

Kurukshetra University, Kurukshetra
Master of Education in Special Education (Visual Impairment)
M.Ed. Spl.Edu. (V.I.)
Syllabus- CBCS

Effective from Academic Session 2020-21

Two Years Duration

(04 Semesters)

INDEX

Course	Course Title	Credits	Hours	Page No.
SEMESTER I				06-18
MSE-101	Developments in Education and Special Education	4	60	6
MSE-102	Psychology of Development and Learning	4	60	9
MSE-103	Identification, Assessment and Needs of Children with Visual Impairment	4	60	12
MSE-104	Curriculum And Teaching Strategies for Children with Visual Impairment	4	60	15
MSE-105	Practical related to Visual Impairment	4	---	18
SEMESTER II				19-32
MSE-201	Research Methodology and Statistics	4	60	19
MSE-202	Curriculum Design & Development	4	60	22
MSE-203	Inclusive Education	4	60	24
MSE-204	Application of advanced technology and persons with visual impairment	4	60	27
MSE-205	Practical related to Visual Impairment	4	---	30
MSE-OE-01	Open Elective Course : Overview of diversity and special education/MOOC	2	30	31
Note: There will be no addition of grades & marks in open Elective paper in grand total of the semester-II				
SEMESTER III				33-49
MSE-301	Perspectives in Teacher Education – In-service & Pre-service	4	60	33
MSE-302	Educational Evaluation	4	60	35
MSE-303	Adulthood and Family Issues	4	60	38
MSE-304	Elective Course(Any One)	4	60	
MSE-304 A	Educational Management			40
MSE-304 B	Educational Technology			42
MSE-304 C	Guidance and Counseling			44
MSE-305	Dissertation*	2	---	46
MSE-306	Field Engagement/ Internship as a Teacher Educator	4	---	47
MSE-OE-02	Open Elective Course:	2	30	48

	Advance perspective in inclusive education/MOOC			
Note: There will be no addition of grades & marks in open Elective paper in grand total of the semester-III				
SEMESTER IV				50-57
MSE-401	Dissertation*	14	---	50
MSE-402	Field Engagement/ Internship as a Teacher Trainer	4	---	51
Total		80		

SCHEME/INTRODUCTION to COURSE
Master of Education in Special Education (Visual Impairment)
M.Ed. Spl.Edu. (V.I.)
Syllabus- CBCS
Semester I

Course code	Course title	Credits	Teaching hours per week	Internal marks	External Marks	Total Marks	Duration of Exam
MSE-101	Developments in Education and Special Education	4	4	20	80	100	3 Hour
MSE-102	Psychology of Development and Learning	4	4	20	80	100	3 Hour
MSE-103	Identification, Assessment and Needs of Children with Visual Impairment	4	4	20	80	100	3 Hour
MSE-104	Curriculum And Teaching Strategies for Children with Visual Impairment	4	4	20	80	100	3 Hour
MSE-105	Practical related to Visual Impairment	4	4	20	80	100	
Total		20	20	100	400	500	

Semester-II

Course code	Course title	Credits	Teaching hours per week	Internal marks	External Marks	Total Marks	Duration of Exam
MSE-201	Research Methodology and Statistics	4	4	20	80	100	3 Hour
MSE-202	Curriculum Design & Development	4	4	20	80	100	3 Hour
MSE-203	Inclusive Education	4	4	20	80	100	3 Hour
MSE-204	Application of advanced technology and persons with visual impairment	4	4	20	80	100	3 Hour
MSE-205	Practical related to Visual Impairment	4	4	20	80	100	
MSE-OE-01	Open Elective Course : Overview of diversity and special education/MOOC	2	2	10	40	50	2 Hour
Total		20	20	100	400	500	

Note: There will be no addition of grades & marks in open Elective paper in grand total of the semester-II

Semester-III

Course code	Course title	Credits	Teaching hours per week	Internal marks	External Marks	Total Marks	Duration of Exam
MSE-301	Perspectives in Teacher Education – In-service & Pre-service	4	4	20	80	100	3 Hour
MSE-302	Educational Evaluation	4	4	20	80	100	3 Hour
MSE-303	Adulthood and Family Issues	4	4	20	80	100	3 Hour
MSE-304	Elective Course(Any One)	4	4	20	80	100	3 Hour
MSE-304 A	Educational Management						
MSE-304 B	Educational Technology						
MSE-304 C	Guidance and Counseling						
MSE-305	Dissertation*(synopsis)	2	4	50	----	50	
MSE-306	Field Engagement/ Internship as a Teacher Educator	4	4	20	80	100	
MSE-OE- 02	Open Elective Course : Advance perspective in inclusive education/MOOC	2	2	10	40	50	2 Hour
Total		22	22	150	400	550	

Note: There will be no addition of grades & marks in open Elective paper in grand total of the semester-III

** Teacher Educators need to select a problem for investigations and provide the necessary supportive and explanatory information as needed. Teacher Educators need to present the synopsis of their work. Synopsis and presentation will be evaluated by Departmental Research committee (DRC).*

Semester-IV

Course code	Course title	Credits	Internal marks	External Marks	Total Marks	Duration of Exam
MSE-401	Dissertation*	14	150	200	350	
MSE-402	Field Engagement/ Internship as a Teacher Trainer	4	20	80	100	
Total		18	170	280	450	

*** Note: Suggestive/As per the University Regulations**

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

Area E- Practical Related to Disability

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

Area F- Field Engagement/ Internship as Teacher Educators

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

**Faculty of Education, KUK
Programme Outcomes**

1. Learners will be able to comprehend the acquire knowledge during the Programme of study.
2. Learners will be able to reflect on the issues relating to the discipline – ‘Education’.
3. Learners will be able to exhibit the professional skills and competencies acquired during the Programme of study.
4. Learners will be able to show scientific & research capabilities in their academic, professional and general life pursuits.
5. Learners will be able to apply the knowledge and skills acquired in academic planning, organizing, evaluation, decision making, resource management according to pre- determined objectives/outcomes.
6. Learners will be able to work as member or leader in various teams and multi-disciplinary & diverse settings.
7. Learners will be able to discuss and solve the problems relating to the discipline and life.
8. Learners will be able to state and follow the ethical issues relating to the discipline and society.
9. Learners will be able to apply different tools and techniques of communication and related skills.

PROGRAM SPECIFIC OUTCOMES

After completing this program the student-teachers will be able to:

1. demonstrate conceptual understanding of both general and special education, and Psychology of Development and Learning.
2. demonstrate knowledge and skills about identification, assessment and educational need of children with specific tools and techniques in the area of education of visual impairment.
3. demonstrate the conceptual understanding of core curriculum, expanded core curriculum and Universal Design for Learning and Skill required for adapting and monitoring the curriculum for students with visual impairment
4. demonstrate the acquisition of knowledge and skills of research, application of Advanced Technology, use of ICT, Unified English Braille literacy and use of advanced Braille in the field of education of visually impaired
5. demonstrate the acquisition of knowledge and understanding of the concept of inclusive education with historical perspective and building learning environment for diverse learning needs in the area of inclusive education
6. demonstrate the conceptual understanding of teacher education and family role in the development of children with special needs
7. demonstrate the professional knowledge and skills of evaluation to manage the education of children with disabilities
8. demonstrate the conceptual understanding of educational technology and counseling for children with special needs especially of visual impaired.
9. demonstrate the knowledge and skills to prepare community participatory program and conducting seminar on ICT, guidance, observation and teaching of B.Ed. trainees in the field of special education, designing and conducting research and writing dissertation.

DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION

Course Code: MSE-101

Credits: 04

Time of Examination: 3 Hours

Marks: 100

External-80;Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

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

Course Outcomes

After completing the course student teachers will be able to

1. *know the historical perspective of visual impairment in India.*
2. *trace the general and special education system in India.*
3. *discuss the various roles of educational agencies in India.*
4. *explain the policies and legislation at national and international level for the development of education in India.*
5. *appreciate implications of recommendations made by the various Committees and Commissions for educational (General and Special) developments in India.*
6. *develop insight into the issues and challenges of present-day education system.*
7. *understand important quality related issues which need to be taken into account for revision/ development of new education policy.*
8. *describe the support systems for education of children with special needs.*
9. *know the current trends and future perspective of visual impairment in modern India.*

Unit 1: An Overview of Development of Education System

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

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

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

Unit 3: Policies and Legislations for Education & Special Education Development of Special Education in India

3.1 National Legislations (RCI Act 1992, PWD Act 1995, National Trust Act, Biwako Millennium Framework, **RPWD Act 2016**)

3.2 International Legislations for Special Education and International Organisations (UNESCAP, UNCRPD, WHO, UNICEF, NESCO, UNDP, Action Aid, CBM), **UNESCO's Global Education monitoring Report (2020)**

3.3 National Policies (POA 1992, SSA, RMSA and RUSA, **SamagraShikshaProgramme**) & Government Schemes and Provisions for Persons with Disabilities

3.4 Role of Governmental and non-governmental agencies in general and special education

3.5 Current issues – Identifications, Labelling, cultural and linguistic diversity & advocacy

Unit 4: Quality Issues in Education

4.1 Indicators of quality related to teaching - learning strategies, classroom environment, and Student Assessment

4.2 Linking pedagogy with curriculum, contextual constructivism

4.3 Ensuring standards in Open & Distance Learning system – Non-formal education, face-to-face vs. Distance mode, **online mode**.

4.4 Special and Inclusive education - Adopting flexible strategies for the acquisition and use of inputs and monitoring performance in inclusive set up

4.5 Quality enhancement in service delivery and community rehabilitation

Unit 5: Current Trends and Future Perspective

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

5.2 Education for sustainable development & Right based approach

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

5.4 Education for conservation of environment and social change

5.5 Education for individual and national development

Course Work/ Assignments

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

Suggested Readings

- Anand, C.L. et.al. (1993). *Teacher and Education in Emerging Indian Society*, NCERT, New Delhi.
- Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.
- Education Commission. (1964-1966). Ministry of Education, Government of India, New Delhi.
- Singh, J., Srikrishna, G., Mishra, P. & Reddy, K. S. (2019). **HandBook on Special Education and Children with Special Needs**. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, New Delhi.
- Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M., Anupriya, C., & Salin, D. (2014). *Including Children with Special Needs: Primary Stage*. NCERT, New Delhi.

- Kumar, A. (2003). Environmental challenges of the 21st century, APH Publishing Corporation, New Delhi.
- Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers MacMillan, New Delhi.
- National Policy on Education (1986). Ministry of Human Resource Development Govt. of India, New Delhi.
- National University of Educational Planning and Administration (2014). Education for All Towards Quality with Equity: INDIA. NUEPA, New Delhi.
- Ozial, A.O. (1977). Hand Book of School Administration and Management. Macmillan, London.
- Programme of Action (1992). Ministry of Human Resource Development. Govt. of India, New Delhi.
- Report of Core group on value orientation to education (1992). Planning commission, Govt of India.
- Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
- School Education in India – Present Status and Future Needs (1986). NCERT, New Delhi.
- Seventh All India School Education Survey (2002). NCERT, New Delhi.
- UNDP (1996). Human Development Reports. Oxford University Press. New York.
- UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
- UNESCO (2009). Report on Education for sustainable development.
- Varghese, N.V. (1995). School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.

PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Course Code: MSE-102

Credits: 04

Time of Examination: 3 Hours

Marks: 100

External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

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

Course Outcomes

After completing the course student teachers will be able to

- 1. describe the meaning of educational psychology and its applications in special education.*
- 2. explain the psychological principles and methods in specific context of education and special education.*
- 3. explain the principles and their implication for growth and development.*
- 4. know the contribution of different personalities in growth and development.*
- 5. critically analyze the process from the point of view of cognitive psychology.*
- 6. explain role of motivation in learning, learning processes and theories*
- 7. explain personality, its theories, assessment and implication in education.*
- 8. apply psychological aspects to teaching - learning situations.*
- 9. know concept of individual differences and their basis.*

Unit 1: Overview Educational Psychology

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

Unit 2: Understanding the Development of the Learner

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

Unit 3: Cognition and Information Processing

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

Unit 4: Motivation, Learning and Personality

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

Unit 5: Psychological Aspects of Teaching

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

Course Work/ Assignments/ Practicum

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

Transaction

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

Essential readings

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

Suggested Readings

- Bernard, H.W. (1972). Psychology of Learning and Teaching. Mc Grow Hill, New York.
- Chauhan, S.S. (1996). Advanced Educational Psychology. Vikas Publishing House, New Delhi.
- DeCecco, J.P., & Crawford, W. (1977). Psychology of Learning and Instruction. Prentice Hall, New Delhi.
- Driscoll, P.M. (1994). Psychology of Learning for Instruction. Allyn & Bacon, Boston.
- Hurlick, E.B. (1992). Child Development. Mc Grow Hill, New York.
- Joyce, M., & Others (1992). Models of Teaching. Holt Rinehart and Winston, New York.
- Lindgren, H.C. (1976) Educational Psychology in the Classroom. John Wiley, New York.
- Mildred, C.R.F. (1978). Infants, Children: Their Development and Learning. Gran Hill, New York. (Indian Reprint).
- Panda, K.C. (1997). Elements of Child Development. Kalyani Publishers, New Delhi.
- Sharma, P. (1995). Basics on Development and Growth of a Child. Reliance Publication, New Delhi.

- Slavin, E.R. (2003). Educational Psychology: Theory and Practice (7th ed.). Allyn&Becon, Boston.
- Wilson, A.R., Rockbeck, M.C., & Michael, N.B. (1979). Psychological Foundations of Learning and Teaching. Mc Grand Hill, New York.

IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH VISUAL IMPAIRMENT

Course Code: MSE-103

Time of Examination: 3 Hours

Credits: 04

Marks: 100

External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

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

Course Outcomes

After completing the course student teachers will be able to

1. *trace the historical development of visual impairment*
2. *discuss the attitude of society toward visual impairment.*
3. *classify the concept of visual impairment according to different agencies.*
4. *explain the factors affecting changing societal attitude and policy perspectives.*
5. *describe the causes and implications of different eye disorders.*
6. *critically examine the needs arising at different stages of persons with visual impairment.*
7. *develop skills to identify visual impaired children with blindness, low vision, and their assessment procedure.*
8. *develop the skills to prepare assessment tools for impaired children.*
9. *develop skills to plan and implement vision efficiency training for children with low vision.*

Unit 1: Evolving Concept and Definition of Visual Impairment

1.1 History of visual impairment

1.2 Attitudinal and behavioural change of the society towards the persons with visual impairment

1.3 Paradigm shift from charity through medical and social to right based approach

1.4 Factors affecting changing societal attitude and policy perspectives with reference to persons with visual impairment: Self-help movements, Service delivery organizations, Judiciary and quasi-judicial bodies, UN Bodies, and media

1.5 Classification of visual Impairment: WHO, International Classification of Functioning, Disability and Health (ICF), and domestic legislations

Unit 2: Eye Disorders: Etiology and Implications

2.1 Neurological causes of visual impairment: cortical visual impairment

2.2 Disorder related to refraction: myopia, hyperopia, presbyopia, astigmatism

2.3 Disorders related to receptive aspects of the eye: retinal detachment, retinitis pigmentosa, Retinopathy of prematurity, optic atrophy, anidria, and macular degeneration, and albinism

- 2.4 Muscular and related disorders: nystagmus, strabismus, amblyopia
- 2.5 Vitamin A deficiency, cataract, glaucoma, corneal ulcer, trachoma, and colourblindness

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

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

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

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

Unit 5: Needs of Persons with Visual Impairment

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

Course Work/ Practical/ Field Engagement (Any Three)

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

Essential Readings

- Barraga, N. C. (1980). Sequences of Visual Development. University of Texas. Austin.
- Bhan, S., & Swarup, S. (2010). Functional skills inventory for the blind. National association for the blind, Mumbai.

