NETAJI SUBHAS OPEN UNIVERSITY

HAND BOOK

M.Ed. SPECIAL EDUCATION

Intellectual & Developmental Disabilities (IDD) & Hearing Impairment (HI) - ODL

(RECOGNISED BY REHABILITATION COUNCIL OF INDIA, NEW DELHI)

School of Education (SoE)

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West Bengal

ACADEMIC YEAR
2026-2027

NETAJI SUBHAS OPEN UNIVERSITY

Established by W.B Act (XIX) of 1997, Recognized by Distance Education Bureau (DEB) of University Grants Commission (UGC)
Accredited by NAAC with Grade 'A'

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PREFACE

Dear Learners,

It is a matter of immence pleasure for me to be a part of Netaji Subhas Open University family as its Vice-Chancellor. I take this opportunity of welcoming the learners coming form different parts of West Bengal and beyond, joining the university in undergraduate as well as postgraduate and professional programmes. This University, since its inception in 1997, is trying sincerely to reach the target group by introducing more and more academic programs and also making the entire gamut of delivery mechanism more learner friendly and cotempory. The University follows an inclusive approach so the learners from all strata can get opportunity of access, continue their studies and accomplish the respective goals.

In terms of credentials, the university has a long history of achievements. The most recent achievement is the assessment and accreditation of NSOU, the first State Open University in India, by the Peer Assessment Team of the National Assessment and Accreditation Council (NAAC), which awarded it a Grade A in 2021. The university recently obtained 2nd position in National Institutional Ranking Framework (NIRF) among all Open Universities in India (2024)

The University has highly qualified faculty in their respective fields of expertise. A large number of national and international conferences, seminars, webinars and workshops are organized by the university. Such events provide a variety of experiences to the students and inculcate skills such as leadership and team spirit which are helpful in their career. Our faculty members have been able to publish good quality research work in high impact factor journals of repute. There is an active interaction between faculty and students in the campuses. Further, the campuses of the University are ICT enabled and it provides an e-learning and e-connect environment, along with smart class room facilities. Now the NEP 2020 is being implemented in our educational system and the SDG4 goal is also reflected in the curriculum which is to "Ensure inclusion and equitable quality education and promote lifelong learning for all."

The M.Ed. in Special Education (IDD/ HI)-ODL is a professional programme approved by Rehabilitation Council of India (RCI), New Delhi and UGC-DEB. We are thankful to the two national level apex statutory bodies RCI &UGC-DEB for granting approval in favour of this University. Two and a half year duration programme is distributed in five

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semesters. The curricular contents are evenly blended into theory and practicum. The fifth semester is specially marked for dissertation. All these curricular transactions will be held with a strict adherence to RCI guidelines and delivery flow chart as delineated in the Hand Book.

I hope the learners will attend classes/PCPs, workshops other programmes sincerely and take full advantage of the curricular transaction. I wish and assure you, on behalf of the University family, that we will help you pursue your objectives of life under the varied social, cultural and economic environment and make the University family proud of your attainments.

(Hon'ble Vice-Chancellor, NSOU)

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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 measures up to the vastness of the clientele.

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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 lnstitutions 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

The M. Ed. Spl. Ed. in Intellectual & Developmental Disabilities (IDD) and Hearing Impairment (H.I.) Programme's Mission & Objectives

The Open and Distance Education Programme,—the M. Ed. Spl. Ed. in Intellectual & Developmental Disability (I.D.D) and Hearing Impairment (H.I) are 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.D/H.I) 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.D/H.I)- 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.

Relevance of the program with HEl'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.

PROGRAMME STRUCTURE

Code	Area	Courses	Credits
A	Core courses	7	28
B	Specialization Courses	4	16
C	Elective Courses	1	4
D	Dissertation	1	24
E	Practical I (E1, E2)	2	08
F	Practical II (F1, F2)	2	08
G	Internship (Sem I, II & V)	3	12
Total		**20**	**100**

Specialisation offered (with specific reference to Area B)

The M. Ed. Spl. Ed. programme is presently being offered in Intellectual & Developmental Disabilities (IDD) and Hearing Impairment (H.I).

AREA A - CORE COURSES

Course Code	Title	Credits	Marks
Al	Development in Education and Special Education	4	100
A2	Psychology of Development and Leaming	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 : INTELLECTUAL DEVELOPMENT DISABILITILE (IDD)

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

AREA - B : SPECIALIZATION COURSES : HEARING IMPAIRMENT (HI)

Course Code	Title	Credit	Marks
B8 (HI)	Identification, Assessment and Needs of Children with Hearing Impairment (HI)	4	100
B9 (HI)	Curriculum and Teaching Strategies of Children with Hearing Impairment (HI)	4	100
B10 (HI)	Hearing Impairment : Adulthood and Family Issues	4	100
B11 (HI)	Assistive Devices and Services for individuals with Hearing Impairment	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
		8	
D	Dissertation	16	400
	Total	**24**	**400**

AREA E—PRACTICAL RELATED TO SPECIFIC DISABILITY

Course Code	Credits	Marks
El	4	100
E2	4	100
Total	**8**	**200**

AREA F-PRACTICAL II-FIELD ENGAGEMENT /INTERNSHIP AS A TEACHER TRAINEES

Course Code	Credits	Marks
Fl	4	100
F2	4	100
Total	**8**	**200**

INTERNSHIP & DISSERTATION ACTIVITIES
Credit : 20

Semester-I	Semester-II	Semester-III	Semester-IV	Semester-V
Internship Activities (4 credits) **1. Awarenss and Outreach (2 credits)** **a) Organize Awareness Workshops :** Conduct two workshops targeting different stakeholder group, viz Peers/ Students/Teachers/ Parents/Academician, and Staff. These workshops should focus on raising awareness about mental health, special education, inclusion, accessiblity, Concessions and benefits for PWDs, RPwD Act and recent trends and development in the field of rehabilitation science etc. b) **Develop Awareness Materials :** Create at least two educational posters or a comprehensive booklet to disseminate information about special Education / Inclusive Educational concepnts and related topics. **2. Accessibility and Assessment (I credit)** **Conduct Accessibility Audits:** Apply a standardize accessebility audit checklist to evaluate a special school and inclusive school. Indentify areas of strength and weakness, and provide recommendations for improving accessibility and inclusion. **3. Teaching and Training (1 credit)** Facilitate Teacher Training : Teach at least 10 lessons at B.Ed. or D.Ed. level in any subject and topic related to special education.	**Internship Activities (4 credits)** **1.Awareness and Outreach (2 credits)** **a) Organize Awareness Workshops:** Conduct two workshops targeting different stakeholder groups, viz Peers/ Students / Teachers / Parents /Academicians, and Staff. These workshops should focus on raising awareness about mental health, special education, inclusion, accessibility, Concessions and benefits for PWDs, RPwD Act and recent trends and development in the field of rehabilitation sciences etc**.** **b) Develop Awareness Materials:** Create at **least two** educational posters or a comprehensive booklet to disseminate information about special education / Inclusive Edcucational concepts and related topics. **2.Teaching and Training (2 credits)** Facilitate Teacher Training:Teach at least 20 lessons at B.Ed. or D.Ed. level on any subject and topic of your choice. Cover a variety of subjects and topics related to special education.	**Dissertation (4 credits)** **Selection of the topic and the Supervisor** Teacher Educators are required to identify a research problem within the field of special and inclusive education and provide comprehensive background information and rationale of the study. A research proposal of their proposed dissertation should be presented to the department at the end of the Third Semester. The title of the dissertation will be approved and finalized by the academic board.	**Dissertation (4 credits)** In the fourth semester, teacher educators are required to conduct a literature review, selection of variables and tools and appropriate design for their research project focused on CWSN in their respective fields.	**Internship Activities (4 credits)** **Teaching and Training (4 credits)** Facilitate Teacher Training:Teach at least 20 lessons at B.Ed. or D.Ed. level on any subject and topic of your choice. Cover a variety of subjects and topics related to special education.

