



NETAJI SUBHAS OPEN UNIVERSITY

HAND BOOK

**M.Ed. SPECIAL EDUCATION
(Intellectual Disability)-ODL**

(RECOGNISED BY REHABILITATION COUNCIL OF INDIA, NEW DELHI)

**ACADEMIC SESSION
2021-2023**

School of Education

CF - 162, Sector - I, Salt Lake City, Kolkata - 700 064



School of Education NETAJI SUBHAS OPEN UNIVERSITY

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1. The Concept of Open University

The Open University represents an alternative approach to higher learning. It stands apart from a highly formal, institutionalized and centrally administered system of education. Its philosophy is built around the principles of universality, flexibility and innovativeness. Its ideas and institutions, its methods and procedures are all shaped accordingly. Conceptually, it can be viewed as a system drawing upon the best elements in formal and non-formal education.

The 'openness' consists of a variety of features. First, it offers easy access to the learners. The entry requirement is not too exacting. A genuine interest in picking up knowledge is all that it expects. Consequently, it would try to embrace as many learners as possible.

Secondly, its territorial reach is visibly wide. It aims at bringing education to the doorstep of the learner wherever he or she may be. Various methods of communication and contact are used for this purpose. The classroom of the University, thus, is as wide as the entire land it seeks to serve.

Thirdly, the Open University is learner-oriented. It devices its courses and methods of teaching to suit the needs of the learners. Their options and inclinations are given due priorities. A variety of courses—short-term or long-term, liberal or professional can be pursued under the University.

Fourthly, it believes in fair distribution of quality education, teaching aid, counselling and study materials. Whatever resources the University has made evenly available to all learners wherever of whoever he or she might be. It eliminates variations and discrimination.

Fifthly, its administration is decentralized. In promoting Distance Education, the University creates a wide network of Study Centres. Students need only to come to the nearest available centre for collecting all information, completing all formalities, discussing their academic issues and appearing for evaluation of their work at intervals as chosen.

Sixthly, student assessment under Open University is based on continuous assessment and credit system. It does not require students to get bogged down in one final examination. One can study at one's own pace.

In short, the Open University seeks to open up the treasure house of knowledge to the maximum number of users. Thereby, it would enhance their skills for productivity and further learning. Socially too, the University promises steady empowerment of those who suffered backwardness for want of these skills. Considering the current trends all over the world, the Open University is going not only to complement the conventional system of higher education but may soon occupy the centre stage also in developing countries where the resources do not measure up to the vastness of the clientele.

2. Netaji Subhas Open University: Vision and Mission

Vision:

Netaji Subhas Open University, the State University of West Bengal, will contribute to the building up of quality human resource base of the State and collaborate with other Open Universities at the national and state levels towards the improvement of the quality of distance education and to promote and develop appropriate technology to create the distance education scenario of an international standard in our country keeping in view of the demands of the knowledge seekers for education appropriate to the twenty first century.

Mission:

To spread higher education at all parts of the State and to cooperate with Universities to provide access to higher education and to different skills enhancing educational programmes Netaji Subhas Open University shall :

- provide quality education in a flexible mode to serve the aim of establishing an equitable knowledge society within the state, provide higher education through distance learning through the language of the State, i.e. Bengali.
- make education affordable to the disadvantaged
- provide facility for lifelong education to intending learners
- strive for upgradation of technology without compromising the basic values of the society
- contribute to the development of the State and the Nation and to motivate learners to strive for humanistic, scientific and democratic education.

3. Rehabilitation Council of India: A Brief Introduction

In 1992, Parliament passed the **Rehabilitation Council of India Act**, which was notified and became effective from June 1993. The Act bestowed the following important responsibilities on the Council:

- **Standardization of syllabi for all professionals** needed for the Special Education or Rehabilitation of the disabled;
- **Recognition of Institutions offering courses for training of rehabilitation professionals;**
- **Maintenance of a Central Register** of all qualified persons in the field of rehabilitation.

The Act also provides that any person delivering services to people with disabilities without acquiring qualification would be committing a cognizable offence. The **Rehabilitation Council**

of India has done a tremendous work **in offering a better quality of life for the so called challenged** in the last few years.

4. Guidelines for Special Education in ODL System

The Open and Distance Learning (ODL) Programme is being offered jointly by NSOU and RCI. They aim to develop professionals for Special Education within a broad perception of Education in the Twenty-First Century.

The Programme aims to develop professionals for Special Education within a broad perception of Education in the Twenty-First Century in the ensuing Age of IT Revolution and Globalization. Within this broad perception the so called disabled are perceived as differently abled and the teaching to them is not a profession but a mission. The programme aims to educate and train the aspirants to become agents of change as teacher-professional through imbibing required knowledge, understanding, attitude and skill. The education and training will enable them to tap the hidden talents and potentialities dormant among the differently abled; to develop among them self-esteem as well as sense of freedom, self-respect and dignity not only to stand on their own foot but also to contribute their services to the society and the nation.

Objectives:

- To develop a broad perspective of the role of specially groomed professionals as an agent of change in the prevailing and emerging Indian society in the age of IT Revolution and Globalization;
- To perceive the so called ‘disabled’ as ‘differently abled’ and develop in them the confidence about their potentialities, abilities and usefulness to serve the society with a sense of freedom, self-respect and dignity;
- To develop professional competencies to educate the challenged group of learners;
- To know and understand various methods and approaches of organizing learning experiences of disabled group of learners in disability area for inclusive/integrated/special education set up;
- To develop competencies for selection and organization of learning experiences;
- To understand the nature of disabled children and their learning process;
- To develop competencies to deal with the academic and personal problems of the disabled learners;
- To know and understand the various methods and techniques of evaluation and their applications;
- To develop competencies for selection, development and use of evaluation tools;

- To develop competencies to organize various co-curricular and extra curricular activities;
- To know, understand and develop the ability to manage a special school;
- To develop competencies for organizing various instructional and student support activities.

Roles and Responsibilities:

Netaji Subhas Open University

- It provides Academic Inputs such as development of curricula and instructional materials, selection of eligible candidates for admission and placement in Study Center, providing guidelines for selection of academic staff for curricular transaction.
- Conducts Examination, Evaluation and Certification.
- Offers additional Specialization Course.
- Extends Financial support to Study Centers for running the programme and capacity building.
- Monitors and Evaluation of the Programme for Quality Control and Improvement
- Provides ICT enabled student support.
- Does Innovation and Researc for systemic change.

Rehabilitation Council of India

- Provides Statutory support.
- Regulates the training of Rehabilitation Professionals
- Accords Recognition of Study Centers for running Special Education through Distance Mode.
- Certifies successful candidates as 'REGISTERED PROFESSIONAL' on application to enable them to serve as professional teachers.
- Does Monitoring & Evaluation.

5. Curriculum, Programme Implementation and Assessment

5.1 The M. Ed. Spl. Ed. in Intellectual Disability-(I. D.) Programme's Mission & Objectives

The Open and Distance Education Programme,—the M. Ed. Spl. Ed. in intellectual Disability (I.D) is being offered jointly by NSOU and RCI. The aim of this programme is of preparing teachers as education leaders. The major thrust of the M: Ed. Spl. Ed. programme would be professional preparation of teacher educators who would through this process be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development of teachers. They would need to be necessarily equipped with the core competencies and knowledge related to teacher education, its philosophical underpinnings, research methodology, curriculum planning and be aware of best practices in the field of pedagogical interventions and adaptations for children with disabilities. A person qualified in M.Ed. Special Education (I.D.) can serve as Master Trainer to teach Special Educators undergoing training at Diploma or Graduation levels in Special Education in specific disability. In addition,

they can assume the role of Researchers, Leaders, Capacity Builders, Developer and Catalysts in the area of Special Education

Objectives :

The M. Ed. Spl. Ed. (I.D.)- ODL programme promotes three shared philosophical stances that underlying the longstanding tradition of preparing teacher educators to be education leaders. Teaching as inquiry, teaching as curriculum creation, and teaching for social justice are examples of these stances. The program's goals are as follows:

- Assist potential teacher educators in taking the lead in advocating for and meeting the educational needs of children with disabilities in a variety of settings.
- Provide opportunities for teacher educators to gain specialized leadership skills in curriculum, pedagogy, and universal design.
- Build theoretical knowledge and skills in research methodologies and conducting research in order to enhance education of children with disabilities in all settings.

2. Relevance of the program with HEI's Mission and Goals

The aims of the programmes to develop professionals for Special Education within a broad perception of Education in the Twenty First Century. The Open and Distance Education Programme aims to develop professionals for Special Education within a broad perception of Education in the Twenty First Century in the ensuing Age of IT Revolution and Globalization. Within this broad perception the so called disabled are perceived as differently abled and that teaching is not a profession but a mission. The programme aims to educate and train the aspirants to become agents of change as teacherprofessional by imbibing required knowledge, understanding, attitude and skill. The education and training will enable them to tap the hidden talents and potentialities buried in the differently abled; develop in them faith as well as sense of freedom, self-respect and dignity not only to stand on their own legs but also to contribute their services to the society and the nation.

V. PROGRAMME STRUCTURE

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

Specialisation offered (with specific reference to Area B)

The M. Ed. Spl. Ed. programme is presently being offered in Intellectual Disability.

AREA A - CORE COURSES

Course Code	Title	Credits	Marks
A1	Development in Education and Special Education	4	100
A2	Psychology of Development and Learning	4	100
A3	Research Methodology and Statistics	4	100
A4	Curriculum Design & Development	4	100
A5	Inclusive Education	4	100
A6	Perspectives in Teacher Education - In-service & Pre-service	4	100
A7	Educational Evaluation	4	100
	Total	28	700

AREA B - SPECIALIZATION COURSES

Course Code	Title	Credits	Marks
B8	Identification, Assessment and Needs of Children with	4	100
B9	Mental Retardation Intellectual Disability Curriculum And Teaching Strategies for Children with	4	100
B10	Adulthood and Family Issues Mental Retardation Intellectual Disability	4	100
B11	Therapeutics and Assistive Devices	4	100
	Total	16	400

AREA C - ELECTIVE COURSES

Course Code	Title	Credits	Marks
C14	Guidance and Counselling	4	100
	Total	4	100

AREA D - DISSERTATION

Course Code	Title	Credits	Marks
D	Dissertation	16	400
	Total	16	400

AREA E

Course Code	Title	Credits	Marks
E1	Preparation & Administration of Teacher Made Test (TMT)	4	100
E2	Teaching Practice	4	100
	Total	8	200

AREA F - PRACTICAL II

Course Code	Title	Credits	Marks
F1	Internship as a Teacher Trainee	4	100
F2	Field Engagement / Internship	4	100
	Total	8	200

* **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 M.Ed.Spl. Ed. level in topics from the curriculum of B.Ed. Spl. Ed.