- Bhandari, R., & Narayan J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. Voice and vision: India.
- Corn, A. L., & Koenig, A.J. 2000. Foundation of Low Vision: Clinical & Functional Perspective. AFB Press, New York.
- Dimri, A. (2002). Preparation of Norms of WISC-R (Verbal) for the Visually Handicapped. NIVH, Dehradun.
- Hyvarinen, L., & Jacob, N. (2011). What and how does this child see: assessment of visual functioning for development and learning. Vistest Ltd. Finland.
- Leat, S.J., Shute R.H., & Westall, C.A. (1999). Assessing children's vision: A Handbook. Butterworth-Heinemann: Oxford.
- Lueck, A. H. (2004). Functional Vision- A practitioner guide to Evaluation & Intervention, AFB Press. New York.
- Mani, M.N.G. (1992). Concept development of blind children. SRK Vidyalaya. Coimbatore.
- Mani, M.N.G. (1993). Concept Development of Blind Children: A Research Study. Shri Ramakrishna Mission Vidyalaya. Printing Press. Coimbatore.
- Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low Vision. Coimbatore: International Human Resource Development Centre for the Disabled.
- Mukhopadhyay, M., Jangira, N.K., Mani M.N.G., & Roy Choudary, M. (1988). Source Book For Training Teachers Of Visually Impaired. NCERT. New Delhi.
- Reynolds, C.R. ,& Janzen, E.F. (Ed.) (2007). Encyclopaedia of Special Education. Vol. I A-D, John Wiley, Canada.
- Sacks. S. Z., & Silberman, R.K. (2005). Educating Students who have Visual Impairments with other Disabilities, Paul H Brookes, Maryland.
- Salvia, J., Ysselduke, J.E., & Bolt, S. (2007), Assessment in Special & Inclusive Education. Houghton Mifflin: USA.
- Scheiman, M., Scheiman, M., & Whittaker, S.G. (2007). Low Vision Rehabilitation, SLACK Incorporated: USA.
- Scholl, G. T. (Ed.) (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press. New York.
- Singh, T.B. (1986). A short Scale I.Q Measure for the Visually Handicapped. NIVH, Dehradun.
- Singh, T.B. (1986). Eyssenck Personality Questionnaire (EPQ) for the Visually Handicapped. NIVH, Dehradun.
- Singh, T.B. (1986). Standardisation of Cornell Medical Index on Visually Handicapped children. NIVH, Dehradun.
- Singh, T.B., & Sati, G. (1992). Use of Blind Learning Aptitude Test as a performance measure for the assessment of Visually Handicapped Children in India. NIVH Dehradun.
- Warren, D.H. (1983). Blindness and Early Childhood Development.: AFB Press, New York.

Suggested Readings

- Aitken, S., Buultjens, M., Clark, C., Eyre, J.T. (2000), Teaching Children who are Deaf blind. David Fulton Publisher: London,
- Batshaw, M.L., Pellegrino, L., & Roizen, N.J. (2007), Children with Disabilities. Paul. H. Brookes: Maryland,
- Holbrook M. C. & Koenig A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments, (2nd Ed): AFB Press, New York.
- Kundu, C.L. (2000). Status of Disability in India. Rehabilitation Council of India, New Delhi.
- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind, NIVH Dehradun.
- Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. Ashish Publishing House, New Delhi.
- Singh, J., Srikrishna, G., Mishra, P. & Reddy, K. S. (2019). HandBook on Special Education and Children with Special Needs. Hyderabad: Neel Kamal Publications Pvt. Ltd.

CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH VISUAL IMPAIRMENT

Course Code: MSE-104

Time of Examination: 3 Hours

Credits: 04

Marks: 100

External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

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

Course Outcomes

After completing the course student teachers will be able to

1. *define the concept and meaning of curriculum.*
2. *appreciate the importance of various basis to curriculum development.*
3. *accessing school curriculum with reference to special children*
4. *designing, Developing and implementation of need based curriculum*
5. *evaluate need based curriculum*
6. *develop an expanded core curriculum for children with visual impairment on the basis of situational analysis.*
7. *adapt the school curriculum keeping in mind the principles of curriculum adaptation in different curricular skill areas.*
8. *demonstrate appropriate teaching strategy in teaching reading, writing, and math*
9. *critically examine approaches to curriculum development for VIAD.*

Unit 1: Basic Curriculum Areas and Skills

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

Unit 2: Introduction to Expanded Core Curriculum

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

Unit 3: Steps in Expanded Core Curriculum Development

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

3.5 Critical evaluation of the curriculum

Unit 4: Strategies for Teaching

4.1 Specific teaching strategies: task analysis, co-activity, pre teaching, selfverbalization, direction giving, generalization, feature enhancement, and use ofkinaesthetic movement

4.2 Teaching reading to students with visual impairment: Reading aloud, peer reading, organic reading, and whole language approach

4.3 Strategies for writing skills: guided and independent writing

4.4 Strategies for teaching math: concrete, experiential, role play, and origami

4.5 Strategies for teaching use of ICT: demonstration, verbal instruction, and peertutoring

Unit 5: Approaches to Curriculum Development for VIAD

5.1 Ecological

5.2 Multisensory

5.3 Thematic

5.4 Functional

5.5 Experiential

Course Work/ Practical/ Field Engagement (Any Two)

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

Essential Readings

- Aggarwal, J.C. (2005). Curriculum development 2005. Shipra Pub. Delhi.
- Bhandari, R., & Narayan J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deaf-blindness. Voice and vision: India.
- Biwas, P.C. (2004). Education of children with Visual Impairment: in inclusive education. Abhijeet Publication, Delhi.
- French, S., & Swain, J. (1997). From a different view point: the lives and experiences of visually impaired people. Jessica Kinsey Pub, London.
- Grover, U., & Chaudhari, M. (2009). Curricular Strategies. Kanishka Publication, New Delhi.
- Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory and motor impairment. Cambridge Uni. Press, New York.
- Jain, P. (2006). Curriculum & teaching. Kanishka Publication, New Delhi.
- Joyce, B., Weil, M., & Calhoun, E. (2009). Model of teaching. PHI learning Pvt. New Delhi.
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.
- Mangal, S.K. (2007). Educating exceptional children-an introduction to special education. PHI Learning Pvt. New Delhi.
- Rao, V. (2009). Curriculum development. Saurabh Pub, New Delhi.
- Scholl, G.T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Sharma, R.A. (2011). Curriculum development and instruction. R. Lal Book Depot, Meerut.
- Shrivastava, N. (2010). Blind and mentally handicapped children: problems and coping strategies. Ritu Publication, Jaipur.
- Srivastava, H.S. (2011). Curriculum & method of teaching. Shipra Pub., Delhi.
- Vijayan, P., & Victoria, G. (2009). Education of visually impaired children with additional disabilities. Kanishka Publication, New Delhi.

Suggested Readings

- Agrawal, S. (2004). Teaching mathematics to blind students through programmed learning strategies. Abhijeet Publication, Delhi.
- Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi.
- Bhan, S., & Swarup, S. (2010). Functional skills inventory for the blind. National association for the blind, Mumbai.
- Maitra, K. (2010). Inclusion: Issues and Perspective. Kanishka Publication, New Delhi.

- Mani, M.N.G. (1992). Concept development of blind children. SRK Vidyalaya:Coimbatore.
- Mani, M.N.G. (1992). Techniques of teaching blind children. Sterling Publishers Pvt.Ltd. New Delhi.
- Mukhopadhyay, M., Jangira, N.K., Mani M.N.G., & RoyChoudary. M. (1988).Source Book For Training Teachers Of Visually Impaired. NCERT. New Delhi.
- Niemann, S., & Jacob, N. (2009). Helping children who are blind. California: TheHesperon/Chetana Charitable Trust, Chennai.
- Pandey, V.P. (2004). Teaching of mathematics. Sumit Publication, New Delhi.
- Punani, B., & Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.
- Adaptations to the curriculum for the visually impaired children, Retrieved on May 28th 2015, from URL: https://cd.edb.gov.hk/la_03/chi/curr_guides/Visually/ev-3.htm

PRACTICAL RELATED TO VISUAL IMPAIRMENT

Course: MSE-105Credit:4

Marks:100

Internal: 20; External:80

Course Outcomes

After completing the course student teachers will be able to

1. *use unified English Braille literary code in practical situations,*
2. *read&write Advance Braille code in mathematics and science.*

Learning of Unified English Braille(UEB) literary code and use of advance Braille mathematics and science code.

