaired- before testing, special materials, and during testing'

## 10. COUNSELLING AND GUIDANCE FOR VISUALLY CHALLENGED CHILDREN

- 10.1 Concept of guidance and counseling
- 10.2 Nature, need and importance of guidance and counseling
- 10.3 Functional aspects of guidance and counseling
- 10.6 Basic principles of guidance and counseling with reference to visually challenged
- 10.7 Guidance responsibilities of the home and the community.

### Practicum

**Administration of two tests for assessing visual functioning of visually impaired children.**

### SELECTED READINGS

- Bishop, V. E. (1971). *Teaching the visually limited child*. Springfield: Charles C. Thomas.
- Evans, P & Verma, V (1990). *Special Education Past, Present and Future*. The Flamer Press.
- Hanninen, K.A. (1975). *Teaching the Visually Handicapped*. Charles
- Jangira, N. K., Ahuja, A., & Sharma, I. (1992). *Education of children with seeing problems*. New Delhi: NCERT
- Jangira, N. K. & Mani, M. N. G. (1990). *Integrated education of the visually handicapped.: Management perspective*. Gurgaon: Academy Press
- Kelly, P. & Gale, G. (1998). *Towards excellence: Effective education for students with vision impairments*. Sydney: North Books Press.
- Jangira, N. K., & Mani, M. N. G. (1990). *Integrated education of the visually handicapped: Management perspective*. Gurgaon: Academic Press
- Lowenfeld B. (1973). *The Visually Handicapped Child in School*.
- Mani, M. N. G. (1992). *Concept Development of Blind Children*. Coimbatore: SRK. Vidyalaya
- Mani, M. N. G. (1992). *Techniques of teaching blind children*. New Delhi: Sterling Publishers Private Limited.
- NIVH (1992). *Hand Book for the teachers of the visually handicapped*. Dehradun: NIVH
- Punani, B. & Rawal, N. (1993). *Handbook: Visual Handicap*. New Delhi: Ashish Publishinh house.
- Scholl, G. T. (1886). *Foundations of special education*. New York: AFB
- Smith, A.J. & Cote, K.S. (1982). *Look at me*. Philadelphia: Pennsylvania College of Optometry Press.
- Sharon, B. J. (1986). *Psychoeducational assessment of visually impaired and blind students*. Texas: Pro-ed, Inc.
- Mukhopadhyaya, S. Jangira, N. K., Mani, M. N. G., & Raychowdhary, M. (1986). *Source book for training teachers of visually impaired*. New Delhi: NCERT.
- MHRD (1992). *Scheme of integrated education for disabled children*. New Delhi: MHRD.
- Warren, D. H. (1994). *Blindness and children: An individual differences approach*. NY: Cambridge University Press

**M. Ed. (SPECIAL EDUCATION)**  
**COURSE V: CURRICULUM DEVELOPMENT AND TEACHING**  
**STRATEGIES FOR STUDENTS WITH VISUAL IMPAIRMENT**  
**(100 HOURS)**

Time: 3 Hours

Max. Marks: 100  
(External - 80;  
Internal - 20)

**NOTE:** Paper setter will set NINE questions in all, out of which students will be required to attempt FIVE questions. Question Number 1 will be compulsory. It will be comprised of FOUR short answer type notes of 4 marks each to be selected from the entire syllabus. TWO long answer questions will be set from each of the four units out of which the students will be required to attempt one long answer question from each unit. Long answer questions will carry 16 marks each.

**COURSE OBJECTIVES:**

After studying this paper, the prospective special educators are expected to realize the following objectives.

1. Explain the concept, bases and principles of curriculum development.
2. Apply curricular approaches in the field of special education.
3. Enumerate the skills required to develop a need based curriculum in the field of special education.
4. Explain various models of curriculum development and evaluation models.
5. Effectively use and evaluate assessment and programme techniques for a given need based curriculum.
6. Describe the recent trends, issues in curriculum development in field of special education.
7. Describe and use specific teaching techniques.
8. Explain considerations in key learning areas.