5.2 Programme Structure Semester I

Course Code	Course Title	Credits	Internal Marks	External Marks	Total Marks
A1	Development in education and special education Unit 1 : An Overview of Development of Education System Unit 2 : Issues in Indian Education with Special Reference to Persons with Disabilities Unit 3 : Policies and Legislations for Education & Special Education Development of Special Education in India Unit 4 : Quality Issues in Education Unit 5 : Current Trends and Future Perspective	4	20	80	100
A2	Psychology of development and learning Unit 1 : Overview Educational Psychology Unit 2 : Understanding the Development of the Learner Unit 3 : Cognition and Information Processing Unit 4 : Motivation, Learning and Personality Unit 5 : Psychological Aspects of Teaching	4	20	80	100
B8	Identification, assessment and needs of children with mental retardation / intellectual disability Unit 1 : Overview of Intellectual Disability Unit 2 : Screening, Identification, Assessment and Diagnosis Unit 3 : Identification of Needs Unit 4 : Use of Assessment Information Unit 5 : Emerging and Future Issues	4	20	80	100
E-1	Practical Related to Disability : Preparation & Administration of Teacher Made Test (TMT)	4	50	50	100
	Total	16	110	290	400

SEMESTER II

Course Code	Course Title	Credits	Internal Marks	External Marks	Total Marks
A3	Research methodology and statistics	4	20	80	100
	Unit 1 : Scientific Knowledge and Research Unit 2 : Types and Methods of research Unit 3 : Methods of Quantitative Analysis Unit 4 : Qualitative Research Methods and Analysis Unit 5 : Preparing Research Proposal & Report				
A4	Curriculum Design and Development	4	20	80	100
	Unit 1 : Nature of Curriculum Unit 2 : Approaches & Types of Curriculum Development Unit 3 : Principles of Curriculum Construction Unit 4 : Curriculum Development & Instructional Design Unit 5 : Critical Issues in Curriculum				
B9	Curriculum and teaching strategies for children with mental retardation / intellectual disability	4	20	80	100
	Unit 1 : Curriculum Development Unit 2 : Teaching Approaches Unit 3 : Curricular Domains & Levels Unit 4 : Instructional Programs and Methods Unit 5 : Teaching Strategies & TLM				
E2	Practical related to disability : Teaching Practice	4	50	50	100
	Total	16	110	290	400

SEMESTER III

Course Code	Course Title	Credits	Internal Marks	External Marks	Total Marks
A6	Perspectives in teacher education-in-service and pre-service Unit 1 : Understanding Teacher Education (TE) Unit 2 : TE and Education of Children with Disabilities Unit 3 : Pre-service TE in Education of Children with Disabilities Unit 4 : Continued Teacher Development Program Unit 5 : Issues and Challenges in TE for Education of Children with Disabilities	4	20	80	100
A7	Educational Evaluation Unit 1 : Foundations in Evaluation Unit 2 : Scope of Evaluation Unit 3 : Teaching-learning and Evaluation Unit 4 : Programme Evaluation & Review Unit 5 : Current Trends in Evaluation	4	20	80	100
B11	Therapeutics and assistive devices individuals with mental retardation / intellectual disability Unit 1 : Language Speech and Communication Unit 2 : Physiotherapy Unit 3 : Occupational Therapy Unit 4 : Behaviour Modification Unit 5 : Assistive Devices	4	20	80	100
D	Dissertation*				
F1	Field Engagement / Internship as a teacher educator	4	50	50	100
	Total	16	110	290	400

SEMESTER IV

Course Code	Course Title	Credits	Internal Marks	External Marks	Total Marks
A5	Inclusive Education Unit 1 : Perspectives in Inclusive Education Unit 2 : Covenants and Policies Promoting Inclusive Education-A Critique Unit 3 : Building Inclusive Schools Unit 4 : Building Inclusive Learning Environments Unit 5 : Planning for Including Diverse Learning Needs Unit 6 : Collaborations	4	20	80	100
B10	Adulthood and family issues Unit 1 : Human Growth & Development in Adulthood Unit 2 : Family and Adult with Intelectual Disability Unit 3 : Gender, Sexuality and Marriage Related Issues Unit 4 : Disability Issues - Community Unit 5 : Adulthood and Family Training	4	20	80	100
	Elective Courses	4	20	80	100
C14	Cuidance and counseling Unit 1 : Education and Career Guidance Unit 2 : Vocational Guidance Unit 3 : Fundamentals of Counselling Unit 4 : Group approached in Vocational Counselling and Guidance Unit 5 : Assessment in Educational and Vocational Guidance and Counselling				
D	Dissertation**				
F2	Field engagement / internship as a teacher trainer	4	50	50	100
	Total	16	110	290	400

SEMESTER V

Course Code	Course Title	Credits	Internal Marks	External Marks	Total Marks
D	Dissertation	16	200	200	400
	Total	16	200	200	400
Grand Total in Two and Half Years Course		80	640	1360	2000

* *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 at the end of the Third Semester.*

** *During Fourth Semester, the Teacher educator have to conduct review of literature and develop relevant tools for their research projects (on special children in their respective fields).*

6. INSTRUCTIONAL DELIVERY MECHANISM

The programme shall be developed in a blended mode by judiciously mixing the components of resource-based self learning, face-to-face counselling and workshops and technology enabled interaction and learning.

- I. Self Learning Materials: The programme shall be conducted with full professional expertise. Self Learning materials both print and non print, must be based on the principles of instructional design and the pedagogy of self learning, and be duly approved by the appropriate mechanisms at the university / DEB and RC1. A blended learning approach (integration of methods and media) should be applied. The course materials shall be modular and credit-based. The study materials shall be made available in accessible format to the learners in the beginning of the session itself either in one go or in a phased manner as per the requirement of the programme.
- II. Contact programme: Apart from the school based activities and practice teaching, in a programme of 05 semesters, the personal contact programme shall cover face-to-face contact programme and workshops, seminar, presentations, report writing etc. and must be conducted at the University department / NIs for a total period of 90 days which is for 18 days in each semester.
- III. Academic counselling: Academic counselling session shall be spread over the entire duration of the programme and be conducted on a regular basis depending on the need and convenience of the learners. The academic and personal problems related to the course shall be discussed in the counselling sessions. The counselling session shall be utilized for providing personalised guidance to the learners regarding content difficulty, fieldworks, teaching practice, projects assignments, dissertation, time management, study skills, etc. A minimum of 140 study hours spread over 05 semesters i.e. 2½ years shall be devoted to the Counselling sessions. The Counselling sessions shall be organized in the form of tutorials and not as teaching sessions as the learning materials provided to the learners shall perform the teaching function.
- IV. Teaching practice: Each Teacher Educator is expected to prepare 8 lesson plans for classroom teaching at Diploma (4) and Graduate (4) courses, out of them 2 will be ICT

based one at Diploma and one at Graduate level. All the lessons will be supervised by the concerned practical coordinator. Each student trainee will be allotted 2 classes for peer observation. Out of 8 lessons at least one lesson with innovative method and one lesson with integration of technology should be considered while selecting the lessons. Out of total 8 lessons, 6 will be guided and 2 will be submitted independently by the trainees for evaluation. Trainees have to submit Teaching practice record along with the approved lesson plans with evaluation remarks signed by the practical supervisor and course coordinator of the class taught. Final lesson plan will jointly be evaluated by the external and internal examiners followed by viva-voce.

- V. Internal & External Examination: The University headquarter staff shall develop curriculum, self-learning materials, model lesson plans and multimedia learning process for use at the Study Centres. There shall be student assignment and 20% weightage be given to assessment of assignments. At the end of semesters, external examinations will be conducted by the respective University. Study Centres shall conduct examination of practice teaching and work experience components by appointing internal and external examiners.

Adequate number of cubical rooms for faculty members, an office room with photocopiers, a large room for computer operators for maintaining data base of students, another room for production/processing of learning materials, a store for the storing and dispatch of learning materials and equipped with an audio-video studio for recording of lessons and production of CDS and a large Conference Room for conducting meetings, teleconferencing shall be made available at University headquarters.

The minimum attendance of Student-Teachers shall have to be 80% for all course work, 90% for all practicum, and 100% for school internship (5% attendance may be condoned by the head of institution on genuine grounds).

7. Evaluation Procedure

In an Open University the evaluation system of students is something different. Students are to undergo continuous evaluation. 20 percent of the total marks in each paper is under Continuous Evaluation process. The rest of the marks are reserved for Term-End Examinations.

Continuous Evaluation is made on the basis of assignment which every student is required to submit before each Term –End Examination. The Term End and Assignment marks to be clubbed together to arrive at total.

The Evaluation of each subject will be made in two ways:-

A. Assignment/Internal Assessment:-

Every student is required to submit the assignment papers before each Term-End Examination which is due at the end of each semester. But in no case a student shall be allowed to fill in the application form to sit for the examination if he / she has not submitted assignment paper before the filling in of the examination form.

The Formative and Summative Evaluation will be conducted in all curricular and co-curricular areas of the course. Regular feedback to the student based on the evaluation of the assignment, practicals and assessments will be ensured. The evaluation system Shall include the following:-

- a. Self-Evaluation Exercise (No weightage)
- b. Assignments (20% Weightage)
- c. Term-End Examination (80% Weightage)

There are two components of evaluation. Internal assessment /home assignment for each theory paper carries 20% weightage. The final theory examination will be held on semester wise and carries 80% weightage. practical examination will be held semester-wise with 40% weightage for Internal and 60% weightage for External Examiner.

B. Term –End Examination

80% of the total marks of the subjects would be reserved for term-End Examination scheduled to be held at the end of the semester.

Minimum Qualifying marks in each paper (theoretical & practical separately) is 50% of the grand total of marks in that paper.

The final gradation will be as given below:-

% of Marks obtained	Class	Grade *
70% and above	1 st Class	A+
60 % to below 70 %	1 st Class	A
55 % to below 60 %	2 nd Class	B+
50 % to below 55%	2 nd Class	B

* It is under active consideration of the University regarding introduction of grading system at Term-End Examination in future.