Semester II
RESEARCH METHODOLOGY AND STATISTICS

Course Code: MSE-201

Time of Examination: 3 Hours

Credits: 04

Marks: 100

External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

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

Course Outcomes

After completing the course student teachers will be able to

1. understand knowledge, its sources and scientific approach.
2. *develop a conceptual understanding of research, its need and ethical research practices.*
3. *describe the types, methods and process of research.*
4. *know about the standardization process of a research instrument*
5. *apply statistical techniques for analysis of data.*
6. use of Computer for analyze, Tabulate and its graphic representation.
7. *explain the methods and techniques of qualitative research.*
8. *prepare research proposal and its management.*
9. *write research dissertation/thesis, paper for publication.*

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 Approaches of Research: Descriptive, Experimental, Quasi experimental, Single Subject Research Design and Historical Research
- 2.3 (a) Types of Variables, delineating and operationalizing the variables
(b) Threats to Internal and External Validity of the Research
- 2.4 Process of research- Selection of problem, Review of literature, Sampling; Types and selection process, Hypothesis
 - Instruments; tests, questionnaire, interview, observation schedule, rating scale
 - Data collection and analysis
- 2.5 Standardization of research instrument- Selection of items, reliability and validity and norms

Unit 3: Methods of Quantitative Analysis

- 3.1 Parametric and non-parametric tests: Concept and difference
- 3.2 Descriptive Statistics:
 - Measures of Central Tendency
 - Correlations; Product-moment, Spearman's rank correlation Method, Biserial-r, Point-biserial, Phi-coefficient, Regression analysis

3.3 Inferential statistics

- Underlying concepts: Sampling error, standard error of mean, confidence level, degrees of freedom, one tail-two tail test, type I and type II errors
- Student t- test, ANOVA, Ancova, Chi-square, Sign Test, Mann Whitney U test, Kruskal-Wallis test

3.4 Computer applications for analysis

3.5 Tabulation and graphic representation

Unit 4: Qualitative Research Methods and Analysis

4.1 Grounded theory

4.2 Ethnography and case study

4.3 Narrative/discourse and visual methodologies

4.4 Mixed method

4.5 Themes, coding and presentation

Unit 5: Preparing Research Proposal & Report

5.1 Components of research proposal

5.2 Presentation of proposal

5.3 Writing of thesis/dissertation

5.4 Writing technical paper for publication

5.5 Research management

Assignments/ Course Work/ Practicum

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

Transaction

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

Essential Readings

- Agarwal, A.N. (2002). Quantitative Methods.Vrinda Publishing, New Delhi.
- Best, J.W., & Kahn, J.V. (1996). Research in Education.Prentice-Hall, New Delhi.
- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
- Desu, M.M., &Raghavarao, D. (1990) Sample Size Methodology. Academic Press, Boston.
- Dooley, D. (1997). Social Research Methods.Prentice-Hall, New Delhi.
- Gaur,A.S., & Gaur, S. S.(2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. Sage Publishers, New Delhi.
- Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication, London.
- Grewal, P.S. (1990). Methods of Statistical Analysis.Sterling Publishers, New Delhi.
- Guptha, S. (2003). Research Methodology and Statistical Techniques.Deep & Deep Publishing, New Delhi.
- Hegde, M. N. (2003). Clinical research in communicative disorders. PRO-ED: Austin, Texas
- Khan, M.S. (2005). Educational research.Ashish Publishing House: New Delhi
- Koul, L. (1996). Methodology of Educational Research.Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). Research Methodology.Yamuna Publications, Thiruvananthapuram.

• Siegel, A., & Castellen, N.J. (1988). Non Parametric statistics for Behavioural Sciences. McGraw-Hill, New York.

• Silverman, D. (2012). Qualitative Research. Sage Publication, London.

Suggested Readings

• Berg, B.L., & Lune, H. (2011). Qualitative Research Methods for the Social Sciences Pearson Publication, Boston.

• Bogdan, R. C., & Biklen, S. K. (2007). Qualitative research for education: An introduction to theory and methods (5th ed). Pearson, Boston.

• Lipsey, M.W. (1990). Design Sensitivity: Statistical Power for Experimental Research. Sage Publications, Newbury Park, CA.

• Singh, A. K. (2004). Tests Measurement and Research Methods in Behavioural Science. Tata McGraw-Hill Publishing, New Delhi.

CURRICULUM DESIGN & DEVELOPMENT

Course Code: MSE-202

Time of Examination: 3 Hours

Credits: 04

Marks: 100

External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

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

Course Outcomes

After completing the course student teachers will be able to

1. *define curriculum and its scope with historical perspective.*
2. *understand principals, basis and fundamental of curriculum development.*
3. *understand and analyze various approaches to curriculum development.*
4. *differentiate curriculum design and curriculum development.*
5. *explain theories of curriculum development.*
6. *design and develop of curriculum for universal learning*
7. *assess and evaluate curriculum*
8. *discuss the issues of curriculum critically.*
9. *comprehend the latest trends in curriculum construction*

Unit 1: Nature of Curriculum

1.1 Definition and scope of curriculum

1.2 Bases of Curriculum-philosophical, sociological and psychological

1.3 Principles of curriculum transaction

1.4 Fundamentals of curriculum development: knowledge based, activity based, skill based and experience based

1.5 Historical and contemporary evolution of curriculum

Unit 2: Approaches & Types of Curriculum Development

2.1 Developmental Approach

2.2 Functional Approach

2.3 Eclectic Approach

2.4 Ecological Approach

2.5 Expanded Core Curriculum

2.6 Hidden Curriculum

Unit 3: Principles of Curriculum Construction

3.1 Curriculum & Ideology

3.2 Curriculum as a Social Construct

3.3 Differentiating between Curriculum Design and Curriculum development

3.4 Theories of Curriculum Development

3.5 Universal Design of Learning for Curriculum Development

Unit 4: Curriculum Development & Instructional Design

4.1 Differentiation of Curriculum

4.2 Pedagogical Theories and curriculum transaction

4.3 Material and Instructional Adaptations

4.4 Assessment and Evaluation

Unit 5: Critical Issues in Curriculum

5.1 Organization of learning opportunities for diverse needs

5.2 Designing integrated and inter-disciplinary learning experiences

5.3 Collaborative curriculum

5.4 Alignment of curriculum and modes of assessment

5.5 Curricular trends

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

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

INCLUSIVE EDUCATION

Course Code: MSE-203
Time of Examination: 3 Hours

Credits: 04
Marks: 100
External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

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

Course Outcomes

After completing the course student teachers will be able to

1. *concept of inclusive education with its historical perspective within India and at global level.*
2. *explain the philosophical, sociological and rights perspective of inclusive education.*
3. *approaches and principles of inclusive education.*
4. *create and understand learning environment for inclusion.*
5. *plan a universal design for learning for special children.*
6. *know about policies and commissions regarding inclusive education.*
7. *describe the significant recommendations of commissions, national policies, international conventions with special reference to inclusive education in India*
8. *develop skills in using a wide range of tools, instructional strategies, social supports to assist students with disabilities learn effectively.*
9. *develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, leadership and working in teams to promote inclusion.*

Unit 1: Perspectives in Inclusive Education

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

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

- 2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- 2.2 International Conventions: Convention Against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)
- 2.3 International Frameworks: Salamanca Framework (1994)
- 2.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy for Persons with Disabilities (2006)

2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA(2009), IEDSS (2013), **RPWD Act (2016)**

Unit 3: Building Inclusive learning Environments (I)

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

Building Inclusive Learning Environments (II)

3.6 Classroom Management

3.7 Effective Communication

3.8 Promoting Positive Behaviour

3.9 Reflective Teaching

3.10 Peer mediated instruction: Peer tutoring, Co-operative learning

Unit 4: Planning for Including Diverse Learning Needs

4.1 Universal design of learning

4.2 Adaptations and accommodations for sensory impairments

4.3 Adaptations and accommodations for children with multiple disabilities

4.4 Adaptations and accommodations for children with neuro-developmental disabilities

4.5 Adaptations and accommodations for children with intellectual impairment

4.6 Adaptations and accommodations for gifted children

Unit 5: Collaborations

5.1 Models of collaboration

5.2 Working with Parents

5.3 Managing Conflict

5.4 Co-teaching

5.5 Mentoring and Coaching

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman Publishing, London.
- Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.
- Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.
- Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). Essential best practices in inclusive school. Institute on Disability/UCe, University of New Hampshire
- Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
- Peterson, M., & Hittie, M. (2009). Inclusive teaching: The journey towards creating effective schools for all learners. Merrill, New Jersey.