**COURSE CONTENTS**

**UNIT I**

- 1. INTRODUCTION TO CURRICULUM**
  - 1.1 Definition and scope of Curriculum
  - 1.2 Bases of curriculum- Philosophical, Sociological and Psychological
  - 1.3 Principles of curriculum development
  - 1.4 The curriculum process and its stages
  - 1.5 Types of Curriculum: Knowledge based, Activity based, Skill based and Experience based with special reference to special education

## **2. APPROACHES AND TRENDS IN CURRICULUM DEVELOPMENT**

- 2.1 Developmental approach
- 2.2 Functional Approach
- 2.3 Eclectic approach- Need based
  - 2.3.1 Subject
  - 2.3.1 Activity
  - 2.3.3 Ecological
- 2.4 Recent trends of curriculum
  - 2.4.1 Life long learning
  - 2.4.2 Environmental education
  - 2.4.3 Media and Technology
  - 2.4.4 Futuristic Education

## **UNIT II**

### **3. STEPS IN CURRICULUM DEVELOPMENT**

- 3.1 Assessment of need with respect to individual and environment
- 3.2 Designing a curriculum
  - 3.2.1 Situational analysis
  - 3.2.2 Selection of content and method
- 3.3 Models of Curriculum Development: Technical/Scientist and Non-technical/Non-scientific such as Tyler, Taba, Hunkins, Glathorn, Saylor & Alexandor, Wienstein and Fantini, Administrative, Demonstration and System Analysis Model etc.
- 3.4 Process of curriculum development

### **4. BASIC CURRICULUM SKILLS**

- 4.1 Concept of school readiness
- 4.2 Curricular skills related to cognitive domain
- 4.3 Curricular skills related to conative domain
- 4.4 Curricular skills related to affective domain
- 4.5 Core curriculum, Hidden Curriculum, collaborative curriculum and support curriculum

## **5. Evaluating the Curriculum**

- 5.1 Concept of Evaluation and its functions
- 5.2 Evaluation Models
- 5.3 Evaluation of goals, sub-goals and objectives
- 5.4 Evaluation of a total educational program
- Evaluating specific aspects of the curriculum
- 5.5 Evaluating the evaluation Plan

## **UNIT III**

### **6. ACCESSING THE CURRICULUM AND TEACHING STRATEGIES**

- 6.1 The student in the mainstreamed classroom
- 6.2 Classroom planning and preparation
- 6.3 Specific teaching strategies
- 6.4 Specific teaching situation and examination considerations-- Media, Excursions, Classroom displays, models, and Tactile graphics etc.



## **7. CURRICULUM ACCESS AND ADAPTATIONS FOR VISUALLY IMPAIRED**

- 7.1 Curriculum adaptation – concept, need and importance
- 7.2 Curriculum adaptations at primary and secondary level with reference to- Language arts, Social studies, Maths, Science, and Physical education

### **UNIT IV**

## **8. RESOURCE TEACHING AND PLUS CURRICULUM**

- 8.1 ResourceRoom- Nature, necessary appliances, setting, instruction and other functions
- 8.2 Resource teacher- Role and responsibilities
- 8.3 Plus curriculum- concept and importance
  - 8.3.1 Communication skills
  - 8.3.2 Orientation and mobility
  - 8.3.3 Social skills and daily living skills
  - 8.3.4 Sensory training

## **9. MANAGEMENT OF THE ENVIRONMENT**

- 9.1 Meaning and Importance of environment
- 9.2 Types of environment- Physical and Social- Attitude towards visual disability- self, parental and social
- 9.3 Role of teacher in the environment

## **10. APPLICATION OF TECHNOLOGY**

- 10.1 Computerisation in Braille Book production
- 10.2 Braille Note, Electronic Travel Aids, and assistive devices
- 10.3 Use of computers in low vision assessment
- 10.4 Screen Reading Software i.e. JAWS, NVDA etc.
- 10.5 Screen Reading Softwares

### **Practicum**

**Prepare a detailed critical note on any two technological aids for the visually handicapped.**

### **SELECTED READINGS**

- Agarwal, J. C. (1990). *Curriculum Reforms in India*. Delhi: Daoba House.
- Baker, R. L., Koenig, Rex, A. J., & Wormsley, D. P. (1995). *Foundation of Braille Literacy*. New York: American Association for the Blind.
- Burden, R. & William, M. (1998). *Thinking through curriculum*. London: Routledge
- D' Andrea, M. D. (Ed) (1997). *Strategies for Braille literacy*. New York: American Association for the Blind.
- Evans, P., & Verma, V. (1990). *Special education: Past, Present and Future*. London: The Falmer Press.
- Glasgow, N. A. (1997). *New curriculum for new times*. New Delhi: Sage
- Goodland, J. (1979). *Curriculum Enquiry the study of curriculum practices*. New York: McGraw Hill.
- Hallbrook, M. C., Koenig, J. A. (Eds) (2001). *Foundations of education*. New York: American Foundation for the blind.
- Hass, G. (1991). *Curriculum Planing. A new approach*. Boston: Allyn Bacon.