8. Rules and Regulations for Admission of M.Ed. Spl. Ed. (ID) ODL Programme :

● **ELIGIBILITY**

The admission for M.Ed. Special Education (Intellectual Disability)- ODL shall be open to:

- A candidate who has successfully passed **B. Ed Spl. Ed. in Intellectual Disability with minimum 50% marks** from a recognized University along with RCI Registration, **02 years of experience** of teaching CWSN or teaching in any Diploma/ B.Ed. Special Education programme recognised by RCJ. Or,
- A candidate who has successfully passed the **B. Ed. General Course and has successfully completed Diploma in Education Special Education in Intellectual Disability (D. Ed. Spl. Ed. in I.D)** recognized by the Rehabilitation Council of India with minimum 50% marks in each course with 02 years of experience of teaching CWSN or teaching in any Diploma/ B.Ed. Special Education programme recognized by RCI. Or,
- **A candidate having passed PG Diploma in Special Education in Intellectual - Disability** recognized by RCI (till Academic session 2014- 2015) with **02 years of experience** of teaching C\WSN or teaching in any Diploma/ B.Ed. Special Education programme recognized by RCI. Or,
- A candidate with **B.A./B.Sc./B. Com. B. Ed. Spl. Ed. (4 years Integrated) in Intellectual Disability with minimum 50% marks** from a recognized University with RCI Registration with 02 years of experience of teaching CWSN or teaching in any Diploma/ B.Ed. Special Education programme recognized by RCI.
- Candidate should have valid **RCI registration.**
- The reservation and relaxation of marks for the Reserve Category candidates shall be as per the rules of Government of West Bengal.
- Reservation of total seats will be as per existing State Govt. Rules [i.e. for SC candidates- 22%, **ST candidates- 6%, PH candidates- 3% and OBC candidates- 17% (OBC-A category-10% and OBC-B category-7%)**].
- However, special weightage to be given to the candidates fulfilling any one of the following conditions: -
 - 1) **Parent of a child with disability possessing Disability Certificate** of the child issued by the Competent Authority
 - 2) **Person with disability possessing Disability Certificate** issued by the Competent Authority

- **DURATION:**
Two years and six months (2 ½ years) distributed in **Five Semesters**.
- **TOTAL INTAKE:**
30 (Thirty only) as approved by RCI and UGC-DEB
Reservation of total seats will be as per existing State Govt. Rules
- **COURSE FEES:**
Rs. 85,000/- (Rupees Eighty Five Thousand only)
It will be taken into five instalments @ Rs. 17,000 only per semester (Rs. 17,000 × 5)
(Rs. 17,000/- to be paid during admission time)
- * **No one can appear in each Semester Examination without clearing the installment of course fees.**

**THE SCHEDULE FOR ADMISSION TO M. ED. SPL. ED. (I.D.)-ODL,
SESSION 2021-2023**

Sl. No.	Events	Dates
1.	Publication of Advertisement in Newspapers	26th November, 2021
2.	Availability of Application Form at www.wbnsou.ac. in	26th November, 2021
3.	Last date of submission of Application Forms with necessary documents (By Post or by hand at the School of Education, Netaji Subhas Open University, CF- 162, Salt Lake City, Sector I, Kolkata- 700064)	10th December, 2021 within 2.00 p.m.
4.	Publication of Merit List at the University website	14th December, 2021 at 04.00 p.m.
5.	Record verification and Spot Admission by submission of Fees through Demand Draft at School of Education, NSOU	20th - 22nd December, 2021
6.	Induction Programme and Commencement of PCP	Induction Programme— 6th January '22 & PCP Date to be announced later

ADMISSION PROCEDURE FOR M. ED. SPL. ED. (I.D) COURSE

Admission will be on the basis of Academic Merit only. Maximum Scores against marks for different level of examinations will be as follows:

Name of the Examination	Maximum weightage to be given
Graduation (10+ 2+ 3)/ B.E/ B. Tech.	20
Post- Graduation (2years)/ M.E/ M. Tech.	30
B. Ed. Spl. Ed. in Intellectual Disability. Or,	30
B. Ed. General (10 marks)+ D. Ed. Sp!. Ed. in Intellectual Disability (20 marks). Or,	
P.G. Diploma in Special Education in Intellectual Disability recognised by RCI (till Academic session 2014- 2015). Or,	
B.A./ B.Sc./ B. Com. B. Ed. Spl. Ed. (4 years Integrated) in Intellectual Disability.	
Experience: 2 marks for each completed year for more than 2 yrs of experience.	10 (maximum)
<p>Special Weightage (to be given to the candidates fulfilling any one of the following conditions:-</p> <ol style="list-style-type: none"> 1. Parent of a child with disability possessing Disability Certificate of the child issued by the Competent Authority. (10 Marks) 2. Person with disability possessing Disability Certificate issued by the Competent Authority. (10 Marks) 	10 (maximum)
TOTAL	100

**CALCULATION OF SCORES AGAINST MARKS FOR DIFFERENCE
EXAMINATIONS AND SPL WEIGHTAGE WILL BE AS FOLLOWS:**

Name of the Examination	Total Marks	Marks obtained	% of Marks	Weightage	Score
Graduation (1 O+ 2+ 3)/ B.E/ B. Tech.	TM	OM	(A) $M = \frac{(OM/TM) * 100}{100}$	(B) 0.2	(AxB) $M * 0.2$
Post- Graduation (2years)/ M.E/ M. Tech.	TM	OM	$M = \frac{(OM/TM) * 100}{100}$	0.3	$M * 0.3$
B. Ed. Spl. Ed. in Intellectual Disability. Or,	TM	OM	$M = \frac{(OM/TM) * 100}{100}$	0.3	$M * 0.1$
B.Ed. General (10 Marks) D. Ed. Spl. Ed. in I.D (20 marks). Or,	TM	OM	$M = \frac{(OM/TM) * 100}{100}$	0.3	$M * 0.2$
P.G. Diploma in Special Education in Intellectual Disability recognised by RCI (till Academic session 2014- 2015)	TM	OM	$M = \frac{(OM/TM) * 100}{100}$	0.1	$M * 0.3$
B.A./ B.Sc./ B. Com. B. Ed. Sp!. Ed. (4 years Integrated) in Intellectual Disability	TM	OM	$M = \frac{(OM/TM) * 100}{100}$	0.2	$M * 0.3$
Experience: 2 marks for each completed year for more than 2 yrs of experience	10 (Maximum)				

**CALCULATION OF SCORES AGAINST MARKS FOR DIFFERENCE
EXAMINATIONS AND SPL WEIGHTAGE WILL BE AS FOLLOWS:**

Special Weightage (to be given to the candidates fulfilling any one of the following conditions: - 10 (Maximum)	10 (Maximum)
1. Parent of a child with disability possessing Disability Certificate of the child issued by the Competent Authority	10
2. Person with disability possessing Disability Certificate issued by the Competent Authority	10

The Filled-in Application Form along with all relevant documents to be submitted (by hand or by post / by Courier) at the School of Education, Netaji Subhas Open university, CF - 162, Salt Lake City, Sector I, Kolkata - 700 064 by 10th by December, 2021 within 2.00 p.m.

On the basis of submission of Application with all relevant documents, the University shall prepare a Provisional Merit List after verification of the accuracy and authenticity of the data submitted by the applicants. The rank of the Provisional Merit List may change due to any inaccuracy/ disparity and lack of authenticity of the data entered. Applicants shall remain responsible for the inaccuracy/ disparity and lack of authenticity of the data entered and the candidature may be denied at any stage of admission and even during the continuation of the program. Admission will be offered only through verification of entered data with the Original documents.

IMPORTANT NOTES

1. The Filled-in Application Form along with all relevant documents to be submitted (by hand or by post/ by Courier) at the School of Education, Netaji Subhas Open University, CF- 162, Salt Lake City, Sector I, Kolkata- 700064 by 10th December, 2021 within 2.00 p.m.
2. The Merit List will be published in the University website on 14.12.2021 at 4.00 p.m.
3. Candidates of the Merit list will have to appear for Counseling as per schedule (**Rank-wise & Category- wise) and stipulated time for SPOT ADMISSION at the NSOU HQs, D.D. - 26, Salt Lake City, Kolkata- 700064.
4. On the day of Admission, the candidates must have to bring the followings: -
 - a) **Any Photo Identity Card E.g. Voter Card/ Aadhaar Card/ Passport.**
 - b) **Bank Draft of Rs. 17,000/- (Rupees Seventeen Thousand only) in favour of Netaji Subhas Open University payable at Kolkata to be submitted at the time of admission.**
 - c) **Copy of the filled-in Application Form as submitted.**
 - d) **All the Original Mark Sheets# and Certificates, Caste Certificate (for other than General Category), Experience Certificate and proof of Special Weightage claim.**

Failure of producing all the documents stated above will automatically cancel the candidature.

5. It is mandatory to provide the valid mobile No. and Valid e-mail id at time of filling application form.
6. Entire Academic Programme will be held at the School of Education, NSOU, Kalyani Regional Centre, Ghoshpara, Kalyani, Nadia District.

Any discrepancy / anomaly noted in the Provisional Merit List may be brought to the notice of the University by- mail (schooledu@wbnsou.ac.in) only within 16th December, 2021.

9. Language of Instruction:

The Study Materials are written in English. A Learner can only allow to write answers in English or Bengali.

10. Guidelines for Students :

- Learner should have good habits of regularity and punctuality, reading and comprehension, concentration and determination are needed to carry out independent studies after the clear directions given by the Counsellors/Teachers.
- Learner should go through all the study materials thoroughly and note down the points where they felt difficulty to discuss with counselor in Face-to-Face programme.
- Learners will know regarding course curriculum/syllabus in Induction Programme both theory as well as practical subjects.
- **Learners should attend in personal contact programmes to clear doubts and 80% attendance is mandatory.**
- Workshop for practicum will continue for Two Days at a Stretch. Attendance in the workshop is compulsory.
- No Learners will be considered to appear in the Term End Examination without completion of all the workshop sessions.
- Learner should submit Assignments and Practical records on the date prescribed by the Study Center.
- Learner may approach the Study Center for any help.
- Learner should follow all instructions prescribed by the study center time to time.
- Learner should devote at least 2 hrs daily to learn course material
- Learner should clear the doubt's from Counselor.
- Learner should follow the instructions given by the Study Center and Counselor time to time.
- Learner should submit their Assignments, Project in time so that Counselor could correct and give feedback accordingly.
- Learner should note down the schedule of work for the course, to work it accordingly.
- Learners should have confidence in their ability to work on their own.
- A student, who is seeking admission to Special Education (DE) is supposed to follow the guidelines strictly during the course period:
 - A student shall strictly follow all the rules and regulations listed in the Handbook and issued by the University and Study Center from time to time.
 - He/She shall attend the Induction Programme conducted at the Study Center and get examined all the documents/certificates etc.
 - He/She shall be attentive to the 1st introduction about the course, Study Center, University etc. so to be arranged at the Study Center during Induction Programme.
 - He/She shall collect the SIM from the Study Center and shall get all details related to timings of the Personal Contact Programmes to be organized throughout the session.