Certificates of completion for the school placement/internship and sensitization programs must be obtained from the respective heads of the institutions. These certificates, along with the internship report and other relevant documents (GPS photographs, attendance sheets etc.) should be submitted to the department.

* **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 Specific 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.

ANNEXURE- I
PROGRAMME STRUCTURE & SEMESTER WISE COURSE DETAILS
SEMESTER-WISE STRUCTURE OF M. ED. SPL. ED.-ODL

Specialization:
1. Intellectual and Developmental Disabilities (IDD)
2. Hearing Impairment (HI)

SEMESTER I

Course Code	Course Title	Credits	Internal Marks	External Marks	Total Marks
A1	**DEVELOPMENTS 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 (I.D)	**IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH MENTAL RETARDATION/ INTELLECTUAL DISABILITY** Unit 1: Overview of Intellectual Disability Unit 2: Screening, Identification, Assessment	4	20	80	100

Course Code	Course Title	Credits	Internal Marks	External Marks	Total Marks
	and Diagnosis Unit 3: Identification of Needs Unit 4: Use of Assessment Information Unit 5: Emerging and Future Issues				
B8 (H.I.)	**IDENTIFICATION, ASSESSMENT AND NEEDS OF INDIVIDUALS WITH HEARING IMPAIRMENT** Unit 1: Audiological Assessment, Identification and Addressing Needs Unit 2: Speech Assessment, Identification and Addressing Needs Unit 3: Language & Communication Assessment, Identification and Addressing Needs Unit 4: Educational Assessment, Identification and Addressing Needs Unit 5: Team Approach in Assessment, Identification & Assessing Needs				
E - 1	**PRACTICAL RELATED TO DISABILITY**	4	50	50	100
-	**INTERNSHIP**	4	-	-	-
	TOTAL	20	**110**	**290**	**400**

SEMESTER II

Course Code	Course Title	Credits	Internal Marks	External Marks	Total Marks
A3	**RESEARCH METHODOLOGY AND STATISTICS** 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	4	20	80	100
A4	**CURRICULUM DESIGN & DEVELOPMENT** Unit 1: Nature of Curriculum Unit 2: Approaches & Types of Curriculum Development Unit 3: Principles of Curriculum Construction Unit4: Curriculum Development & Instructional Design Unit 5: Critical Issues in Curriculum	4	20	80	100

Course Code	Course Title	Credits	Internal Marks	External Marks	Total Marks
B9 (I.D.) **B9 (H.I.)**	**CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH MENTAL RETARDATION/ INTELLECTUAL DISABILITY** Unit 1: Curriculum Development Unit 2: Teaching Approaches Unit 3: Curricular Domains & Levels Unit 4: Instructional Programs and Methods Unit 5: Teaching Strategies & TLM **CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH HEARING IMPAIRMENT** Unit 1: Curricular Needs at Different Levels Unit 2: Curricular Adaptations Unit 3: Differentiated Instructions Unit-4: Literacy Development & Teaching Strategies Unit 5: Research & Development in Literacy	4	20	80	100
E2	**PRACTICAL RELATED TO DISABILITY**	4	50	50	100
	INTERNSHIP	4	-	-	-
	TOTAL	**20**	**110**	**290**	**400**

SEMESTER III

Course Code	Course Title	Credits	Internal Marks	External Marks	Total Marks
A6	**PERSPECTIVES IN TEACHER EDUCATION-IN-SERVICEAND 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

Course Code	Course Title	Credits	Internal Marks	External Marks	Total Marks
B11 (I.D.)	**THERAPEUTICS AND ASSISTIVE DEVICES INDIVIDUALS WITH MENTAL RETARDATION/ INTELLECTUAL DISABILITY** Unit 1: Language Speech and Communication Unit2: Physiotherapy Unit 3: Occupational Therapy Unit 4: Behaviour Modification Unit 5: Assistive Devices	4	20	80	100
B11 (H.I.)	**ASSISTIVE DEVICES & SERVICES FOR INDIVIDUALS WITH HEARING IMPAIRMENT** Unit 1: Schemes & Services for Individuals with Hearing Impairment Unit 2: Listening and Assistive Devices in Audiological Management Unit 3: Assistive Devices in Management of Language & Communication Unit 4: Technology & Methods in Management of Speech Unit 5: Assistive Devices in Educational Management				
D	**DISSERTATION**	4			
F1	**FIELD ENGAGEMENT/ INTERNSHIP AS A TEACHER EDUCATORS**	4	50	50	100
	TOTAL	**20**	**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 (I.D.)	**ADULTHOOD AND FAMILY ISSUES** Unit 1: Human Growth & Development in Adulthood Unit 2: Family and Adult with Intellectual Disability	4	20	80	100

Course Code	Course Title	Credits	Internal Marks	External Marks	Total Marks
B10 (H.I.)	Unit 3: Gender, Sexuality and Marriage Related Issues Unit 4: Disability Issues – Community Unit 5: Adulthood and Family Training **ADULTHOOD AND FAMILY ISSUES IN HEARING IMPAIRMENT** Unit 1: Transition from Adolescence to Adulthood Unit 2: Independent Living Unit 3: Higher Education, Vocational Education & Employment Unit 4: Community& Cultural Issues Unit 5: Family Issues				
	ELECTIVE COURSE	4	20	80	100
C14	**GUIDANCE AND COUNSELING** Unit 1: Education and Career Guidance Unit 2: Vocational Guidance Unit 3: Fundamentals of Counselling Unit 4: Group approaches in Vocational Counselling and Guidance Unit 5: Assessment in Educational and Vocational Guidance and Counselling				
D	**DISSERTATION**	4	-	-	-
F2	**FIELD ENGAGEMENT / INTERNSHIP AS A TEACHER TRAINER**	4	50	50	100