- Skidmore, D. (2004) *Inclusion: The Dynamic of School Development*, OpenUniversity Press, Buckingham.
- Villa, R. A., & Thousand, J. S. (2005) *Creating An Inclusive School*, Association forSupervision and Curriculum Development. ASCD, Alexandria.
- Wade, S. E. (2000). *Inclusive Education: A Casebook and Readings for Prospectiveand Practicing Teachers*. Lawrence Erlbaum Associates, New Jersey.

Suggested Readings

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

APPLICATION OF ADVANCED TECHNOLOGY AND PERSONS WITH VISUAL IMPAIRMENT

Course Code: MSE-204

Time of Examination: 3 Hours

Credits: 04

Marks: 100

External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

Developments in the sphere of assistive technologies and ICT have opened up a wide array of exciting opportunities and possibilities for persons with visual impairment. These technologies must, now, form the basis of all activities for effective empowerment of the visually impaired. It is, therefore, in the fitness of things that technology solutions should form the subject matter of the present course. The course familiarizes the M.Ed. students with devices in the fields of education, independent living, employment and related aspects. So extensive, in fact, is the scope and range of technology applications for the visually impaired, today that it is well-nigh impossible to list each and every solution here. Therefore, the course seeks to present a representative sampling with a view to providing the students an indication of the trends and developments in the field. It is hoped that the students would find the devices most fascinating and would be motivated to move further ahead on their own to know of various other technology applications.

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

Course Outcomes

After completing the course student teachers will be able to

1. *know the concept of technology and its historical perspective in special education.*
2. *explain the relevance of technology for persons with visual impairment.*
3. *facilitate visual impaired children with modern technology.*
4. *use technological devices to educate Visually Impaired.*
5. *illustrate various devices to facilitate the education of persons with visual impairment.*
6. *describe various technological devices for promoting quality of life of persons with visual impairment.*
7. *locate the procurement and Assessment of Technological Devices for Persons with Visual Impairment*
8. *critically analyze suitability/appropriateness for various technological devices for persons with visual impairment.*
9. *discuss various trends in research on technology for persons with visual impairment.*

Unit 1: Introduction to Technology for the Visually Impaired

1.1 Historical perspective of assistive technology in the rehabilitation of persons with visual impairment

1.2 Concept, need and importance of assistive technology with specific reference to the Indian context

1.3 Types of Assistive Technologies

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

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

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

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

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

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

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

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

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

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

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

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

3.4 Home management Devices: audible/ vibratory Liquid Level Indicator, Talking Measuring Cup, Talking Food Thermometer, Talking Kitchen Scale, Talking Microwave Oven, Talking Timer, Braille and Talking Alarm Clocks and Watches, Needle Threader

3.5 Critical analysis of devices mentioned under Unit 3.1 to 3.4

Unit 4: Employment-related Technologies for the Visually Impaired

4.1 Braille Shorthand Machine

4.2 Dictaphone

4.3 Dictation Software

4.4 Application of screen reading technologies for promoting/ diversifying employment opportunities

4.5 Making workplaces and available workshop equipment and other machines accessible to persons with visual impairment– Guidelines and Principles

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

5.1 Sources of availability and maintenance of technology devices

5.2 Resource mobilization for procurement of devices

5.3 ADIP scheme of the Government of India, Department of Empowerment of Persons with Disabilities

5.4 Parameters for assessing efficacy/ suitability of devices in the Indian context

5.5 Recent trends in research on technology for visually impaired

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

- Fernandez, G., Koenig, C., Mani, M.N.G., & Tensi, S. (1999). See with the Blind Books for Change, Bangalore.
- Scheiman, M., Scheiman, M., & Whittaker, S.G. (2007). Low Vision Rehabilitation. SLACK Incorporated, New Jersey.
- <https://www.afb.org/prodmain.asp>
- <http://www.independentliving.com/products.asp?dept=141&deptname=New-Products>
- <http://shop.rnib.org.uk>
- <http://shop.lighthouseguild.org>

PRACTICAL RELATED TO VISUAL IMPAIRMENT

Course: MSE-205

Credits: 04

Marks: 100

Internal:20; External:80

Course Outcomes

After completing the course student teachers will be able to

1. *use relevant ICT aids to make teaching effective,*
2. *prepare lesson plans to teach pedagogy subjects, inclusive education & specialized papers.*

• 5 lectures with B.Ed. students (1 in pedagogy subject, 1 in inclusive education, and 3 in specialization papers) -- 50 Marks (@ 10)

• Teaching of ICT to B.Ed. students 5 classes -- 50 marks

OVERVIEW OF DIVERSITY AND SPECIAL EDUCATION CBCS- OESS

Course Code: MSE-OE-1
Time of Examination: 2 Hours

Credits: 02
Marks: 50
External-40; Internal-10

Note:- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt total four questions i.e. one question from each unit. All questions will carry equal marks.

Course Outcomes

After undergoing the course the student teachers will be able to:-

1. describe and diagnose different types of disabilities i.e. Visual Impairment, Hearing Impairment, Physical Disability, Intellectual Challenges, Learning Disability.
2. understand perspectives on Special Education.
3. critically analyze the various issues related to practice of the education of the differently abled
4. understand issues in early Special Education Intervention.
5. explain various issues in teacher preparation in special education.
6. describe national disability resources and technological resources for children with special need.

UNIT-I

An overview of special needs -Meaning, Identification and Characteristics of the following-

1. Visual Impairment
2. Hearing Impairment
3. Physical Disability
4. Intellectual Challenges
5. Learning Disabilities

UNIT-II

1. Conceptual issues, practical issues, issues reflected in practice.
2. Perspectives on classification; perspectives on categorical treatment and labeling; perspectives on environments and prevalence; perspectives on the regular education initiatives; perspectives on categorical relevance; perspectives on out of school placements.

UNIT-III

1. Current decision making practices, assessment practices: who is assessed, what is assessed; assessment techniques and procedures; who performs assessment, relevance to intervention/remediation.
2. Issues in teaching views of causality and their relationship to treatment approaches; place and time of intervention, objectives of teaching, procedures of teaching; criteria for effectiveness of speaking
- 3.

UNIT-IV

1. Teacher Preparation in Special Education – Teaching competencies, collaborative consultation and Communication.
2. Technological Resources – Information, Communication, Learning and Supportive Technology for children with special needs.