- He/She shall study the course material at home and shall solve the exercises given at the end of each chapter. He shall note down his problems and shall seek clarification during the Personal Contact Programmes .
- He/She shall go prepared to the Study Center during the Personal Contact Programme.
- **He/She shall take care that he is regular in attending classes/session during PCP's to ensure 80% attendance to be eligible for the examination.**
- He/She shall submit the prepared assignments in time to the Study Center & shall appear in all the tests of each theory and practical papers.
- He/She shall be regular in completing practicals during PCP and otherwise and shall submit all records in time.
- He/She shall clarify his doubts related to course contents during PCP session.
- He/She shall strictly maintain discipline at the Study Center and shall extend full, respect to his/her teachers.
- He/She shall decide about his subject option related to Group B course with full thoughts and University will not allow him to change his options subsequently. Similarly he shall also decide about his medium of transaction finally. He/She will not be permitted to change his medium time and again .
- He/She shall come prepared for the practical exams. He shall take care that he is carrying all practical note books prepared for the practical course and shall reach for the examination center in time .
- He/She shall also take care that he has prepared for the same paper for which examination has been fixed and reaches in time. He shall ensure that he is not using unfair means during the exams for which he may be disqualified .
- On having any doubt he shall seek clarification from the Study Center and/or University.

11. Eligibility for Appearing in Term-End Examination :

The minimum attendance of Learner-Teachers shall have to be 80% for all course Work, 90% for all practicum, and 100% for school intership (5% attendance may be condoned by by the head of the institution on genuie grounds).

12. Study Materials:

Self-Instructional Materials (SIMs) in English will be distributed to the learners.

13. Provision for Unsuccessful Candidates :

Candidates declared unsuccessful shall be permitted to appear in all the components of the Courses in which they have failed at subsequent examination (s) subject to the restriction of period mentioned-after the expiry of this period the students will have to seek fresh admission and no credit shall be carried over.

A candidate will have to clear all Courses in a maximum period of 5 years after admission.

The successful candidates of this B.Ed. Special Education programme will be able to obtain “**Registered Professional Certificate**” from the **Rehabilitation Council of India** to work as a teacher in the field of special education. For this the applications of the successful students will be forwarded to RCI by the study centre.

14. Students’ Grievance

For any grievance, learners are free to contact Assistant Director, Study Centres & Convener, Students’ Grievance Redressal Cell, NSOU either by e-mail (assitdirector.nsou@gmail.com) or by post (DD-26, Sector IV Salt Lake City, Kolkata-700 064).

A Student once enrolled in NSOU, must always—

- a) get all his/her correspondences forwarded and the documents, attached therein authenticated by his/her respective Study Centre Coordinator.
- b) in all such cases he/she is to attach relevant proof supporting the validity of his/her enrolment/renewal (as the case may be) at that material point of time, failing which such correspondences will be treated as cancelled.

15. NSOU Policy Regarding Sexual Harassment at the Workplace

In compliance with the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 and subsequent UGC directive, Netaji Subhas Open University has adopted a policy that aims to prevent/prohibit/punish sexual harassment of women at the workplace and has constituted **Internal Complaints Committee** in order to deal with the complaints, if any, of sexual harassment of women employees in the different campuses of the University.

Information on this policy, rules and procedures can be accessed on the UGC website (www.ugc.ac.in). Incidents of sexual harassment may be reported to the (Co-ordinator, Study Centre/Principal of the Institute where the Study Centre is located).

Course Details

AREA - A

CORE COURSES

Course Code	Title	Credit	Marks
A1	Developments in Education and Special Education	4	100
A2	Psychology of Development and Learning	4	100
A3	Research Methodology and Statistics	4	100
A4	Curriculum Design & Development	4	100
A5	Inclusive Education	4	100
A6	Perspectives in Teacher Education – In-service & Pre-service	4	100
A7	Educational Evaluation	4	100
	Total	28	700

Course Code : A 1

Credits: 04

Contact Hours: 60

Marks: 100

DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION

Introduction

leading to contemporary India. The course also includes various commissions and policies and issues and trends in the field of education, special education and inclusive education in the national and international contexts covering all aspects of quantity and quality.

Objectives

After completing the course teacher educators will be able to

Trace development of

- This course will enable learners to explore education both general and special from historical perspective *general and special education system (PwDs) in India.*
- *Appreciate implications of recommendations made by the various Committees and Commissions for educational (General and Special) developments in India.*
- *Develop insight into the issues and challenges of present day education system.*
- *Understand important quality related issues which need to be taken into account for revision/ development of new education policy.*

Unit - 1 : An Overview of Development of Education System

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

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

- 2.1 Accessibility to School, Curriculum & 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)
- 3.2 International Legislations for Special Education and International Organisations (UNESCAP, UNCRPD, WHO, UNICEF, NESCO, UNDP, Action Aid, CBM)
- 3.3 National Policies (POA 1992, SSA, RMSA and RUSA) & Government Schemes and Provisions for Persons with Disabilities
- 3.4 Role of Governmental and non-governmental agencies in general and special education
- 3.5 Current issues– Identifications, Labelling, cultural and linguistic diversity & advocacy

Unit 4: Quality Issues in Education

- 4.1 Indicators of quality related to teaching - learning strategies, classroom environment, and Student Assessment
- 4.2 Linking pedagogy with curriculum, contextual constructivism
- 4.3 Ensuring standards in Open & Distance Learning system – Non-formal education, face-to-face vs. Distance mode
- 4.4 Special and Inclusive education - Adopting flexible strategies for the acquisition and use of inputs and monitoring performance in inclusive set up
- 4.5 Quality enhancement in service delivery and community rehabilitation

Unit 5: Current Trends and Future Perspective

- 5.1 Education as a development indicator, and enhancer of development indicators
- 5.2 Education for sustainable development & Right based approach
- 5.3 International curriculum framework in the light of changing priorities and international perspectives

5.4 Education for conservation of environment and social change

5.5 Education for individual and national development

Course Work/ Assignments

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

Suggested Readings

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

- Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
- School Education in India – Present Status and Future Needs (1986). NCERT, New Delhi.
- Seventh All India School Education Survey (2002). NCERT, New Delhi.
- UNDP (1996). Human Development Reports. 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.

Course Code : A 2

Credits : 04

Contact Hours: 60

Marks : 100

PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Introduction

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

Objectives

After completing the course teacher educators will be able to

- *Explain the psychological principles and their application in specific context of education and special education.*
- *Explain the principles and their implication for growth and development.*
- *Critically analyse the process from the point of view of cognitive psychology.*
- *Explain role of motivation in learning, learning processes and theories of personality.*
- *Apply psychological aspects to teaching - learning situations.*

Unit 1: Overview Educational Psychology

- 1.1 Nature and scope of educational psychology
- 1.2 Principles of educational psychology
- 1.3 Methods of Educational Psychology
 - 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 & Becon, Boston.
- Hurlick, E.B. (1992). Child Development. Mc Grow Hill, New York.
- Joyce, M., & Others (1992). Models of Teaching. Holt Rinehart and Winston, New York. Bruce R. Joyce (Author), Marsha Weil (Author), Emily Calhoun

- Lindgren, H.C. (1976) Educational Psychology in the Classroom. John Wiley, New York.
- Mildred, C.R.F. (1978). Infants, Children: Their Development and Learning. Gran Hill, New York. (Indian Reprint).
- Panda, K.C. (1997). Elements of Child Development. Kalyani Publishers, New Delhi.
- Sharma, P. (1995). Basics on Development and Growth of a Child. Reliance Publication, New Delhi.
- Slavin, E.R. (2003). Educational Psychology: Theory and Practice (7th ed.). Allyn & Becon, Boston.
- Wilson, A.R., Rockbeck, M.C., & Michael, N.B. (1979). Psychological Foundations of Learning and Teaching. Mc Grand Hill, New York.

Course Code: A 3

Credits: 04

Contact Hours: 60

Marks: 100

RESEARCH METHODOLOGY AND STATISTICS

Introduction

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

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Scientific Knowledge and Research

- 1.1 Sources and philosophy of knowledge
- 1.2 Scientific thinking and research
- 1.3 Role of theory in research
- 1.4 Need for research in Education and Special Education
- 1.5 Ethics in research

Unit 2 : Types and Methods of Research

- 2.1 Types of research- Quantitative, Qualitative, Fundamental, Applied, Action
- 2.2 Methods of Research:
 - Descriptive
 - Correlational

- Ex-post facto
 - Experimental; Designs (i) Pre-experimental, (ii) Pre-Post designs, (iii) Quasi Experimental design, (iv) single subject design
- 2.3 Variables- Types and threats
- 2.4 Process of research- Selection of problem, Review of literature, Sampling; Types and selection process, Hypothesis
- Instruments; tests, questionnaire, interview, observation schedule, rating scale
 - Data collection and analysis
- 2.5 Standardization of research instrument- Selection of items, reliability and validity 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, 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*. YamunaPublications, 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.

Course Code: A 4

Credits: 04

Contact Hours: 60

Marks: 100

CURRICULUM DESIGN & DEVELOPMENT

Introduction

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

Objectives

After completing the course teacher educators will be able to

- *Define and identify different components of curriculum.*
- *Understand and analyse various approaches to curriculum development.*
- *Explain and demonstrate curriculum differentiation.*

Unit 1: Nature of Curriculum

- 1.1 Definition and scope of curriculum
- 1.2 Bases of Curriculum-philosophical, sociological and psychological
- 1.3 Principles of curriculum transaction
- 1.4 Fundamentals of curriculum development: knowledge based, activity based, skill based and experience based
- 1.5 Historical and contemporary evolution of curriculum

Unit 2: Approaches & Types of Curriculum Development

- 2.1 Developmental Approach
- 2.2 Functional Approach
- 2.3 Eclectic Approach
- 2.4 Ecological Approach
- 2.5 Expanded Core Curriculum
- 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

Unit4: 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 Organisation of learning opportunities for diverse needs
- 5.2 Designing integrated and inter-disciplinary learning experiences
- 5.3 Collaborative curriculum
- 5.4 Alignment of curriculum and modes of assessment
- 5.5 Curricular trends

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Aggarwal, D. (2007).Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.
- Alexander, R. J. (2001). Culture and pedagogy: International comparisons in primary education. Oxford and Boston, Blackwell.

- Daniels, H., & Goodland, J. (1979). *Curriculum Enquiry the Study of Curriculum Practices*. McGraw Hill, New York.
- Daniels, H., & Porter, J. (2011). *Educational theories, cultures and learning: A critical perspective*. Routledge, London.
- Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). *Contemporary issues in curriculum*. Allyn & Bacon, Boston.
- Wiles, J. (2009). *Leading Curriculum Development*. Corwin Press, New Jersey.
- Wiles, J.W., & Joseph, B. (2006). *Curriculum Development: A Guide to Practice*. Pearson Publication, London.

Suggested Readings

- CIET(2006). *The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English*, CIET,NCERT, New Delhi.
- Jacobs, H. H. (1997). *Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (Professional Development)*. Association for Supervision & Curriculum Development, Alexandria.
- Westbrook, J., Durrani, N., Brown, R., Orr D., Pryor J, Boddy, J., & Salvi, F. (2013). *Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries. Final Report. Education Rigorous Literature Review. Department for International Development*.
- Wiggins, G., & Mc Tighe, 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.