SEMESTER V

Course Code	Course Title	Credits	Internal Marks	External Marks	Total Marks
D	**DISSERTATION**	**16**	**200**	**200**	**400**
-	**INTERNSHIP**	**4**	**-**	**-**	**-**
	TOTAL	**20**	**200**	**200**	**400**
TOTAL TWO AND HALF YEARS COURSE		**100**	**640**	**1360**	**2000**

N.B. - *The entire curriculum and course structure has been designed by expert committee of Rehabilitation Council of India (R.C.I.)*

Important Note Regarding Mandatory Contact Programs and Practicum :
Learners of M.Ed. Spl. Ed.-ODL programme are hereby informed that adherence to the University Grants Commission (UGC) Open and Distance Learning (ODL) guidelines and the Rehabilitation Councul of India (RCI) norms is mandatory. This includes a requirement of a **minimum of 60 hours of face-to-face Personal Contact Programmes (PCPs) per semester.** This translates to **10 days of in person sessions,** with each day comprising 6 hours of engagement.
Furthermore, please note that the practicum component of this programme will be governed strictly by the RCI Norms & Regulations. Learners are expected to fulfill all requirements as stipulated by the RCI for the successful completion of their practical training.

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 selt 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.

ll. **Contact programme:** Apart from the school based activities and practice teaching, in a programme of O5 semesters, the personal contact programme (PCP) shall cover face-to-face contact programme and workshops, seminar, presentations, report writing etc. and must be conducted at the University department / NI. **Learners have to attened 10 days Mandatory PCPs 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 perusal 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, proiects assignments, dissertation, time management, study skills, etc. 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 lesson plans for classroom teaching at Diploma and Graduate courses,** out of them 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 classes for peer observation. Trainees have to subrnit 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% weigthage 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.

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 compenents 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 semister-wise with 40% weightage for Internal and 60% weightage for External Examiner.

B. Term –End Examinations

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. (Grace marks as per University norms)

The final gradation will be as given below:-

% of Marks obtained	**Class**	**Grade ***
70% and above	1st Class	A+
60 % to below 70 %	1st Class	A
55 % to below 60 %	2nd Class	B+
50 % to below 55%	2nd 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. (IDD/HI) ODL Programme :

Academic Year 2026-2027

- **ELIGIBILITY**

- A candidate who has successfully passed **B. Ed Spl Ed. in respective disability area (Intellectual Disability / Hearing Impairment) with minimum 50% marks** from a recognized University along with RCI Registration **Or,**
- A candidate who has successfully passed the **B.Ed General programme and has successfully completed Diploma in Education Special Eduction in respective disability area (Intellectual Disability / Hearing Impairment) (D. Ed. Spl. Ed. in I.D/ H.I)** recognized by the Rehabilitation Council of India with minimum **50%** marks in each programme **Or,**
- A candidate having passed **PG Diploma in Special Education in respective disability are (Intellectual Disability / Hearing Impairment)** recongized by RCI (till Academic session 2014-2015) **Or,**
- A candidate with **B.A./B.Sc./ B. Com. B. Ed Spl. Ed. (4 years Intergrated in respective disability area (Intellectual Disability / Hearing Impairment) with minimum 50% marks** from a recognized University with RCI Registration.
- Candidate should have **valid RCI Registration No. (CRR No.)**
- Relaxation of marks for the Reserve Category Candidates shall be admissible as per rules of Government of West Bengal.
- Reservation of total seats shall be as per existing State Govt. Rules. Cast Certificate must be issued by the competent authority of State of West Bengal.
- Special weightage may be given to the candidate who is a parent of a child with disability ***(having a Disability Certificate of the child issued by the Competent Authority).***

- **DURATION:**

  Two years and six months (2 ½ years) distributed in **Five Semesters**.

- **TOTAL INTAKE:**

  60 (Sixty); ***30 (Thirty only) in each disability area*** as approved by RCI and UGC-DEB Reservation of total seats will be as per existing State Govt. Rules.

Name of the Study Centre	Study Centre Code	Specialization	Total Number of Seats
NSOU Study Centre, Kalyani Ghosh Para Station Road, Kalyani, Nadia-741235, West Bengal Ph. No. - 033-215823332 Email:-schooledu@wbnsou.ac.in Website: www.wbnsou.ac.in	**SEMH-02**	**Intellectual & Developmental Disabilities (IDD)**	**30**
		Hearing Impairment (H.I.)	**30**

➢ **PROGRAMME FEES:**

- **Rs. 85, 000/- (Rupees Eighty-Five Thousand only)**
  It will be taken into two instalments ***@ Rs. 40,000/-*** to be paid at the time of admission and ***Rs. 45,000/-*** *to be paid at the beginning of the Third Semester.*

  No one can appear in the Examination without clearing the installment of course fees.

  Processing Fees: ***Rs. 500/-*** *at the time of submission of application*

ADMISSION PROCEDURE FOR M.Ed. Spl. Ed. (IDD/HI)- ODL PROGRAMME

TIME SCHEDULE (TENTITIVE) FOR M. Ed. Spl.Ed. (I.D.D/ H.I) - ODL, ACADEMIC YEAR 2026-2027		
Sl. No.	**Events**	**Dates**
1.	Availability of on-line Application Form at www.wbnsou.ac.in	**12th May, 2026** (from 04.00 p.m.)
2.	Last date of submission of on-line Application Forms	**6th June, 2026** (till 06.00 p.m.)
3.	Publication of Merit List (**Provisional**) at the University website	**16th June, 2026** (After 06.00 p.m.)
4.	Central Counseling ***(Off-line)*** (Record verification and Spot Admission according to the Meritlist submission of Programme Fees at NSOU HQs, Kolkata)	**To be Notified on** **16th June, 2026 / long with the Provisional Merit List**

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
Madhyamik (10th)/ Equivalent	10
Higher Secondary (10+2) / Equivalent (For scoring in HS, average of all subjects excluding marks in Environmental Studies as percentage basis)	10
Graduation / B.E/ B. Tech	30
Post - Graduation / M.E/ M. Tech.	10
B.Ed Spl. Ed. in Intellectual Disability / Hearing Impairment	30
B.Ed. General (10 marks) + D. Ed. Spl. Ed. in Intellectual Disability / Hearing Impairment (20 marks)	
P.G. Diploma in Special Education in Intellectual Disability / Hearing Impairement recognised by RCI (till Academic serssion 2014-2015)	
B.A. / B.Sc / B. Com B. Ed. Spl. Ed. (4 years Integrated) in Intellectual Disability / Hearing Impairment	
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 Comptent Authority	10 (Maximum)
Total	100

On the basis of online submission of Application, the University shall prepare a **Provisional Merit List** after verification of the accuracy and authenticity of the data submitted by the applicants with the documents uploaded by the applicant. The rank of the Provisional Merit List may change due to any inaccuracy / disparity and lack of authenticity of the data entered or wrong / false/ tempered/forged documents. Applicants shall remain responsible for the inaccuracy/disparity and lack of authenticity of the data entered or wrong/false/tempered/forged documents and the candidature may be denied at any stage of admission and even during the continuation of the program.