SUGGESTED READINGS

- Ashman, F. Adrian., & Conway, N. F. Robert (1989). *Cognitive Strategies for Special education*. Rout ledge: London and New York.
- Ashman, F. Adrian & Elkins, J (1998). *Educating Children with Special Needs* (3rd edition). Prentice Hall: New York.
- Berdine, W. H., & Blackhurst, A.K. (1985). *An Introduction to Special Education*, Boston: Harper Collins
- Fernandez, G. , Koenig, C., Mani, M.N. G., & Tesni, S. (1999). *See with the blind: Trends in education of the visually impaired*, Bangalore: CBM and Books for Change
- Gearheart, B.R., Ruitter, J.A., & Sileo, T.W. (1988). *Teaching Mildly and Moderately Handicapped Students*. New Delhi: Prentice Hall of India.
- Gearheart, R. Bill; Weishahn, W. Mel; Gearheart, J. Carol (1992). *The Exceptional Students in the Regular Classroom* (5th edition). Macmillan Publishing Co. New York.
- Giuliani, G. & Pierangelo, R.. (2006). *The Big Book of Special Education resources*, CA: Corwin Press
- Hallahan D. P., & Kauffman, J. M. (2000). *Exceptional learners: An introduction to special Education*, Boston: Allyn & Bacon
- Hewett, F.M., & Forness S.R. (1984). *Education of Exceptional Learner*. MA: Allyn & Bacon
- Kirk, S. A., & Gallagher, J.J. (2000). *Education of Exceptional Children*. Boston: Houghton Mifflin
- Kundu, C.L., Singh, J. P., & Ahluwalia, H.P.S. (2005). *Accredited institutions of Rehabilitation Council of India*. New Delhi: RCI.
- Loreman, T., Deppler, J., & Harvey, D. (2005). *Inclusive Education: A Practical Guide to Supporting Diversity in the classroom*, NY: RouteledgeFalmer.
- Olson, Judy and Platt, Jennifer (1992). *Teaching children and Adolescents with Special Needs*. Macmillan Publishing Co. New York.

- Rao, I., Prahladrao,S., &Pramod, V. (2010). Moving away from Labels, Bangalore: CBR network (South Asia)
- Singh, J. P., &Dash , M. K. (2005). Disability Development in India, New Delhi: RCI.
- WHO (1980).International Classification of Impairments. Disabilities and Handicaps, Geneva:WHO.
- WHO (2001). ICF: International Classification of Functioning, Disability and Health. Geneva:WHO.

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

Course Code: MSE-301

Time of Examination: 3 Hours

Credits: 04

Marks: 100

External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

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

Course Outcomes

After completing the course student teachers will be able to

1. *gain insight and understand development of Teacher Education and its significance..*
2. *discuss the type and its structure of teacher education for disabled.*
3. *reflect on issues and problems related with teacher education of disabled.*
4. *understand the changing scenario of teacher education curriculum and evolving priorities*
5. *familiar with responsibilities of different organizations in preparation of competent teachers and critically examine it.*
6. *understand the importance of pre-service and in-service programmes*
7. *develop capacity to plan and execute different programme with special needs children.*
8. *appraise the existing teacher education curriculum and its relevance, issues and challenges.*
9. *understand the role of various agencies related to teacher education of disabled.*

Unit 1: Understanding Teacher Education (TE)

1.1 Concept, Aims and Objectives of TE

1.2 Significance of TE in India

1.3 Types of TE: Pre-service and In-service; Continued development of Teacher as a Professional

1.4 Structure of TE in India and Organizations/Agencies involved

1.5 Factors influencing the practices in TE and quality

Unit 2: TE and Education of Children with Disabilities

2.1 Early Initiatives in preparing teachers for children with disabilities in India

2.2 Establishment of various national institutes and development of TE in special education

2.3 Establishment of RCI as a statutory body in standardizing and promoting TE in special education

2.4 Changes in School Education for Children with Disabilities and its Impact on TE

2.5 Paradigm shift from Segregation to Inclusion Impacting TE

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

3.1 Changing scenario of teacher education curriculum and evolving priorities

3.2 Characteristics of TE framework developed by RCI, structure and organisation of different components of TE Curriculum

3.3 Components of Pre-service TE: overview of courses at different levels, weight age of course work and evaluation

- 3.4 Various components of TE curriculum and their transactional modalities
3.5 Organisation, transaction and evaluation of different components of TE curriculum including school based practicum, and internship

Unit 4: Continued Teacher Development Program

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

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

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

Course Work/ Practical/ Field Engagement

- Prepare a checklist/schedule to collect information about curriculum transaction either in Diploma or B.Ed. in Special Education Courses in any Training Institute. Take interview of at least 10 student teachers and analyses 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 analyses the data to suggest improvement in quality of training and the need for in-service training

Suggested Readings

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

EDUCATIONAL EVALUATION

Course Code: MSE-302
Time of Examination: 3 Hours

Credits: 04
Marks: 100
External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

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

Course Outcomes

After completing the course student teachers will be able to

1. *explain the key concepts of evaluation and its development.*
2. *describe the principals, areas and function of evaluation..*
3. *describe the scope of evaluation in education.*
4. *understand the strategic planning for effective evaluation.*
5. *describe the role of evaluation for teaching-learning process.*
6. *know the process of standardization and application of effective tool for evaluation.*
7. *describe the ways & means of evaluation of programmes.*
8. *evaluate instructional programmes with sensitivity.*
9. *explain the current trends in evaluation.*

Unit 1: Foundations in Evaluation

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

Unit 2: Scope of Evaluation

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

Unit 3: Teaching-learning and Evaluation

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

Unit 4: Programme Evaluation & Review

- 4.1 Concept, need, goals and tools
- 4.2 Evaluation of instructional programmes
- 4.3 Techniques of programme evaluation

4.4 Reliability, validity and sensitivity in programme evaluation

4.5 Reviewing outcomes

Unit 5: Current Trends in Evaluation

5.1 Knowledge based evaluation

5.2 Performance Based Evaluation: Role play, Concept maps

5.3 Authentic Evaluation: Interviews, Writing samples, Projects, Exhibitions, Reflective Journals

5.4 Self evaluation: Rubrics & Rating scales

5.5 Exams: Online, On-demand, Take-home Power Tests & Open book

Transaction & Evaluation

- Lecture-cum-demonstration, Workshops on developing tools for content and programme evaluation

- Assignments, Presentations and Class Tests

Practicum

- Observe and prepare a report on evaluation practices at any two levels in (i) a Mainstream and (ii) a Special school. Critically analyze the evaluation practices.

- Develop a format for self evaluation for teachers in special or mainstream.

- Develop tools one each for Knowledge based, Performance based & Authentic evaluation for children with disabilities studying in a class or a subject of your choice.

Essential Readings

- Airasian, P.W. (1991). Classroom Assessment. McGraw-Hill, New York.

- American Educational Research Association, American Psychological Association, and National Council on Measurement and Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.

- American Federation of Teachers, National Council on Measurement in Education, and the National Education Association. (1990). Standards for teacher competence in educational assessment of students. Washington, DC: Author.

- Gipps, (1996). Assessment for learning. In Little, A. and Wolf, A. (eds) Assessment in transition: Learning, monitoring and selection an international perspective. Oxford Pergamon Press, London.

- Gronlund, N.E., & Linn, R. (1990). Measurement and evaluation in teaching (6th Edition). Macmillan, New York.

- Hamayan, (1995). Approaches to alternative assessment. "Annual Review of Applied Linguistics," 15, 212-226.

- Headington (2003). Monitoring, Assessment, Recording, Reporting & Accountability. II-Ed, David Fulton Pub., London.

- Hibbard, K. M. and others. (1996). A teacher's guide to performance-based learning and assessment. Alexandria, VA: Association for Supervision and Curriculum Development.

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

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

- Mathew, S. (2010). Educational Evaluation. Curriculum and teaching strategies for CWHI. MED SEDE (HI) Manual, IGNOU, New Delhi.

- Mehrens, W. A., & Lehmann, I. J. (1991). Measurement and evaluation in psychology (IVED). Harcourt Brace College Publishers, New York.

- NSW syllabuses: Assessment for, as and of Learning. Retrieved from syllabus.bos.nsw.edu.au/support.../assessment-for-as-and-of-learning on 10.4.2015

- Programme evaluation and review technique. Retrieved from <http://www.inc.com/encyclopedia/program-evaluation-and-review-technique> on 10.4.2015

- School self-evaluation. <http://www.education.ie/en/Schools-Colleges/Services/Quality-Assurance/SSE-Primary-and-Post-Primary/School-Self-Evaluation.html> on 10.4.2015

- School self-evaluation. Retrieved from http://schoolself-evaluation.ie/postprimary/index.php/what-school-selfevaluation/?doing_wp_cron=1429505616.9318289756774902343750 on 10.4.2015
- UNICEF (2006). New trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/New_trends_Dev_EVALuation.pdf on 16.4.2015
- Wiggins, G. (1993) *Assessing students performance*. San Francisco: Jossey-Bass.