Course Code: A 5

Credits: 04

Marks: 100

Hours: 60

INCLUSIVE EDUCATION

Introduction

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

Objectives

After completing the course teacher educators will be able to

- *Explain the philosophical, sociological and rights perspective of inclusive education.*
- *Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.*
- *Develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, leadership and working in teams to promote inclusion.*

Unit 1: Perspectives in Inclusive Education

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

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

- 2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- 2.2 International Conventions: Convention Against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)

- 2.3 International Frameworks: Salamanca Framework (1994)
- 2.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy for Persons with Disabilities (2006)
- 2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA (2009), IEDSS (2013)

Unit 3: Building Inclusive Schools

- 3.1 Identifying barriers to Inclusion- Attitudinal, Systemic and Structural
- 3.2 Ensuring Physical, Academic and Social Access
- 3.3 Leadership and Teachers as Change Agents
- 3.4 Assistive Technology
- 3.5 Whole School Development

Unit 4: Building Inclusive Learning Environments

- 4.1 Classroom Management
- 4.2 Effective Communication
- 4.3 Promoting Positive Behaviour
- 4.4 Reflective Teaching
- 4.5 Peer mediated instruction: Peer tutoring, Co-operative learning

Unit 5: Planning for Including Diverse Learning Needs

- 5.1 Universal design of learning
- 5.2 Adaptations and accommodations for sensory impairments
- 5.3 Adaptations and accommodations for children with multiple disabilities
- 5.4 Adaptations and accommodations for children with neuro-developmental disabilities
- 5.5 Adaptations and accommodations for children with intellectual impairment
- 5.6 Adaptations and accommodations for gifted children

Unit 6: Collaborations

- 6.1 Models of collaboration
- 6.2 Working with Parents
- 6.3 Managing Conflict

6.4 Co-teaching

6.5 Mentoring and Coaching

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

- Berry, B., Daughtrey, A., & Weider, A. (2010). *Teacher leadership: Leading the way to effective teaching and learning*. Centre for Teaching Quality, Washington, DC.

- Carr, J. F., Herman, N., & Harris, D. E. (2005) *Creating Dynamic Schools through Mentoring, Coaching, and Collaboration*. ASCD, Alexandria.
- Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer support strategies: Improving all students' social lives and learning*. Paul H. Brookes, Baltimore.
- Kunc, N. (2000). Rediscovering the right to belong. In R. A. Villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* Brookes. Baltimore.
- Mastropieri, M. A., & Scruggs, T. E. (2006). *The inclusive classroom: Strategies for effective instruction*. Prentice-Hall, New 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 special needs education*. Paris.

Course Code: A 6

Credits: 04

Contact Hours: 60

Marks: 100

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

Introduction

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

Objectives

After completing the course teacher educators will be able to

- *Gain insight and understand development of Teacher Education with reference to education of children with disabilities.*
- *Reflect on issues and problems related with teacher preparation for education of children with disabilities.*
- *Familiar with responsibilities of different organisations in preparation of competent teachers and critically examine it.*
- *Appreciate importance of in-service programmes and develop capacity to plan and execute it as per specific need and purpose.*
- *Appraise the existing teacher education curriculum and its relevance, issues and challenges.*

Unit 1: Understanding Teacher Education (TE)

- 1.1 Concept, Aims and Objectives of TE
- 1.2 Significance of TE in India
- 1.3 Types of TE: Pre-service and In-service; Continued development of Teacher as a Professional
- 1.4 Structure of TE in India and Organizations/Agencies involved
- 1.5 Factors influencing the practices in TE and quality

Unit 2: TE and Education of Children with Disabilities

- 2.1 Early Initiatives in preparing teachers for children with disabilities in India
- 2.2 Establishment of various national institutes and development of TE in special education
- 2.3 Establishment of RCI as a statutory body in standardizing and promoting TE in special education
- 2.4 Changes in School Education for Children with Disabilities and its Impact on TE
- 2.5 Paradigm shift from Segregation to Inclusion Impacting TE

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

- 3.1 Changing scenario of teacher education curriculum and evolving priorities
- 3.2 Characteristics of TE framework developed by RCI, structure and organisation of different components of TE Curriculum
- 3.3 Components of Pre-service TE: overview of courses at different levels, weight age of course work and evaluation
- 3.4 Various components of TE curriculum and their transactional modalities
- 3.5 Organisation, transaction and evaluation of different components of TE curriculum including school based practicum, and internship

Unit 4: Continued Teacher Development Program

- 4.1 Need and modalities for continuing professional development of a teacher (Continuing Rehabilitation Education (CRE), Workshop, Seminar, Conferences, Projects, Exchange programmes) and their advantages and limitations
- 4.2 Structures and models of in-service teacher education- sub-district, district, State, regional and national level organisations and their role, voluntary efforts
- 4.3 Modes (face to face, distance modes, on line and mixed modes) and models (induction, one shot, recurrent, cascade, multi-site, school based, and course work) of in-service TE
- 4.4 Planning an in-service TE programme- preliminary considerations (purpose, duration, size of group, activities and budget)
- 4.5 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 analyse the data to suggest improvement in quality of training
- Prepare a checklist/schedule to collect information from employer about competency of passed out student teachers. Take interview of at least 5 principals of schools having children with disabilities and analyse the data to suggest improvement in quality of training and the need for in-service training

Suggested Readings

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

Course Code: A 7

Credits: 04

Contact Hours: 60

Marks: 100

EDUCATIONAL EVALUATION

Introduction

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

Objectives

After completing the course teacher educators will be able to

- *Explain the key concepts of evaluation and describe the developments in evaluation.*
- *Describe the scope of evaluation in education.*
- *Describe the use of evaluation as an effective tool in teaching-learning process.*
- *Describe the ways & means of evaluation of programmes.*
- *Explain the current trends in evaluation.*

Unit 1: Foundations in Evaluation

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

Unit 2: Scope of Evaluation

- 2.1 Problem-solving and decision-making
- 2.2 Positive accountability and excellence in education
- 2.3 Knowledge construction and capacity building of learners

2.4 Organizational learning and change, and strategic planning

2.5 Advocacy & communication

Unit 3: Teaching-learning and Evaluation

3.1 Evaluation of learning, for learning and in learning- Contexts, Need & Nature

3.2 Tools for evaluation and process of standardization

3.3 Equity & fairness in evaluation including adaptations & Accommodations

3.4 Report writing: Format, Content & Mechanics

3.5 Mastery Level Learning

Unit 4: Programme Evaluation & Review

4.1 Concept, need, goals and tools

4.2 Evaluation of instructional programmes

4.3 Techniques of programme evaluation

4.4 Reliability, validity and sensitivity in programme evaluation

4.5 Reviewing outcomes

Unit 5: Current Trends in Evaluation

5.1 Knowledge based evaluation

5.2 Performance Based Evaluation: Role play, Concept maps

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

5.4 Self evaluation: Rubrics & Rating scales

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

Transaction & Evaluation

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

Practicum

- Observe and prepare a report on evaluation practices at any two levels in (i) a Mainstream and (ii) a Special school. Critically 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*. Mc Graw-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-pert.html> on 10.4.2015
- *School self-evaluation*.<http://www.education.ie/en/Schools-Colleges/Services/Quality-Assurance/SSE-Primary-and-Post-Primary/School-Self-Evaluation.html> on 10.4.2015
- *School self-evaluation*. Retrieved from http://schoolself-evaluation.ie/post-primary/index.php/what-school-self-evaluation/?doing_wp_cron=1429505616.9318289756774902343750 on 10.4.2015

- UNICEF (2006). New trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/New_trends_Dev_EVALuation.pdf on 16.4.2015
- Wiggins, G. (1993) *Assessing 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. (1s996). *Practical Ideas on Alternative Assessment for ESL Students*. ERIC Clearinghouse on Languages and Linguistics Washington DC, ERIC Identifier ED395500, 1-6.

Course Details
AREA - B
SPECIALIZATION COURSES

Course Code	Title	Credit	Marks
B8	Identification, Assessment and Needs of Children with Intellectual Disability.	4	100
B9	Curriculum and Teaching Strategies of Children with Intellectual Disability.	4	100
B10	Adulthood and Family Issues	4	100
B11	Therapeutics and Assistive Devices	4	100

Disability Specialization
MENTAL RETARDATION / INTELLECTUAL
DISABILITY

IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH MENTAL RETARDATION/ INTELLECTUAL DISABILITY

Course Code: B 8

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

The course aims to develop an understanding of concept, etiology and characteristics of Persons with Mental Retardation/ Intellectual Disability (*PwID*). The said course would also help learners to appreciate the role of professionals to address the needs of these children in a holistic manner using team approach.

Objectives

After completing the course teacher educators will be able to

- *Understand the concept, etiology and characteristics of Persons with Intellectual Disability (PwID).*
- *Use appropriate instruments for assessment of PwID.*
- *Describe the programming needs across different age levels of PwID.*
- *Utilize assessment information for educational programming, referral services and placement.*
- *Comprehend the emerging future needs of PwID.*

Unit 1: Overview of Intellectual Disability

- 1.1 Definition, historical review, Prevalence of Intellectual Disability
- 1.2 Etiological factors of Intellectual Disability
 - 1.2.1 Biological, environmental factors
 - 1.2.2 Pre-natal, natal, post-natal causes
- 1.3 Classification of Intellectual Disability - Medical, Educational, Psychological criteria for classification and issues and current practices in certification of Intellectual Disability
- 1.4 Characteristics of Intellectual Disability

- 1.5 Intellectual Disability and Associated Conditions – Cerebral palsy, Autism, Sensory impairments, ADD, ADHD, Epilepsy

Unit 2: Screening, Identification, Assessment and Diagnosis

- 2.1 Introduction to existing screening, identification and assessment / techniques trends in the field of intellectual disability
- 2.2 Approaches in and types of assessment
- 2.3 Methods and tools of assessment
 - 2.3.1 Screening tools
 - 2.3.2 Early identification
 - 2.3.3 Developmental assessment tools
 - 2.3.4 Intellectual - various standardized assessment tools: Binet – WISC - VSMS - DST Indian adaptations and other Indian tools
 - 2.3.5 Social, Behavioral, Language and Speech Assessment Tools and other Indian tools
 - 2.3.6 Special educational – use of CRTs, construction, precautions to be taken for development with reference to programming
- 2.4 Introduction to existing educational assessment tools – Upanayan (0 - 6 years), NIMH – Aarambh (Early Childhood Special Education Inclusive Package), Indian adaptation of portage guide, Madras Developmental Programming Systems NIMH- Functional Assessment Checklists for Programming (FACP) and other relevant tools
- 2.5 Implications of the above for Inclusion

Unit 3: Identification of Needs

- 3.1 Infancy and Early Childhood; EI & Family involvement (NIMH – Family Based Program Plan)
- 3.2 School age; placement alternative (special school, Resource Room, inclusive classroom), Multidisciplinary team collaboration and role of special education teacher
- 3.3 Transition and career development – ITP (Individualized Transition Plan)
- 3.4 Vocational Development; Employment, Types; emerging Job opportunity, Placement & follow- up
- 3.5 Implications of the above for Inclusion