- Hill, E. W. & Ponder, P. (1976). *Orientation and mobility for the practioners*. New York: American Association for the Blind.
- Jose, R. T. (1993). *Understanding Low vision*, New York: American Association for the Blind.
- Marsh, C. J. (1995). *Perspectives: Key concepts for understanding curriculum*, London: Falmer Press
- Marsh, C. (2004). *Key concepts for understanding curriculum*. London: Routledge
- Mittal, A. K. & Mittal, S. R. (2012) (Editors). *Drashtibadha- Shikshan*. Delhi: Rohini Panda, K C. *Education of Exceptional children*. New Delhi: Vikas publishing.
- Pratt, D. (1980). *Curriculum design and development*. New York: Harcourt, Brace and Jovanvich.
- Print, M. (1993). *Curriculum development and design*. Sydney: Allen and Unwin
- Punani, B. & Rawal, N. (1993). *Hand Book: Visual handicap*. New Delhi: Ashish Publishing House.
- Ross, A. (1999). *Curriculum: construction and critique*. London: Taylor and Frances
- Saylor, J. G., Alexandor, W. M. & Lewis, A. (1981). *Curriculum planning for better teaching and learning*. New York: Holt, Rinehart and Winston.
- School, G.D. (1986). *Foundation of education for visually handicapped and youth: Theory and Practice*, New York: AFB.
- Stone, J. (1995). *Mobility for special needs*. London: Cassell
- Tanner, D. & Tanner, L (1995). *Curriculum Development: Theory Into Practice*, New Jersey: Merrill**

**M. ED. (SPECIAL EDUCATION)**  
**COURSE VI: PRACTICAL-CUM-FIELD WORK**  
**(150 HOURS)**

**COURSE OBJECTIVES:**

The prospective special educator will be able to develop-

1. Mastery over writing Grade II English Braille.
2. Mastery over writing Bharathi Hindi Braille.
3. Competence to read Grade I and Grade II English Braille.
4. Competence to read Bharathi Hindi Braille.
5. Ability to use Special mathematical aids and devices like Abacus and Taylor Frame.
6. Proficiency in indoor and outdoor mobility skills.
7. Ability to identify disabled cases and reporting of these cases in detail.
8. Ability to prepare tactile teaching aids for visually disabled children.
9. Mastery over writing mathematical and Science Braille Codes.

## **PRACTICAL**

Max. Marks-100  
(External - 80; Internal - 20)

**Note:** The student is required to submit i) Braille work book on English and Bharathi Braille, ii) O and M file, and iii) Two teaching aids to the course-in-charge before one week of the final examination.

### **PART-I BRAILLE**

50 marks

1. Mastery over Grade II English Braille codes.
2. Mastery over Bharathi Hindi Braille Codes.
3. Mastery over mathematical and Science Braille codes.
4. Proficiency in reading English Grade II and Bharati Hindi Braille.

### **PART-II SPECIAL AIDS AND APPLIANCES**

30 marks

Familiarity and use of Special aids, appliances and equipment.

1. Braille Kit and Brailier
2. Abacus.
3. Taylor Frame
4. Geometric Devices
5. Science Kits/ Devices
6. Mathematical Kit
7. Thermoform Duplicator
8. Low Vision Assessment and use of Low Vision Aids

### **PART-III ORIENTATION AND MOBILITY**

10 marks

Orientation to Environment

1. Efficient use of landmarks and clues in mobility
2. Pre-cane skills
3. Cane skills
4. Sighted Guide Technique
5. Simulated exercises under blind-fold.

### **PART-IV TEACHING AIDS**

10 marks

Preparation of two tactile aids/models with instructional manual for teaching visually impaired children.

## **FIELD WORK**

Max. Marks: 50

(External - 40; Internal - 10)

**Note:** There will be five parts in the Field-Work. The student is required to complete i) Detailed case study report, ii) Observation report, iii) Detailed village survey report with identified persons with disabilities and Four minor Case Studies of PWDs, and iv) Detailed case study of an institution, and v) Media and Disability before one week of the final examination.

- |  |          |
|--|----------|
| <b>1. Detailed Case Study</b>  | 10 marks |
| Two (preferably of individuals with visual impairment)                     |          |
| <b>2. Observations of Student teacher/Special teacher's 4 lessons</b>      | 10 marks |
| In inclusive/exclusive setting and Media coverage in disability field      |          |
| <b>3. Minor case studies of 4 PWDs with Detailed Village Survey report</b> | 10 marks |
| <b>4. Detailed case study of any institution for disabled children</b>     | 10 marks |
| <b>5. Media and Disability (Print and Electronic)</b>                      | 10 marks |

**M. ED. (SPECIAL EDUCATION)**  
**COURSE VII: DISSERTATION AND VIVA-VOCE**

Max. Marks: 100

Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the Chairman of the Department. The students will submit three typed copies of Dissertation to the Department before one month of the final examination or as notified by the University. The viva-voce will be held on a date to be fixed by the University.

Dissertation and viva-voce will be evaluated jointly by external and internal examiners.