Suggested Readings

- Braden, J. (2001). The clinical assessment of deaf people's cognitive abilities. In Clark, M. D.; Marschark, M., & Kretchmer, M. (Eds.). *Context, cognition and deafness*, Galludet University press, Washington. Pg.14-37.
- Elliot, S.N., Kratochwill, T. R., & Gilbertson, A. G. (1998). The Assessment Accommodation Checklist: Who, What, Where, When, Why and Who? *Teaching Exceptional Children*, 31(2), 10 –14.
- Eriksen, S.C. (1969). The teacher made test. Memo to the Faculty, no.35. Ann Arbor: 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.
- 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*. Jossey-Bass Publishers, San Francisco.
- Junaid, I.M., & Muhammad, D. N. (2002). Assessing nomadic children's learning achievement: what tools and which strategies? Retrieved from curriculum.pgwc.gov.za/resource_files/22153409_16.doc
- Linn. R.L, Baker, E. L., & Dunbar, S. B. (1991). Complex Performance based assessment. *Educational Researcher*, 20(8), 15-21.
- Mathew, S. (2010). Impact of Knowledge Based Evaluation on Achievement of Students with Hearing Impairment: An Experimental Study. A PhD Thesis (Unpublished), MJP Rohilkhand University.
- Meyer, C.A. (1992). What is the difference between Authentic and Performance assessment? *Educational Leadership*, 49(8), 39-40
- Mountain, A. (2005). Science assessment of deaf students: Considerations and implications of state accountability. Measurements. MSSE Masters Project. Submitted to the National Technical Institute for the Deaf, 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.
- Stiggins, R.J. (1994). *Student-Centered classroom assessment*. MacMillan, New York
- Tannenbaum, J.E. (1996). *Practical Ideas on Alternative Assessment for ESL Students*. ERIC Clearinghouse on Languages and Linguistics Washington DC, ERIC Identifier ED395500, 1-6.

ADULTHOOD AND FAMILY ISSUES

Course Code: MSE-303

Time of Examination: 3 Hours

Credits: 04

Marks: 100

External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

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

Course Outcomes

After completing the course student teachers will be able to

1. *analyze the role of family as a support system for disabled.*
2. *understand the family involvement in child development.*
3. *discuss the concerns of the family of a person with visual impairment.*
4. *explain the meaning and definition of Individualized Transition Plan (ITP).*
5. *meet the challenges faced at different stages of transition of a person with visual impairment.*
6. *develop the skills to prepare an ITP and IFSP.*
7. *know about the family issue about education, carrier and life.*
8. *discuss the components of family support services.*
9. *develop a critical understanding of schemes for equal opportunities.*

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

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

Unit 2: Transition Issues

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

Unit 3: Family Issues in Adulthood

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

Unit 4: Planning Family Support Services

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

Unit 5: Equal Opportunity Provisions: Schemes and Facilities

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

Course Work/ Practical/ Field Engagement (Any Two)

- The teacher trainees should develop an individualized transition plan for a given person with visual impairment
- The teacher trainees should develop an individualized family service plan for a family of a person with visual impairment
- The teacher trainees should critically examine any two schemes under equal opportunity schemes

Essential Readings

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

Suggested Readings

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

EDUCATIONAL MANAGEMENT

Course Code: MSE-304 A

Time of Examination: 3 Hours

Credits: 04

Marks: 100

External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

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

Course Outcomes

After completing the course student teachers will be able to

1. *explain the concept and areas of educational management.*
2. *explain the principles, process and styles of educational management.*
3. *describe the skills required for enhancing institutional quality for sustained development.*
4. *enumerate the skills required for capacity building of human resources.*
5. *explain quality management and its applications in education for disabled.*
6. *explain the skills needed to manage data for various information management processes.*
7. *understand the concept of educational management information system.*
8. *know the concept of financial management and its importance for an institution.*
9. *prepare cost effective budgets, proposals and describe ways of managing financial resources.*

Unit 1: Foundations in Educational Management

- 1.1 Definition & Concept: Management as an art, science, organization, person & discipline
- 1.2 Approaches to management; a) Classical approach, b) Human relation approach, c) Systems approach, d) Contingency approach
- 1.3 Principles & processes of management
- 1.4 Styles of management; autocratic, laissez-faire, transactional, contingency
- 1.5 Leader vs. Manager; role competencies

Unit 2: Total Quality Management in Education

- 2.1 Concept of Quality and issues in Quality management of educational institutes
- 2.2 Educational applications
- 2.3 Assessment of educational institutions
- 2.4 Strategic planning & Sustainable development
- 2.5 Implementing TQM

Unit 3: Human Resource Management

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

Unit 4: Educational Management Information Systems (EMIS)

- 4.1 Need, relevance and National agencies for EMIS
- 4.2 Internal & external stakeholders of EMIS
- 4.3 Tools & process for collecting and disseminating data & using information
- 4.4 Constituting indicators & data monitoring plans
- 4.5 Dissemination, distribution & publication of data

Unit 5: Financial Management

- 5.1 Need & Importance of financial management in educational institutes
- 5.2 Basic concepts in accounting
- 5.3 Importance & types of budgeting
- 5.4 Resource mobilisation & allocation
- 5.5 Proposal writing for funding in educational institutes

Transaction

Lectures, Field visits, Self-study

Course Work/ Field Work

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

Suggested Readings

- Bhardwaj, K. S., (2014). Human Resource Development in Education. Partridge Publication, Gurgaon.
- Bush, T., & Paul, L. S. (2006). Principles and Practice of Educational Management Chapman A Sage Publications Company, London.
- Chatterjee, B. K. (2011). Finance for Non – Finance Managers. Jaico Publishing House, New Delhi.
- Deshmukh, A.V., & Naik. A. P. (2010). Educational Management. Himalaya Publishing House Pvt. Ltd., Mumbai.
- Dessler, G. (2012). Human Resource Management. Prentice Hall, London.
- Dimmock, C. (2012). Leadership in Education: Concept, Themes and Impact. Routledge, New York.
- Leithwood, K., & Jantzi, D. (1999). Changing Leadership for Changing Times. Open University Press, London.
- Lewls, T. (2012). Financial Management Essentials: A Handbook for NGOs.
- Mathis, R. L., & Jackson, J. H. (2010). Human resource management (13th ed.).
- Mukhopadhyaya, M. (2011). Total Quality Management in Education. Sage publications India Pvt. Ltd. New Delhi.
- Nkomo, S. M., Fottler, M. D., & McAfee, R. B. (2010). Human resource management applications: Cases, exercises, and skill builders (7th ed.).
- Pande, S., & Basak, S. (2012). Human Resource Management. Text and Cases. Amazon Digital South Asia Services, Inc.
- Rayner, S. (2007). Managing Special and Inclusive Education. Sage Publications Ltd. London.
- Senge, P. (2007). A Fifth discipline Resource. Schools that lead: Nicholas Brealey Publishing, London.
- Senge, P.M. (1994). The fifth Discipline; The Art & Practice of The Learning Organization. Currency Doubleday, New York.
- Shapi, J. (N.K). Writing a Funding Proposal.
- Ulrich, D., & Brockbank, W. (2005). The HR Value Proposition. Boston: Harvard Business School Press. (ISBN-13: 978-1591397076 or ISBN-10: 1591397073).