Unit 4: Use of Assessment Information

- 4.1 Use of assessment information - Medical, Special Educational, Psychological, Therapeutic and Vocational

- 4.2 Interpretation of assessment information to develop training goals
- 4.3 Use of Support Needs Assessment for Person Centered Planning
- 4.4 Writing of assessment report: for administrative purpose, for educational Programming, for referral and for alternative placement
- 4.5 Implications of the above for Inclusion

Unit 5: Emerging and Future Issues

- 5.1 Critical analysis of Human Rights and Legal Provision – International Instruments, Indian Legislations and Policies
- 5.2 Advocacy
- 5.3 Current Gender Issues - Socio Cultural and Economic
- 5.4 Advances in Technology
- 5.5 Implications of the above for Inclusion

Practicum / Assignment / Engagement (Any One)

School/ Clinic/ Community

- To conduct assessment of PwID using appropriate assessment tools
- To organize discussion program on role of a Special Educator in intervention from Infancy to Adulthood
- To presentation a seminar on Community Based services for ID
- To conduct orientation and sensitization program on disability issues for teachers, parents, and community members and present a report

Essential Readings

- Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor. University of Alberta, Alberta.
- Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System. Vijay Human Services, Chennai.
- King-Sears, H.E. (1994). Curriculum Based Assessment in Special Education. Singular publishing Group, San Diego.
- Mittler, P. (1976). Psychological Assessment of Mental and Physical Handicaps. Tavistock, London.
- Myreddi, V., & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.
- Narayan, J. (2003). Grade Level Assessment Device for Children with Learning Problems in Regular Schools. NIMH, Secunderabad.
- Panda, K.C. (1997) Education of Exceptional Children. Vikas, New Delhi.

Suggested Readings

- Overton, J. (1992) *Assessment in Special Education. An Applied Approach*. Macmillan, New York.
- Overton, T. (2000). *Assessment in Special Education: An Applied Approach*, 3rd Ed, Prentice Hall Inc. Merrill.
- Pun, M., & Sen, A.K. (1989) *Mentally Retarded Children in India*. Mittal Publication. New Delhi
- Smith, D.D. (2004). *Introduction to Special Education. Training in an Age of Opportunity*, 3rd Ed. Allyn & Becon. Boston.
- Wehman.P., & Kuegel. J. (2004). *Functional Curriculum, Pro-Ed*. Austin.

CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH MENTAL RETARDATION/ INTELLECTUAL DISABILITY

Course Code: B 9
Contact Hours: 60

Credits: 04
Marks: 100

Objectives

After completing the course teacher educators will be able to

- *Explain the principles and approaches to curriculum development and instructional program.*
- *Describe the various approaches for teaching students with Intellectual Disability.*
- *Develop Curriculum for Pre-Primary, Primary, Secondary, Pre- Vocational and Vocational Level.*
- *Use Instructional Program and methods in Inclusive Set ups.*
- *Use teaching strategies and TLMs for PwID.*

Unit 1: Curriculum Development

- 1.1 Principles and Models of Curriculum development
- 1.2 Approaches to curriculum development– Developmental, Functional, Ecological, SOME approach, Systems, and Task Analytic Approach
- 1.3 Instructional design– Definition, Types, Merits and Demerits
- 1.4 Curricular Adaptation, Accommodation and Modification
- 1.5 Challenges and Implications for Inclusion

Unit 2: Teaching Approaches

- 2.1 Developmental Approaches– Montessori, Floor time
- 2.2 Multi-sensory Approach– Fernald, Orton and Gillingham
- 2.3 Behavioral Approach– Applied Behavior Analysis (ABA), Discrete Trail Training
- 2.4 Cognitive Approach– Meta-cognitive Training, Cognitive Behavior Management
- 2.5 Integration of above in Inclusive Classroom Context

Unit 3: Curricular Domains & Levels

- 3.1 Development of Curriculum at Pre-primary and Primary level– Personal, Social, Academic, Occupational and Recreational
- 3.2 Development of Curriculum at Secondary level– Personal, Social, Academic, Occupational and Recreational
- 3.3 Development of Curriculum at pre-vocational and transitional level– Personal, Social, Academic, Occupational and Recreational
- 3.4 Development of Curriculum at Vocational level– Generic Skills and Work Related Skills, Personal skills related to routine, travel, Social Competencies, Job related behaviour– punctuality, regularity, Occupational skills– related to the job chosen (inclusive of functional academics), Health/safety skills, First Aid
- 3.5 Implications of above in Inclusion

Unit 4: Instructional Programs and Methods

- 4.1 Individualized Instruction – Concept, Types and Approaches
- 4.2 Collaborative Methods - Peer Tutoring, Co-operative Learning & Team teaching
- 4.3 Methods for social Inclusion, Social Skill Development & Self Regulation, Community Living, Life Skill Education
- 4.4. Universal design of Learning – Definition, Principles, Approaches & Strategies
- 4.5 Integration of above for Inclusion

Unit 5: Teaching Strategies & TLM

- 5.1 Stages of learning, Principles of teaching, and Steps in teaching concepts
- 5.2 Teaching Strategies – Task Analysis, Prompting & Fading, Shaping, Chaining, Reinforcement, Play way method, Project method
- 5.3 Concept and type of Teaching materials and Learning materials, Functional Aids and Criteria for selecting appropriate TLM's
- 5.4 Principles of adaptation, Adaptation of ADL material & functional academics
- 5.5 Integration of above for Inclusion

Practicum/ Assignment/ Engagement in the field (Any One)

- To present a report on adaption of curriculum for a student with Intellectual Disability in Inclusive setting

- To develop curriculum for independent living and present a report
- To present a Seminar on any of the teaching approaches.
- To develop need based learning and functional aids for PwID

Essential Readings

- Baine, D. (1988) *Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor*. University of Alberta, Alberta
- Das, J.P., & Baine, D. (1978) *Intellectual Disability for Special Educators*. Springfield: Charles C. Thomas.
- John, W., & Smith, R. (1971). *An Introduction to Intellectual Disability*. Mc Grawhill New York.
- Kauffman, J.M., & Paynes, J.S. (1960) *Intellectual Disability: Introduction and Personal Perspectives*. Charges & Merrill, Columbus.
- Longone, J. (1990) *Teaching Retarders Learners: Curriculum and Methods for Improving Instruction*. Allyn and Bacon, Boston.
- Narayan, J., & Kutty, A.T.T. (1989) *Handbook for Trainers of the Mentally Retarded Persons. Pre-Primary Level*. NIMH, Secunderabad.
- Panda, K.C. (1997). *Education of Exceptional Children*. Vikas Publishers, New Delhi.
- Pehwaria, R., & Venkatesan, S. (1992). *Behavioural retarded Children: A Manual for Teachers*. NIMH, Secunderabad.
- Remington, B. (1991). *The Challenge of Severe Mental Handicap. A Behaviour Analytic Approach*. Wiley, New Jersey.
- Repp. A.C. (1983). *Teaching the Mentally Retarded*. Prentice Hall, New Jersey.

Suggested Readings

- Kauffman, J. M. (1988). *Teaching Students with Learning and Behaviour Problems*. Merrill Publishing Co.
- Kirk, S.A., & Gallagher, J.J. (1979). *Educating Exceptional Children*. Hoffton & Mifflin. Boston.
- Lewis, R.B., & Doorlag, D.H. (2010). *Teaching Students with Special Needs in General Education Classrooms*. Pearson, London.
- Longone, J. (1990). *Teaching Educable Mentally retarded Children*. Allyn & Bacon, Boston.

- Mary, A. F. (1999). Curriculum and Teaching Strategies. Paul H. Brooks Publishing Co. Baltimore.
- Petersun, M.J., & Hitfie, M.M. (2003). Inclusive Teaching: Creating Effective Schools For all Learners. Allyn & Becon. Boston.
- West, C. K., Farmer, J. A., & Wolff, P. M. (1991). Instructional Design, Implications from Cognitive Science. Prentice Hall, New Jersey.

Course Code: B 10

Credits: 04

Contact Hours: 60

Marks: 100

ADULTHOOD AND FAMILY ISSUES

Objectives

After completing the course teacher educators will be able to

- *Develop understanding of stages of development in adulthood.*
- *Appreciate importance of family attitude and involvement.*
- *Understand the Gender, marriage and sexuality related issues.*
- *Understand the disability issues related to community.*
- *Appreciate the importance of adulthood and family training.*

Unit 1: Human Growth & Development in Adulthood

- 1.1 Developmental stages and principles
- 1.2 Factors influencing natural development of adults
- 1.3 Adulthood and Areas of development: Physical, Social, Cognitive, Language, Emotional & Moral
- 1.4 Common adulthood problems in various areas of development
- 1.5 Implications of the above for Community Inclusion

Unit 2: Family and Adult with Intellectual Disability

- 2.1 Meaning, Definition and concept of family
- 2.2 Types of family and attitude towards PwID
- 2.3 Impact of Adult with ID on the Family
- 2.4 Family Adjustment and Coping skills
- 2.5 Family support, Government Schemes and benefits

Unit 3: Gender, Sexuality and Marriage Related Issues

- 3.1 Meaning & Concept of Gender & Sexuality and Marriage
- 3.2 Religious and Cultural effect on Gender & Sexuality and Marriage
- 3.3 Marriage & persons with intellectual disability: Misconceptions & Remediation

3.4 Importance of Pre-marital Counseling, Gender Education

3.5 Sexuality related issues, HIV, STD

Unit 4: Disability Issues – Community

4.1 Attitude of community towards Adults with ID

4.2 Community related Issues - Aggression, Antisocial behaviour, Abuse and Social discrimination of PwID

4.3 Creating Awareness related to community issues

4.4 Community involvement & Resource Mobilization

4.5 Impact of technological developments on disability issues

Unit 5: Adulthood and Family Training

5.1 Family experiences of disability in the context of ageing

5.2 Training of Adults- Personal Care, Social, Domestic, Community and Leisure

5.3 Services for PwID in urban and rural areas

5.4 Independent living: Within family, Group home & Institution.

5.5 Parental Attitude and Counseling

Practicum/ Assignment/ Engagement (Any One)

- To conduct awareness and orientation programme on various adulthood issues for parents
- To conduct and prepare a report on awareness programmes on various Govt. schemes and benefits at local level
- To conduct seminar on Sexuality, Marriage and Gender related issues of adults with ID
- To assess and present a report on family needs and Counseling
- To conduct sibling training programme and present a report

Essential Readings

- Basu, S., Das, P., & Chakravarty, I. (2007). Family Life of the Disabled Aged, Ageing and Society. *Indian Journal of Gerontology*, 17 (3 & 4), 75 – 81.
- Blacher, J.(1984). Severely Handicapped Young Children and Other Families: Research in Review. Academic Press Inc., Ovlandio.
- Blook, F. (1974). *Our Deaf Children*, Martins Publishers Ltd. London.
- Cramer, H., & Carlin, J. (2008). Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey. *British Journal of Social Work*, 38 (6), 1060 – 1075.
- Dale, N. (2000). *Working with families of Children with Special Needs: Partnership and Practice*. Brunner- Routledge. East Sussex.