Admission will be offered through Offline Central Counseling. **Counseling will be held upon the Provisional Merit List to be published in University website.**

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 10days PCPs in each Semester to clear doubts and Intership. 100% attendance is mandatory for both the courses (PCPs and Practicum)**
- 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 1the 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 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 :

- ✓ **Clearance of all Fees.**
- ✓ **100% attendance in the mandatory 10 days PCPs in each semester.**
- ✓ **100% attendance in the Internship Programme.**
- ✓ **Submission of assignment answer papers.**

12. Study Materials:

Self Learning Materials (SLMs) 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 M.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 Redressal Cell

Grievances related to Examination matters	**Grievances related to other than Examination matters**
Shri Anjan Saha *Dy. Registrar (Examination)* Netaji Subhas Open University Examination Dept., 2nd Floor, 134/1, Meghnad Saha Sarani, Kolkata - 700 029 Phone: 033 2463 0292 E-mail: *dyreg.exam@wbnsou.ac.in*	**Smt. Nilanjana Chatterjee** *Asstt. Director, Study Centres* *Convener Students' Grievance Redressel Committee (SGRC)* Netaji Subhas Open University DD-26, Sector-I, Salt Lake City, Kolkata - 700 064 Phone : 033 4066 3205 E-mail: sgrc@wbnsou.ac.in

15. NSOU Policy Regarding Sexual Harassment at the Workplace

In compliance with the Sexual Harassment of Women at Workplace (Prevention, Prohibition

3RD D PF : 20.07.2026

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 harrassment 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.

16. UGC DEB & RCI Recognitions

NSOU received recognition from UGC-DEB for B.Ed. Spl. Ed. (IDD, HI & VI)- ODL and M. Ed. Spl. Ed. (IDD & HI)- ODL programme [Vide File No. 8-22/2024 (DEB-I) Dated 11.02.2025] for five years.

NSOU also received Extension from RCI [Vide Ref. No, RCI-2012/10/202391011/NSOU/Policy/2006/RCI) 9475 Dated 29.01.2025] for B.Ed.Spl. Ed. (IDD, HI & VI)- ODL and M. Ed. Spl. Ed. (IDD & HI)- ODL which has been extended five years.

17. Lost of Enrollment Certificate-cum-Identity Card.

The 'applicant must register a General Missing Diary (GD) with local police station at earliest. To get a duplicate Enrollment Certificate-cum-ldentity Card you should write an application addressed to Registrar along with **a DD of Rs. 500/-(payable through DD drawn in favour of Netaji Subhas Open University payable at Kolkata)** and the GD. The application must be forwarded by the Study Centre Coordinator with official seal.

18. Learners' Facilitation Centres Details

Learners' Facilitation Centres at following three Regional Centres and HQ have been set up by Netaji Subhas Open University. Intended eligible applicants may visit their respectiveLFC to get technical help for submission of online application form. Applicants from respective districts may visit respective LFC as detailed below:

DISTRICTS	ADDRESS	CONTACT PERSON	TIME OF VISIT
Murshidabad, Nadia and North 24 Parganas	Regional Centre, Kalyani Netaji Subhas Open University, Ghoshpara Station Road, Kalyani, Nadia - 741235	Jay Prakash Chowdhury Assistant Director, RC. ☎ 033 25025066 ✉ jay_angel000@yahoo.com	During Working day 11.00 AM to 04.30 PM
Burdwan, Birbhum, Bankura, Paschim Burdwan, Purba Burdwan and Purulia	Academic building, Student Facilitation Centre, Room No-205 Regional Centre, DurgapurJawahar Lal Nehru Road, Durgapur, Pachim Bardhaman – 713214	Abhijit Mridha Technical Assistant (Grade-II) ☎ 0343 2500418 ✉ rcdgp@wbnsou.ac.in	
Alipurduar, Cooch Behar, Dakshin Dinajpur, Darjeeling, Jalpaiguri, Kalimpong, Malda and Uttar Dinajpur	Regional Centre, JalpaiguriPatkata, Kotwali, Jalpaiguri –735102 (Inside the premises of Govt. Engineering College, Jalpaiguri)	Buddhadeb MaityTechnical Assistant (Grade-II) ☎ 03561 257011 ✉ nsourcjpg@gmail.com	
Hooghly, Howrah, Jhargram, Kolkata, Paschim Medinipur, Purba Medinipur and South 24 Parganas	Netaji Subhas Open UniveristyDD-26, Sector-I, Salt Lake City, Kolkata-700064	Biki DasJunior Assitant ☎ 033 4066 3225 ✉ ug@wbnsou.ac.in	

3RD D PF : 20.07.2026

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 1.3.3Correlational

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, Thiruvananathapuram.
- Siegel, A., & Castellen, N.J. (1988). Non Parametric statistics for Behavioural Sciences. McGraw-Hill, New York.
- Silverman, D. (2012). Qualitative Research. Sage Publication, London.

Suggested Readings

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

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.

3RD D PF : 20.07.2026

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

Suggested Readings

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

- Carr, J. F., Herman, N., & Harris, D. E. (2005) Creating 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 Jersery.
- Odom, S. L., McConnell, S. R., Ostrosky, M., Peterson, C., Skellenger, A., Spicuzza, R., Chandler, L. K., McEvoy, C. A., & Favazza, P. C. (1993). Play time/social time: Organizing your classroom to build interaction skills. Communication Skill Builders, Tucson, AZ.
- UNESCO (1994). The Salamanca statement and framework for action on special needs education. Paris.

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: Critiqueand 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 studentsperformance.SanFrancisco:Jossey-Bass.