EDUCATIONAL TECHNOLOGY

Course Code: MSE-304 B
Time of Examination: 3 Hours

Credits: 04
Marks: 100
External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Course Outcomes

After completing the course student teachers will be able to

1. *discussthe concept of Educational technology and its importance.*
2. *explain the communication and its process with effective models.*
3. *know the concept of instructional technology.*
4. *apply appropriate instructional strategies.*
5. *develop appropriate instructional media.*
6. *integrate suitable ICT effectively in teaching-learning-evaluation.*
7. *explain ICT and its need and importance with special reference to disability in 21st century.*
8. *suggest suitable modality of instruction (Online, Blended, etc.).*
9. *understand the recent trends of ICT and its use in education.*

Unit 1: Educational Technology

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

Unit 2: Instructional Technology

- 2.1 Concept and Definition of Instructional Technology
- 2.2 Theories and Models of ISD: Dick & Carrey, Gagne, Kirk and Guftason
- 2.3 Steps in developing Instructional design :Learner analysis, Content analysis,Deciding entry and terminal behaviour, Preparing test, Selection of method,Selection of media, Development of material, Tryout, Formative and summativeevaluation
- 2.4 Methods & Models Instructional designs for Large Group and Individual Instructions
- 2.5 Co-operative and Individual Learning Strategies for children with disabilities

Unit 3: Instructional and Interactive Learning

- 3.1 Interactive learning: concept, need and components
- 3.2 Instructional Media for children with Special needs
- 3.3 Interactive learning Material for children with disabilities
- 3.4 Development of Interactive learning Material
- 3.5 Integrating ICTs for children with special needs (e.g. Social Media, Collaborativetools and techniques such as Blogging, ICT tools for research, bibliography, etc)

Unit 4: ICT For Inclusion

- 4.1 ICT for 21st century learning
- 4.2 Dilemmas and Realities about applications in ICT in inclusive education
- 4.3 Potentials of ICT in inclusive education-Access, equity, participation, Skilldevelopment and life- long learning
- 4.4 ICT for teaching-learning
- 4.5 Role of ICT in curriculum transaction

Unit 5: Recent Trends in Technology

5.1 Online Learning

5.2 Blended Learning

5.3 M-Learning

5.4 MOOC

5.5 OER

Course Work/ Practical/ Field Engagement

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

Suggested Readings

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

GUIDANCE AND COUNSELLING

Course Code: MSE-304 C

Time of Examination: 3 Hours

Credits: 04

Marks: 100

External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Course Outcomes

After completing the course student teachers will be able to

1. *state the basic concepts in Guidance & Counseling.*
2. *explain the types of Guidance counseling.*
3. *know about the tools and techniques of Guidance & Counseling.*
4. *application of theories and assessment in vocational guidance.*
5. *describe testing devices and non-testing techniques of guidance.*
6. *process of counseling for disabled.*
7. *analyze the problems faced by students in the contemporary world.*
8. *know the different approaches of Educational, Vocational and Guidance*
9. *discuss the problems faced by children with disabilities.*

Unit 1: Education and Career Guidance

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

Unit 2: Vocational Guidance

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

Unit 3: Fundamentals of Counselling

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

Unit 4: Group approaches in Vocational Counselling and Guidance

- 4.1 Types, areas and approaches of Counselling
- 4.2 Steps and skills in the counselling process
- 4.3 Advantages and Disadvantages of Group Guidance techniques
- 4.4 Essential services in school and community based guidance programs
- 4.5 Placement, research, evaluation services and Job study- i) Job description, ii) Jobspecification, iii) Job analysis, iv) Job satisfaction

Unit 5: Assessment in Educational and Vocational Guidance and Counselling

- 5.1 Assessment of underachievement and challenges
- 5.2 Assessment of giftedness and special strengths
- 5.3 Career test construction, administration, scoring and interpretation
- 5.4 Crisis Intervention; Grief, relationships, depression, Academic, stress, violence, abuse
- 5.5 Role of counsellor in the contemporary context

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

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

COURSE: MSE-305

DISSERTATION

Total Credits: 2

Marks: 50(Internal)

Synopsis will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the HOD of the Department of Education.

Synopsis Submission

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

Course Outcomes

After completing the course teacher educators will be able to

1. *develop the research proposal (Synopsis) on a research problem,*
2. *give a presentation of their research proposal.*

NOTE: Synopsis and Presentation will be evaluated by Departmental Research committee (DRC)

FIELD ENGAGEMENT / INTERNSHIP

AS A TEACHER EDUCATOR

Course: MSE-306

Credits: 04

Marks: 100
Internal:20; External:80

Course Outcomes

After completing the course student teachers will be able to

1. *get acquainting with the real classroom experiences of teaching,*
2. *prepare and deliver lesson plans of pedagogy, core and specialized papers,*
3. *apply principles of cooperative teaching strategy in teaching inclusive classrooms.*
4. *analyze critically report each & every aspect of teaching and learning process during their internship.*

One Month Internship

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

ADVANCED PERSPECTIVES IN

INCLUSIVE EDUCATION

Course Code: MSE-OE-2

Credits: 02

Time of Examination: 2 Hours

Marks: 50

External-40; Internal-10

Note:- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt total four questions i.e. one question from each unit. All questions will carry equal marks.

Course Outcomes

After undergoing the course the student teachers will be able to:-

1. explain the basic concept of Special Education and differentiate it from Integrated Education & Inclusive Education.
2. analyze National and International initiatives for Inclusive Education.
3. debate the laws and regulations about Special Education.
4. understand each other and moving beyond simple tolerance to embracing and celebrating the rich dimension of diversity.
5. encounter difficult teaching learning environment in inclusive schools.
6. describe the role and responsibilities of special educational personnel.

Unit I

1. Difference between special education, integrated education and inclusive education.
2. Advantages of inclusive education for the individual and society.
3. National and International initiatives for inclusive education.

Unit II

1. Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations.
2. Current Laws and Policy Perspectives supporting IE for children with diverse needs .

Unit III

1. Concept and meaning of diverse needs.
2. Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education.
3. Brief account of existing special, integrated and inclusive education services in India.

Unit IV

1. Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
2. Creating and sustaining inclusive practices.
3. Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

SUGGESTED READINGS

Ainscow, M., & Booth.T. (2003).*The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.

Ahuja. A., &Jangira, N. K. (2002). *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.*

- Jangira, N. K., & Mani, M.N.G. (1990). *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
- Jha.M.(2002). *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P. L. (1990). *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sharma, P. L. (2003). *Planning Inclusive Education in Small Schools*, R .I E. Mysore.

SEMESTER IV

DISSERTATION

COURSE: MSE-401

Total Credits: 14

Marks: 350

Internal:150

External:200(Dissertation:150+viva-voce:50)

Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the HOD of the Department.

Course Outcomes

After completing the course student teachers will be able to

1. *write review of literature as part of their dissertation,*
2. *acquaint with steps to be followed in construction of tool,*
3. *familiar with different data collection tools,*
4. *use data analysis techniques in their research study,*
5. *write to research report or dissertation.*

- **Review of Literature and Development of Tools:** The student has to conduct review of literature and develop relevant tools for their research projects. Students have to present a seminar on collected review of literature and tools developed in the faculty seminar and seek feedback and incorporate suggestions given by the faculty.
- **Data collection:** Students must complete data collection and data analysis.
- **Data analysis, Results Discussion and Thesis Submission:** Students must complete Data analysis, Results and Discussion and report writing and submit the final report at the end of the semester. The students have to submit three typed copies of Dissertation to the Department by the end of IV Semester. The viva-voce will be held on a date to be fixed by the University. Dissertation will be evaluated & viva-voce conducted by an External examiner.

NOTE: Synopsis is completed in semester III.

Field Engagement/ Internship as a Teacher Trainer

Course: MSE-402

Credits: 04

Marks: 100
External: 80; Internal:20

Course Outcomes

After completing the course student teachers will be able to

1. *organize a community participatory programme*
2. *prepare & present a seminar on ICT,*
3. *critically observe B.Ed. fairness during their practice session.*

Field engagement

- Prepare community participatory programme (workshops for awareness programmes for public using multimedia/charts/street plays etc.) -- (50 Marks)
- conduct seminar on ICT -- (25 Marks)
- Guide and observe B.Ed. trainees in their practice lessons (at least 5 lessons) – (25 Marks @5)

OR

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

- Prepare a Report