- Fewell, R., & Vadasy, P. (1986). *Families of Handicapped Children: Needs and Supports across the Life-span*. Ro-ed Inc. Texas.
- Findler, S. (2000). The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, *Families in Society*, 81(4) 70 – 381.
- Garginolo, R.M. (1985). *Working with Parents of Exceptional Children: A Guide for Professionals*, Houghton-Mifflin, Boston.
- Kashyap, L. (1991). Research on Families with Disabled Individuals: Review and Implications, in Unit for Family Studies (Ed.) *Research on Families with Problems in India*. Vol.II (pp.269-289). Tata Institute of Social Sciences, Bombay.
- Kashyap, L. (1996). Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) *Family Measurement in India*, Sage Publications. New Delhi.

Suggested Readings

- Giffiths, M., & Russle, P. (Eds.) (1985). *Working Together with Handicapped Children: Guidelines for Parents and Professionals*. Souvenir Press, London.
- Glendinning, C. (1986). *A Single Door: Social Work with the Families of Disabled Children*. Allen and Unwin Ltd., London.
- Grinker, R. (1971). *They grow in silence: the deaf child and his family*. National Association of the Deaf, Maryland.
- Hartman, A. (1979). *Finding Families: An Ecological Assessment in Adoption*. Sage Publications, Beverly Hills.
- Hartman, A., & Laird, J. (1983) *Family Centred Social Work Practice*. The Free Press, New York.
- Hewett, S., Newson, J., & Newson, E. (1970). *The Family and the Handicapped Child: A Study of Cerebral Palsied Children in Their Homes*. Allen and Unwin Ltd., London.
- Hornby, G. (1994). *Counselling in Childhood Disability: Skills for working with Parents*. Chapman and Hall, London.
- Kashyap, L. (1986). The Family & Adjustment to their Hearing-Impaired Child. *The Indian Journal of Social Work* 47(1), 28-36.
- Powell, T. H. (1985). *Brothers and Sisters: A Special Part of Exceptional Families*. Paul Brooks, London.
- Ross, A. (1972). *The Exceptional Child in the Family*. Grune and Stratton, New York.

Course Code: B 11

Credits: 04

Contact Hours: 60

Marks: 100

THERAPEUTICS AND ASSISTIVE DEVICES

Objectives

After completing the course teacher educators will be able to

- *Gain knowledge about speech and language therapy.*
- *Understand the meaning and interventions of physiotherapy.*
- *Use occupational therapy for PwID.*
- *Comprehend and apply behavioural techniques for interventions.*
- *Select and use appropriate assistive devices for PwID.*

Unit 1: Language Speech and Communication

- 1.1 Nature, Definition, Scope, functions and development of language, Speech and Communication
- 1.2 Critical period and its importance in speech and language development
- 1.3 Modes of communication, (Aural, Oral, Finger Spelling, Sign and Sign Language, Cued, Speech and Total Communication)
- 1.4 Types of speech and language disorders in PwID
- 1.5 Enhancing and integrating speech and language into classroom context

Unit 2: Physiotherapy

- 2.1 Physiotherapy – Nature, Definition, objectives, Scope and functions
- 2.2 Modalities used in physiotherapy for persons with ID and its Associated Conditions
- 2.3 Movements and postures of human body
- 2.4 Specific conditions and physiotherapy management – Cerebral palsy, Spina bifida, Muscular dystrophy and Poliomyelitis
- 2.5 Integrating Physiotherapy into classroom context

Unit 3: Occupational Therapy

- 3.1 Occupational therapy– Nature, Definition, objectives, Scope and functions
- 3.2 Modalities of Occupational Therapy for persons with ID with associated Conditions
- 3.3 Hand Functions– Types of grasps, grip, development, and eye-hand coordination
- 3.4 Sensory Integration – Nature, Development & Importance
- 3.5 Integrating Occupational therapy into classroom context

Unit 4: Behaviour Modification

- 4.1 Aim, scope and importance of Behaviour Modification
- 4.2 Types of Behaviour– Adaptive and Maladaptive
- 4.3 Identification of Problem Behaviours, and Functional Analysis
- 4.4 Strategies for Behaviour Modification and Differential Reinforcement
- 4.5 Integrating Behaviour Modification in classroom context

Unit 5: Assistive Devices

- 5.1 Definition, Importance and types of Assistive Devices for Independent Living
- 5.2 Different types of assistive devices for ID, HI, VI & Locomotor disability
- 5.3 Assessment of PWID needs to identify the appropriate assistive devices
- 5.4 Selection & use of appropriate Assistive Devices for PWID and Maintenance
- 5.5 Schemes of MoSJE– ADIP Scheme, DDRS and SC/ST scheme

Practicum/ Assignment/ Engagement (Any One)

- To visit any two therapy centers and prepare and submit a report on available clinical facilities
- To present a case study on Behaviour Modification.
- To present a Seminar on Role & functions of RCI and Various Schemes of MoSJE for PwID
- To Prepare/Design appropriate adaptive and assistive device for PwID

Essential Readings

- Antony, M.M., & Roemer, E. (2003). Behavior therapy. In A.S. Gurman & S.B. Messer (Eds.), *Essential psychotherapies* (2nd ed., pp. 182-223). Guilford, New York.
- Breines, E (1990). Genesis of occupation: A philosophical model for therapy and theory. *Australian Occupational Therapy Journal*, 37(1), 45-49.
- Colman, W. (1992). Maintaining autonomy: The struggle between occupational therapy and physical medicine. *American Journal of Occupational Therapy*, 46, 63- 70.

- Hocking, C. (2004). Making a difference: The romance of occupational therapy. *South African Journal of Occupational Therapy*, 34(2), 3-5.
- McColl, M. A., Law, M., Stewart, D., Doubt, L., Pollack, N., & Krupa, T. (2003). *Theoretical basis of occupational therapy* (2nd Ed). New Jersey, SLACK Incorporated.
- O’Leary, K. D., & Wilson, G.T.(1975). *Behavior Therapy: Application and Outcome*. Prentice-Hall, New Jersey.
- Peshwaria, R., & Venkatesan. S. (1992) *Behavioural approach in teaching mentally retarded children - A manual for Teachers*. NIMH, Secunderabad.
- Robertson, D. (2010). *The Philosophy of Cognitive–Behavioural Therapy: Stoicism as Rational and Cognitive Psychotherapy*. Karnac. London.
- Yerxa, E. J. (1983). *Audacious values: the energy source for occupational therapy practice* in G. Kielhofner (1983) *Health through occupation: Theory and practice in occupational therapy*. Philadelphia, FA Davis.
- Yerxa, E., Clark, F., Jackson, J., Pierce, D., & Zemke, R. (1989). *An introduction to occupational science, A foundation for occupational therapy in the 21st century*. Haworth Press.

Suggested Readings

- American Physical Therapy Association Section on Clinical Electrophysiology and Wound Management.”Curriculum Content Guidelines for Electrophysiologic Evaluation” (PDF). Educational Guidelines. American Physical Therapy Association. Retrieved 29 May 2008.
- Clark, D. M., & Fairburn, C.G (1997). *Science and Practice of Cognitive Behaviour Therapy*. Oxford University Press. New York.
- Lindsley, O., Skinner, B.F., & Solomon, H.C. (1953). “Studies in behavior therapy (Status Report I)”. Metropolitan State Hospital. Walthama.
- Martin, G.; & Pear, J. (2007). *Behavior modification: What it is and how to do it* (Eighth Edition). Pearson Prentice Hall, New Jersey.
- O’Leary, K.D., & Wilson, T.G.(1975). *Behavior Therapy: Application and Outcome*, 12-14.: Prentice-Hall, New Jersey.
- Thorndike, E.L. (1911), “Provisional Laws of Acquired Behavior or Learning”, *Animal Intelligence*. The McMillian Company, New York.
- Wolpe, J. (1958). *Psychotherapy by Reciprocal Inhibition*. Stanford University Press, California.

Course Details
AREA - C
ELECTIVE COURSES

Course Code	Title	Credit	Marks
C14	Guidance and Counselling	4	100
	Total	4	100

GUIDANCE AND COUNSELING

Course Code: C 14

Credits: 04

Contact Hours: 60

Marks: 100

Objectives

After completing the course teacher educators will be able to

- *State the basic concepts in Guidance & Counselling.*
- *Discuss Educational, Vocational and Personal Guidance.*
- *Describe testing devices and non-testing techniques of guidance.*
- *Analyze the problems faced by students in the contemporary world.*
- *Discuss the problems faced by children with disabilities.*

Unit 1 : Education and Career Guidance

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

Unit 2 : Vocational Guidance

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

Unit 3: Fundamentals of Counselling

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

Unit 4: Group approaches in Vocational Counselling and Guidance

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

Unit 5: Assessment in Educational and Vocational Guidance and Counselling

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

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

Course Details
AREA - D
DISSERTATION

***DISSERTATION**

Course Code : D

Total Credits: 16

Marks: 400

Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the HOD/Principal of the Department/ College. Students are expected to complete the Dissertation work in four phases in four semesters.

Phase 1: Synopsis Submission

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

Phase 2: Review of Literature and Development of Tools

During the Second Semester 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.

Phase 3: Data collection

In phase three, students must complete data collection and data analysis.

Phase 4: Data analysis, Results Discussion and Thesis Submission

In phase four students must complete Data analysis, Results and Discussion and report writing and submit the final report at the end of fourth semester. The students have to submit three typed copies of Dissertation to the Department/ College by the end of IV Semester. The viva-voce will be held on a date to be fixed by the University. Dissertation and viva-voce will be evaluated jointly by external and internal examiners.

***Note :** Regarding ‘Dissertation’, it is stated that a separate “Guidelines/Manual” for M. Ed. Spl. Ed. (I. D.)-ODL is to be prepared and made available to the learners accordingly.

PRACTICAL SYLLABUS

Area E 1 : Preparation & Administration of Teacher Made Test (TMT) Total Credits: 04
Hours: 120
Marks: 100

Each Teacher Educators is expected to prepare and administer the TMT under the guidance of a Supervisor. Student Trainees are expected to submit 2 copies of typed report on the same in detail consisting of conceptual background, rationale, methodology adopted in preparation of TMT. Students must present the same in a seminar mode. The performance will jointly be evaluated by the external and internal examiners followed by viva-voce.