Suggested Readings

- Braden, J. (2001). The clinical assessment of deaf people's cognitive abilities. In clark,M. D.; Marschark, M., & Kretchmer, M.(Eds.). Context, cognition and deafness, 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. AnnArbor: Centre for Research on learning and teaching, University of Michigan.
- Fernandez, H. (2008). Knowledge based achievement of students with hearing impairment on different types of assessment. Unpublished Master Disseratation, University of Mumbai.
- Frechtling, J.A. (1991). Performance assessment: Moonstruck or the real thing? Educational Measurement: Issues and Practices, 10(4), 23-25.
- Jacob, L. C., Chase, C. N. (1992). Developing and using tests effectively: A guide for faculty. Josse-Bass Publishers, San Francisco.
- Junaid, I.M., & Muhammad, D. N. (2002). Assessing nomadic children's learning achievement: what tools and which strategies? Retrieved from curriculum.pgwc.gov.za/resource_files/22153409_16.doc
- Linn. R.L, Baker, E. L., & Dunbar, S. B. (1991). Complex Performance based assessment. Educational Researcher, 20(8), 15-21.
- Mathew, S. (2010). Impact of Knowledge Based Evaluation on Achievement of Students with Hearing Impairment: An Experimental Study. A PhD Thesis (Unpublished), 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
INTELLECTUAL AND DEVELOPMENTAL DISBILITIES (IDD)

Course Code	Title	Credit	Marks
B 8 (ID)	Identification, Assessment and Needs of Children with Intellectual Disability.	4	100
B9 (ID)	Curriculum and Teaching Strategies of Children with Intellectual Disability	4	100
B10 (ID)	Adulthood and Family Issues	4	100
B11 (ID)	Therapeutics and Assistive Devices for Children with Intellectual Disability	4	100

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).T*he 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. Merril.
- 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 **Credits: 04**
Contact Hours: 60 **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 & Merril, 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. Merril Publishing Co.
- Kirk, S.A., & Gallaghar, 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.

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- 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**

INTELLECTUAL DISABILITY : 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-Miffin, 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.

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Course Code: B 11 **Credits: 04**

Contact Hours: 60 **Marks: 100**

THERAPEUTICS AND ASSISTIVE DEVICES FOR CHILDREN WITH INTELLECTUAL DISABILITY

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 Jersery.
- 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 though 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). Psychotheraphy by Reciprocal Inhibition. Stanford University Press, California.

Course Details

AREA - B

SPECIALIZATION COURSES—HEARING IMPAIRMENT (HI)

Course Code	Title	Credit	Marks
B8 (HI)	Identification, Assessment and Needs of Children with Hearing Impairment (HI)	4	100
B9 (HI)	Curriculum and Teaching Strategies of Children with Hearing Impairment (HI)	4	100
B10 (HI)	Hearing Impairment : Adulthood and Family Issues	4	100
B11 (HI)	Assistive Devices and Services for individuals with Hearing Impairment (HI)	4	100

IDENTIFICATION, ASSESSMENT AND NEEDS OF INDIVIDUALS WITH HEARING IMPAIRMENT

Course Code: B 8 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

The course aims to develop an understanding of applications of various Audiological, speech, language and communication assessments for recommendations of various educational practices. The said course would also help learners to appreciate the role of professionals to address the needs of the child with hearing impairment in a holistic manner using team approach.

Objectives

After completing the course teacher educators will be able to

- *Explain audiological evaluation and reflect its application in education of CWHI.*
- *Describe speech of children and reflect its use in evaluation of CWHI.*
- *Explain various issues related to assessment of language and communication of CWHI.*
- *Explain the practices in educational assessment including the setting up of an educational assessment centre.*
- *Describe the importance of team approach and reflect on their role in assessment and identification of needs.*

Unit 1: Audiological Assessment, Identification and Addressing Needs

1.1 Overview and need of various audiological assessment

1.2 Choice and selection of audiological tests according to age and functional abilities of the child

1.3 Overview of audiological assessment of children with additional/ associated disabilities

1.4 Selection of modality / method of management (auditory, speech reading vs manual communication) based on aided performance (aided audiogram & speech identification)

1.5 Recommendation of educational set-up (special, partial integration vs inclusive education) based on aided performance (aided audiogram & speech identification) as one of the factors

Unit 2: Speech Assessment, Identification and Addressing Needs

2.1 Overview of acoustics of speech; Classification of speech sounds based on major acoustic cues

2.2 Compare and contrast speech development in typical developing children and CWHI

2.3 Phonological errors as a function of audiogram configuration (flat, gradually sloping and steeply sloping) and degree of hearing loss

2.4 Selection of appropriate strategies, material, and equipment for teaching speech

2.5 Need for use of regional language based speech assessment tests

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

3.1 Parameters of selecting medium of instruction for CWHI: Language/s used at home, school & society

3.2 Language assessment of the deaf: Challenges and concerns (standardized versus teacher made tools; Setting norms of children 'with' versus 'without' disability; modality dependent nature of language; measuring receptive language; identifying measurable indicators)

3.3 Biological foundations and research in early language experiences in the past two decades: From input to uptake

3.4 Processing sign languages in early years: Neural reorganization; Access to age appropriate language; Ease of intake; Universal grammar; Modality dependent versus modality independent components

3.5 Studying language assessment component in ICF; Recommendations related to language assessment reflecting in National Curriculum Framework (NCF)

Unit 4: Educational Assessment, Identification and Addressing Needs

4.1 Concept & principles of Educational Assessment

4.2 Scope & priorities in educational assessment

4.3 Methods, Techniques & tools for educational assessment & Reporting: Formal & Informal

4.4 Outcomes of educational assessment: Identification, addressing educational needs; linking with pedagogical decisions

4.5 Setting up of an educational assessment clinic/centre: Need & Requirements (essentials & Desirables)

Unit 5: Team Approach in Assessment, Identification & Assessing Needs

5.1 Team Approach: concept & types (Multidisciplinary, Interdisciplinary and Trans-disciplinary);

5.2 Role of various stakeholders: professionals, personnel, parent and the child;

5.3 Constitution of team with respect to CWHI: Considerations on child's age, severity and associated conditions;

5.4 Team's role before, during and after assessment; Identifying and addressing the need and planning IEP / IFSP

5.5 Team's role in outcome measures: Periodic assessment and evaluation; review of performance against previously set goals

Course Work/ Practical/ Field Engagement

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

Transaction & Evaluation

Lecture-cum-demonstration, Assignments and Class tests

Essential Readings

- Beattie, R. G. (2001). Ethics in Deaf Education: The First Six Years. Academic Press Inc., New York.
- English, K.M. (2002). Counseling Children with Hearing Impairment and Their Families. Allyn and Bacon, Boston.
- Gipps, C. (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.
- Headington, R (2003). Monitoring, Assessment, Recording, Reporting & Accountability (2nd ed.). David Fulton. London.
- Jalvi, R., Nandurkar, A., & Bantwal A., (2006). Introduction to Hearing Impairment. Kanishka Publication, New Delhi.
- Johnson, C. D., & Seaton, J. (2010). Educational audiology handbook (2nd ed.). Clifton Park: Delmar Cengage Learning Delmar Cengage Learning
- Lane, V.W., & Molyneaux, D. (1992). The dynamics of communicative development. Prentice Hall Inc., Englewood Cliffs.
- Martin, F. N., & Clark, J.G. (2012). Introduction to Audiology (11th ed.). Pearson Education. Boston.

- Martin, F.N., & Clark, J.G. (2009). Introduction to Audiology(10th ed.).Pearson Education, Boston.
- Mathew, S. (2005). Evaluation: curricular strategies and adaptations for children with hearing impairment. Kanishka Publication, New Delhi.
- Mathew, S. (2005). Evaluation: Curricular Strategies and Adaptations for Children with Hearing Impairment, Kanishka Publication, New Delhi,
- Mathew, S. (2010). Educational Evaluation .Curriculum and teaching strategies for CWHI. MED SEDE (HI) Manual, IGNOU, New Delhi.
- Mathew, S., & Mishra, A. (2010). Knowledge based evaluation of students with hearing impairment. Journal of NCED, Vol 2, Issue 1, page 26-33.
- Mc. Laughlin, J. A. & Lewis, R .B. (2001).Assessing students with special needs (Ed.V). Merrill & Prentice Hall, New Jersey.
- Mehrens,W.A., & Lehmann, I. J.(1991).Measurement and evaluation in psychology(IVED). Harcourt Brace College. New York.
- Newby, H. A., & Popelka, G. R. (1992). Audiology (6th ed.). Appleton-Century- crofts, New York.
- Northern, J.L., & Downs, M.P. (2002). Hearing in Children. 5th Edition. Williams and Wilkins, Philadelphia: Lippincott.
- Owens, R.E. (2012). Language development: An introduction (8th ed.). Pearson, Boston.
- Status of Disability in India (2007). Hearing Impairment and Deaf-blindness. Rehabilitation Council of India, New Delhi.
- Yoshinaga-Itano, C. (2003). From screening to early identification and intervention: Discovering predictors to successful outcomes for children with significant hearing loss. Journal of deaf studies and deaf education, 8(1), 11-30.

Suggested Readings

- Bess, F. H., & Humes, L. E. (1990). Audiology: The fundamentals. Williams & Wilkins, London.
- Billeaud, F.P. (2003). Communication Disorders In Infants and Toddlers: Assessment And Intervention. 3rd ed. Butterworth Heinemann.
- Hamayan, E. V. (1995). Approaches to alternative assessment. Annual Review of Applied Linguistics, 15, 212-226.
- Harrison, M., Roush, J., & Wallace, J. (2003). Trends in age of identification and intervention in infants with hearing loss. Ear and Hearing, 24(1), 89-95.
- Hibbard, K. M., & others. (1996). A teacher's guide to performance-based learning and assessment. Alexandria, VA: Association for Supervision and Curriculum Development.

- Katz, J. (1978, 1985, 1994). Handbook of Clinical Audiology. (2nd, 3rd & 4th eds.). Williams and Wilkins. Baltimore.
- Madell, J.R., & Flexer, C. (2008) Pediatric Audiology: Diagnosis, Technology and Management. Thieme Medical Publishers, New York.
- Paul, P.V., & Whitelaw, G.M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Jones and Bartlett Learning, Boston.
- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. Plural Publishing, San Diego.
- Yoshinaga-Itano, C. (2003). Universal newborn hearing screening programs and developmental outcomes. Audiological Medicine, 1(3), 199-206.
- Yoshinaga-Itano, C., Sedey, A.L., Coulter, D.K., & Mehl, A.L. (1998). Language of early and late identified children with hearing loss. Pediatrics, 102(5), 1161-1171.

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CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH HEARING IMPAIRMENT

Course Code: B 9 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

Having the foundations of curriculum design and approaches, the learners will find its applications while studying and designing the curriculum for children with hearing impairment. The course is especially design to add on the specialised curricular requirements of children with hearing impairment and strategies in both special and inclusive classrooms.

Objectives

After completing the course teacher educators will be able to

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

Unit 1: urricular Needs at Different Levels

1.1 Paradigm shift in education: school, teacher, learner & curriculum for 21st century

1.2 Causes of learning difficulties in children with hearing impairment

1.3 Differential curricular needs of early and late intervened children with hearing impairment

1.4 Curricular framework for Early intervention & Early Childhood Education

1.5 Domains of development facilitating the school readiness for inclusive education

Unit 2: Curricular Adaptations

2.1 Bases of curricular adaptations & decision making

2.2 Step wise curricular approach and its adaptation

2.3 Types of accommodations, modifications and its applications

2.4 Strategies of adaptation of text of different school subjects

2.5 Adaptation in evaluation

Unit 3: Differentiated Instructions

3.1 Relevance & Concept

3.2 Elements of differentiated instructions (Knowing the learner, assessing the learner, school climate, instructional strategies, adjustable assignments)

3.3 Need assessment & Decision making

3.4 Learning pyramid

3.5 Mastery level learning

Unit-4: Literacy Development & Teaching Strategies

4.1 Deafness & literacy issues;

4.2 Theories of literacy development and their applications

4.3 Processes involved in reading & writing

4.4 Processes involved in speaking, listening & signing in literacy development

4.5 Meta cognitive strategies & instructional practices

Unit 5: Research & Development in Literacy

5.1 Research in literacy: An overview

5.2 Priority areas of research

5.3 Identifying the gaps in literacy research

5.4 Readings in Researches on literacy development at different levels in the past two decades

5.5 Evidence based practices in literacy development

Course Work/ Practical/ Field Engagement

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

Transaction & Evaluation

Lecture cum demonstration, Self-learning & Workshop

Essential Readings

- Armstrong, D. G. (1989). Developing & documenting the curriculum . Allyn & Baccon, London.
- Beane J. A., Toeepfen, C. F., Allen, S. J. (1986). Curriculum planning & Development. Allyn & Bacon, London.
- Gregory, S., Powers, P., & Watson, S.(1998).Issues in Deaf Education. David & Fulton. London.
- Judy, W. (1998). Adapting instructions to accommodate students in inclusive settings. Pearson Publication, London.
- Mishra, A. (2012).Research of deaf and hard of hearing in India. Status of Disability in India, Rehabilitation Council of India, New Delhi.
- Owens, R.E. (2012). Language development: An introduction (8th ed.). Pearson, Boston.
- Sampson, M., Allen, R. V., & Sampson, M. B. (1991). Pathways to literacy. Holt Rinehail & Winston Inc., London.
- Spodek, B., & Saracho, O. N.(2006). Handbook of Research on the Education of Young Children. (II Ed). Lawrence Erlbaum, London.
- Status of Disability in India (2007). Hearing Impairment and Deaf-blindness. Rehabilitation Council of India, New Delhi.
- Stokes, J. (2000). Communication options. In J. Stokes (Ed.), Hearing impaired infants – Support in the first eighteen months. Whurr Publishers Ltd., London.
- Tannen, D., & Tanner, L. (1995). Curriculum development : Theory to Practice (III Ed.). Merryl & Prentice, New Jersey.
- Tompkinns, G. E., & Hoskisson, K. (1995). Language arts: Content & Teaching Strategies(III Ed.). Merryl & Prentice, New Jersey.
- Wallang, M. G. (2007). Sign Linguistics and Language Education for the Deaf: An Overview of North-East Region. Academic Excellence, New Delhi.