Area E 2 : Teaching Practice

Total Credits: 04
Hours: 120
Marks: 100

Each Teacher Educators is expected to prepare 8 lesson plans for classroom teaching at Diploma (4) and Graduate (4) courses, out of them 2 will be ICT based one at Diploma and one at Graduate All the lessons will be supervised by the concerned practical coordinator. Each student trainee will be allotted 2 classes for peer observation. Out of 8 lessons at least one lesson with innovative methods and one lesson with integration of technology should be considered while selecting the lessons. Out of total 8 lessons, 6 will be guided and 2 will be submitted independently by the trainees for evaluation. Trainees have to submit Teaching practice record along with the approved lesson plans with evaluation remarks signed by the practical supervisor and course coordinator of the class taught. Final lesson plan will jointly be evaluated by the external and internal examiners followed by viva-voce.

Area F1: Internship as a Teacher Trainer

Total Credits: 04
Hours: 120
Marks: 100

Internship involves a compulsory placement with a teacher training institute/college running courses of the specialization. Internship will be organised for duration of four weeks. Each

student trainee is expected to teach 10 lessons and do practical supervision to student trainees undergoing training in Diploma/B.Ed.Spl.Ed. level in topics from the respective curriculum. The student has to undertake any such duties as assigned by the Principal/ Incharge/ HOD of the teacher training institute.

Area F1: Field Engagement/Internship

Total Credits: 04

Marks: 100

This part of internship involves associating with a field site relevant to the area of specialization. Students will take up internships in organizations working in the field of Mental Retardation/ Disability Rehabilitation for duration of four weeks. These may include Govt./Autonomous organizations/ NGOs,/ CBR projects/ Special Schools/ Inclusive schools, etc. The internship should be guided by faculty supervisor of the organization who should focus on enabling the student to develop linkages between “Specialisation-required courses” and “Specialisation-elective courses”. The organisation of internship may be conceived in such a fashion that the students get opportunities to observe relevant activities in the fields such as:

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 collected as above
4. Develop an appropriate educational plan (IEP) (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

After completion of the internship, the marks will be submitted by the head of the organisation as per format sent by the institute/college.



NETAJI SUBHAS OPEN UNIVERSITY

DD-26, SECTOR-I, SALT LAKE CITY, KOLKATA-700064

E-mail : nsou@wongou.ac.in; Pin : (033) 4066-3220

NOTIFICATION

☰ **Disclaimer**

The University reserves the right to change any of the examination dates. It also reserves the right to amend, alter or interpret any of the Rules / Regulations relating to Programmes of Study, Eligibility and Admission Criteria including intake of the students, Fee Structure and Other Relevant matters.

Appearance in Counselling or merely submission of Admission Form does not *ipso facto* confer any Right for Admission to a particular Course unless found suitable as per the Eligibility Criteria as amended from time to time.

☰ **Legal Jurisdiction**

All disputes relating to the above points shall be subject to the jurisdiction of the courts situated in Kolkata only.

By Order
Registrar (Acting), NSOU



NETAJI SUBHAS OPEN UNIVERSITY

ESTABLISHED BY W.B. ACT (XIX) OF 1997, RECOGNIZED BY U.G.C.

DD-26, SECTOR-I, SALT LAKE CITY, KOLKATA-700064

E-mail : nsou@wongou.ac.in; Pin : (033) 4066-3220

APPLICATION FOR CORRECTION OF NAME AND/OR SURNAME (M.Ed. Spl. Ed.)-I.D.

To
The Registrar
Netaji Subhas Open University
DD – 26, Sector – I, Salt Lake City, Kolkata – 700 064

Through :
The Co-ordinator

.....

Sub. :- Application for Correction of Name and / or Surname

Sir,

I, Shri / Smt. have been admitted at NSOU
..... Study Centre () in the following course & subject etc. For
correction of my name and / or surname on Enrollment Certificate-cum-Identity. Card / Admit Card / Marksheet my
particulars are as given below.

Sl. No.	Name of the Student on Enrollment Certificate-cum-Identity Card/ Admit Card/ Marksheet	To be Corrected by the Student	Enrollment No.	Course

Yours faithfully,

Signature of Student

Enclosed :

- 1) Original Enrollment Certificate-cum-Identity Card.
- 2) One photocopy of Enrollment Certificate-cum-Identity Card.
- 3) Photocopy of Marksheet of Class 10 & (10 + 2) Examinations (one copy each).
- 4) Photocopy of Admit Card of Class 10 Examination (one copy).

Forwarded,

Co-ordinator (With Seal)

ANNEXURE I
AFFIDAVIT BY THE STUDENT
(TO BE SUBMITTED ALONG WITH APPLICATION FORM)

I,..... full name of the student with admission/registration/enrolment/application number) S/o D/o Mr./Mrs./Ms.....admitted to SoE, Kalyani Regional Centre of **Netaji Subhas Open University**, have duly been informed about the UGC Regulations on “Curbing the Menace of Ragging in Higher Educational Institutions, 2009,” (hereinafter called the “Regulations”) I have carefully read and fully understood the provisions contained in the said Regulations.

2. I have, in particular, perused clause 3 of the Regulations and am aware as to what constitutes ragging.
3. I have also, in particular, perused clause 7 and clause 9.1 of the Regulations and am fully aware of the penal and administrative action that is liable to be taken against me in case I am found guilty of or abetting ragging, actively or passively, or being part of a conspiracy to promote ragging.
4. I hereby solemnly aver and undertake that
 - a) I will not indulge in any behaviour or act that may be constituted as ragging under clause 3 of the Regulations.
 - b) I will not participate in or abet or propagate through any act of commission or omission that may be constituted as ragging under clause 3 of the Regulations.
5. I hereby affirm that, if found guilty of ragging, I am liable for punishment according to clause 9.1 of the Regulations, without prejudice to any other criminal action that may be taken against me under any penal law or any law for the time being in force.
6. I hereby declare that I have not been expelled or debarred from admission in any institution in the country on account of being found guilty of, abetting or being part of a conspiracy to promote, ragging and further affirm that, in case the declaration is found to be untrue, I am aware that my admission is liable to be cancelled.

Declared thisday of.....month ofyear.

.....
Signature of the Student

Name :
Address :

Tel./Mobile No. :

VERIFICATION

Verified that the contents of this affidavit are true to the best of my knowledge and no part of the affidavit is false and nothing has been concealed or misstated therein.

Verified at (place) this the.....(day) of (month),.....(year).

.....
Signature of the Student

ANNEXURE II
AFFIDAVIT BY THE PARENT/GUARDIAN
(TO BE SUBMITTED ALONG WITH APPLICATION FORM)

I, Mr./Mrs./Ms..... (full name of parent/guardian/father/mother/guardian of, (full name of student with admission/registration/enrolment/application number), having been admitted to SoE, Kalyani Regional Centre of Netaji Subhas Open University, have duly been informed about the UGC Regulations on "Curbing the Menace of Ragging in Higher Educational Institutions, 2009," (hereinafter called the "Regulations") I have carefully read and fully understood the provisions contained in the said Regulations.

2. I have, in particular, perused clause 3 of the Regulations and am aware as to what constitutes ragging.
3. I have also, in particular, perused clause 7 and clause 9.1 of the Regulations and am fully aware of the penal and administrative action that is liable to be taken against my ward in case he/she is found guilty of or abetting ragging, actively or passively, or being part of a conspiracy to promote ragging.
4. I hereby solemnly aver and undertake that
 - a) My ward will not indulge in any behaviour or act that may be constituted as ragging under clause 3 of the Regulations.
 - b) My ward will not participate in or abet or propagate through any act of commission or
5. I hereby affirm that, if found guilty of ragging, my ward is liable for punishment according to clause 9.1 of the Regulations, without prejudice to any other criminal action that may be taken against my ward under any penal law or any law for the time being in force.
6. I hereby declare that my ward has not been expelled or debarred from admission in any institution in the country on account of being found guilty of, abetting or being part of a conspiracy to promote, ragging and further affirm that, in case the declaration is found to be untrue, the admission of my ward is liable to be cancelled.

Declared this..... day of.....month of.....year.

.....
Signature of the Parent/ Guardian

Name :

Address :

Telephone/Mobile No. :


VERIFICATION

Verified that the contents of this affidavit are true to the best of my knowledge and no part of the affidavit is false and nothing has been concealed or misstated therein.


Verified at.....(place) this the..... (day) of(month),(year).

.....
Signature of the Parent/ Guardian

Identity Card

<ol style="list-style-type: none">1. To be carried by the candidate whenever he/she visits any Centre/H.Q. of the University.2. In case of loss of the card an FIR is to be lodged and an application is to be submitted with a copy of the FIR along with a DD of Rs. 100/- (hundred) in favour of Netaji Subhas Open University, payable at Kolkata.3. If this card is found by anybody else it should be sent to the address on the right.	 <p>DD-26, Sector -I Salt Lake, Kolkata - 700 064</p>
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Identity Card

<ol style="list-style-type: none">1. To be carried by the candidate whenever he/she visits any Centre/H.Q. of the University.2. In case of loss of the card an FIR is to be lodged and an application is to be submitted with a copy of the FIR along with a DD of Rs. 100/- (hundred) in favour of Netaji Subhas Open University, payable at Kolkata.3. If this card is found by anybody else it should be sent to the address on the right.	 <p>DD-26, Sector -I Salt Lake, Kolkata - 700 064</p>
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Identity Card

(To be filled in by the candidate)

Enrolment No. <input type="text"/>	<p style="text-align: center;"><i>P.P.</i> <i>Size Photograph</i> <i>(To be affixed by applicant)</i></p>
Name..... Address : Telephone (if any)..... Study Centre : Kalyani Regional Centre Course : M. Ed. Spl. Ed (I.D.)-ODL Signature of the Candidate :	
	<p style="text-align: center;">..... Signature of the Coordinator with Seal</p>

Identity Card

(To be filled in by the candidate)

Enrolment No. <input type="text"/>	<p style="text-align: center;"><i>P.P.</i> <i>Size Photograph</i> <i>(To be affixed by applicant)</i></p>
Name..... Address : Telephone (if any)..... Study Centre : Kalyani Regional Centre Course : M. Ed. Spl. Ed (I.D.)-ODL Signature of the Candidate :	
	<p style="text-align: center;">..... Signature of the Coordinator with Seal</p>

“Education is the best friend. An educated person is respected everywhere. Education beats the beauty and the youth.”

— *Chanakya*

“Live as if you were to die tomorrow. Learn as if you were to live forever.”

— *Mahatma Gandhi*

“Educating the mind without educating the heart is no education at all.”

— *Aristotle*

“Learning is not the product of teaching. Learning is the product of the activity of learners.”

— *John Holt*

“The more I live, the more I learn. The more I learn, the more I realize, the less I know.”

— *Michel Legrand*

“The best and most beautiful things in the world cannot be seen or even touched—they must be felt with the heart.”

— *Helen Keller*