Suggested Readings

- Ornstein, A. C., & Behar –Horenstein, L. S. (1999). Contemporary Issus in Curriculum (II Ed.). Allyn & Bacon, London.
- Searfoss, L. W., & Readence, J. E. (1989). Helping children Learn to Read. Allyn & Bacon, London.

HEARING IMPAIRMENT :
ADULTHOOD AND FAMILY ISSUES

Course Code: B 10 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

The course is designed to develop learners' insight into transitional process from adolescence to adulthood and issues related to adulthood of individuals with hearing impairment. The learners are expected to appreciate the need for planning adulthood towards promoting their independent leaving, higher and vocational education as well as employment. The course would build suitable capacities so that the learners can address the family, community and cultural issues through suitable interventional plan.

Objectives

After completing the course teacher educators will be able to

- *Appreciate the importance of planning and implementing transition services for preparing adolescents towards adulthood.*
- *Explain strategies of developing independent living skills and preparing them for gainful employment.*
- *Describe communication, cultural and family issues to reflect in planning of services.*

Unit 1: Transition from Adolescence to Adulthood

1.1 Transition: Concept and challenges as perceived by D/deaf adolescents and their families

1.2 Domains of transition: Educational, independent living, social-cultural and employment

1.3 Factors influencing transition: Academic and personal achievement, aspiration & motivation, interaction & complexities, environmental barriers, late deafened adults; concept of self and self efficacy

1.4 Role of support and facilitators: Family, peers, community; agencies and environmental support

1.5 Planning and implementing transition services

Unit 2: Independent Living

2.1 Concept and its importance

2.2 Money management and related financial skills

2.3 Health and physical fitness skills

2.4 Life skills: Social-etiquette and mannerism

2.5 Leisure time, hobbies and recreational activities

Unit 3: Higher Education, Vocational Education & Employment

3.1 Higher Education: Need, scope, status of higher education

3.2 Vocational education: Need, scope, status of vocational education

3.3 Selecting suitable higher education & vocational streams

3.4 Career choices: job seeking skills and facing interviews

3.5 Work adjustment skills; Job related social skills

Unit 4: Community& Cultural Issues

4.1 Diversity in DEAF WORLD

4.2 Comparison of Hearing world-Deaf world on culture and group identity and communication options

4.3 Legal issues regarding communication accessibility

4.4 Views of Cochlear Implantees and hearing aid users towards Deaf culture

4.5 Facilitating societal inclusion of individual with hearing impairment

Unit 5: Family Issues

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

5.2 Raising of hearing children by Deaf parents: Deaf Child Deaf Parent (DCDP); Deaf Child Hearing Parent (DCHP) issues

5.3 Communication patterns and parenting issues in families with Deaf parents and hearing children

5.4 Identifying family needs and Supporting towards resource mobilization, family networking and facilitating availability of welfare schemes

5.5 Advocacy at family and individual levels; Strategies

Practicum/ Field Engagement

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

Transaction & Evaluation

- Lecture-cum-demonstration

- Inviting Deaf adults to share their experiences & success stories.

Essential Readings

- Annable G., Walters, C., Strensta, D., Symanzik, S, Tuuuyb. L., & Sterwer, N. (2003). Students with disabilities, Transition from postsecondary education to work, Winnipeg. Canadian centre for disability studies, Manitoba.
- Christensen, K.M., & Gilbert, L.D. (1993). Multicultural Issues in deafness, White Plairs, Longman, New York.
- Narayansamy, S., Kamraj, J., & Rangasayee, R. (2006). Family, Community and the hearing impaired child.: Kanishka Publishers, New Delhi.
- Parasins, L.A.(1996). Cultural and Language Diversity and Deaf Experience. Cambridge University Press, New York.

Suggested Readings

- Bowe F.G. (2003). Transition for deaf and hard of hearing students: A blueprint for change, Journal of deaf studies and deaf education 8(40;485-93

ASSISTIVE DEVICES & SERVICES FOR INDIVIDUALS WITH HEARING IMPAIRMENT

Course Code: B 11 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

The course will assist learners to know about technological devices required and used in various interventional settings and also the schemes available to procure the individual aids and appliances. The course also envisages to arouse curiosity amongst learners about various technological advancements and research and development in the said area.

Objectives

After completing the course teacher educators will be able to

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

Unit 1: Schemes & Services for Individuals with Hearing Impairment

1.1 Schemes for persons with disabilities of various ministries/departments of central and state government in early intervention, rehabilitation, education and employment;

1.2 Schemes for availing aids and appliances: ADIP and other schemes

1.3 Services for individuals with hearing impairment: Types, availability, coverage and quality

1.4 Delivery of services; Role of various stakeholders, planning, implementing, collaboration, challenges and issues

1.5 Appraisal of services: Methods of measuring outcomes and suggesting plan of action

Unit 2: Listening and Assistive Devices in Audiological Management

2.1 Hearing aids: Overview to hearing aids; Overview to electro-acoustic characteristics and need to study same; Importance of ear moulds and its modifications

2.2 Cochlear Implant: Overview to cochlear implants; Need and importance for regular mapping

2.3 FM system: Components, Functioning, Types, Advantages and disadvantages

2.4 Induction loop systems & Hardwire systems: Components, Functioning, Types, Advantages and disadvantages

2.5 Criteria for recommendation of one device over the other; Role of special educators in measuring outcome of listening devices

Unit 3: Assistive Devices in Management of Language & Communication

3.1 Meta level understanding of use of technology for language development

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

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

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

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

Unit 4: Technology & Methods in Management of Speech

4.1 Parameters measured in phonation and suprasegmental aspects of speech using advanced technology and their application

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

4.3 Selecting management techniques for phonation and suprasegmental aspects of speech

4.4 Selecting management methods for facilitating articulation in CWHI

4.5 Methods to improve speech intelligibility; Measurement of outcome

Unit 5: Assistive Devices in Educational Management

5.1 Impact of Technology on education: Present & Future

5.2 Assistive technologies for personal and educational purposes: Devices & Processes and their application

5.3 Mainstream Technologies: Universal Designs; its Concept, Principles & product design

5.4 Research & Developments in Educational technology: national & international

5.5 Evidence Based Practices

Course Work/ Practical/ Field Engagement

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

Transaction & Evaluation

Self learning, Lecture-cum-demonstration & Workshops

Essential Readings

- Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deafblind. Springer, London.
- Beattie, Rod G. (2001). Ethics in Deaf Education: The First Six Years. Academic Press Inc. New York.
- Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. San Diego: Plural Publishing.
- Dillon, H. (2001). Hearing aids. Thieme Medical Publications, New York.
- English, K. M. (2002). Counselling Children with Hearing Impairment and Their Families. Allyn and Bacon, Boston.
- Huang, D. (1998). Speech skill build-up for children. Tiger DRS Inc. http:// www.drspeech.com
- Katz, J. (1978, 1985, 1994). Handbook of Clinical Audiology. (2nd, 3rd & 4th eds.). Williams and Wilkins, Baltimore.
- Krumenacker, S. (2014). Hearing Aid Dispensing Training Manual. Plural Publishing. San Diego.
- Kumar, K. L. (2009).Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers. New Age International, New Delhi.

- Mathew, S. M. (2012).Technology for persons with hearing impairment. Status of Disability in India-2012. Rehabilitation Council of India, NewDelhi.
- Owens, R.E. (2012). Language development: An introduction (8th ed.). Pearson, Boston.
- Owens, R.E. (2012). Language development: An introduction (8th ed.).Pearson, Boston.
- Rapp, W. H. (2014). Universal design for learning in action. Baltimore MD: Brooks
- Sandlin, E. R. (1995). Handbook of hearing aid amplification: Theoretical and technical considerations. (vol. I).Singular Publishing Group, Inc. San Diego.
- Stewart, D. A., & Kluwin, T.N. (2001).Teaching Deaf & Hard of Hearing Students : Content , Strategies & Curriculum. Allyn & Bacon, London.
- Taylor, B.,Mueller, H. G.(2011). Fitting and Dispensing Hearing Aids. Plural Publishing, San Diego.
- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. Plural Publishing, San Diego.

Suggested Readings

- Allum, D.J. (1996). Cochlear Implant Rehabilitation in Children and Adults. Whurr Publishers, London.
- Maltby, M.T. (1994). Principles of Hearing Aid Audiology. Whurr Publishers, London.
- Pollack, M. C. (1980). Amplification for the hearing impaired. Grune & Stratton, New York.
- Tweedie, J. (1987). Children's Hearing Problems, Their Significance, Detection and Management. The Bath Press, Bristol.
- Valente, M. (1996). Hearing aids standards, options and limitations. Thieme Medical Publishers, Inc., New York.
- Valente, M., Dunn, H. H., & Roeser, R. J. (2000). Audiology- treatment. Thieme Medical Publishers, New York.
- Wong, L. H., & Louise, M. (2012). Evidence-Based Practice in Audiology: Evaluating Interventions for Children and Adults with Hearing Impairment. Plural Publishing, San Diego.

3RD D PF : 20.07.2026

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: 24 **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 fifth semesters.

A separate manual for Dissertation has been prepared and made available to the learners for reference.

Semester-III	Semester-IV	Semester-V
Dissertation **Selection of the topic and the Supervisor**	**Dissertation**	**Dissertation**
Teacher Educators are required to identify a research problem within the field of special and inclusive education and provide comprehensive background information nad rationale of the study. A research proposal of their proposed disseration should be presented to the department at the end of the Third Semester. The title of the dissertation will be approved and finalized by the academic board.	In the fourth semester, teacher educators are required to conduct a literature review, selection of variable and tools and appropriate design for their research project focused on CWSN in their respective fields.	The Teacher Educators will submit the synopsis to the University dept. with consultation of the Supervisor. Learners have to present a presubmission seminar of their research work before the academic board. The feedback and comments received at the time of presentation should be suitably incorporated into the dissertation in consultantion with the supervisor.

PRACTICAL SYLLABUS

Intellectual & Developmental Disabilities (IDD)

Semester - I

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.

Semester - II

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.

Semester - III

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.

Semester - IV

Area F2 : 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.

PRACTICAL SYLLABUS
Hearing Impairment (HI)
Semester - I

Course Code: E1 Credits: 04 Hours: 120 Marks: 100

A. Audiological & Speech Evaluation and Management at Different Levels

Sl. No.	Tasks for Teacher Educators	Settings	Specific activities	Hrs	Marks	Submiss-ions
1	Observing behavioural audiological tests in children below the age of 2 year	Audiological clinic	• Behavioural Observation Audiometry (2 children) • Visual Reinforcement Audiometry (2 children)	6	5	Journal with reflect-ions
2	Observing behavioural audiological tests in children between 2 to 5 years	Audiological clinic	• Conditioned play audiometry (2 children) • Speech audiometry (Closed-set testing) (2 children)	6		
3	Observing behavioural audiological tests in children	Audiological clinic	• Conditioned play audiometry (2 children of 3 years and above) • Speech audiometry: Open-set testing (2 children of 5 years and above)			
4	Observing physiological and electro-physiological testing	Audiological clinic	• Immittance audiometry (2 children) • Otoacoustic emission (2 children) • Auditory Evoked potentials (2 children)	6	5	
5	Observing hearing aid trail and measurement of outcome	Audiological clinic	• Hearing aid selection (digital and analogue) (2 children each) • Measurement of aided audiogram (2 children)	12	5	

			• Measurement of aided speech detection / identification (2 children)			
6	Use aided audiogram and speech identification scores to make recommendations	Audiological clinic	• Making recommendations regarding mode of training and educational placement using aided audiogram and Speech audiometry (10 children in different age groups)	6	5	
7	Listening training	Audiological	• Prepare lesson plans for listening training for children aged 2 years. (2 plans) • Prepare lesson plans for listening training for children aged 5 years. (2 plans) • Prepare lesson plans for speech reading training for children aged 6 years.	6	5	
8	Screening for hearing loss using checklists	Inclusive school/ clinic	• Administer a checklist having signs and symptoms of hearing loss and behavioural observation on primary school children (20 children)	12	10	
9	Troubleshooting hearing aids	Special school	• Carrying out Ling's 6 sound test (2 children) • Troubleshooting hearing aids (2 children)	6	5	
10	Room acoustics	Special school / Inclusive school	• Suggesting modifications for classroom acoustics to optimize auditory and visual reception of speech (1 inclusive school and 1 special school).	6	5	
11	Observing phonation evaluation	Speech clinic	• Evaluation of phonation in normal hearing children and CWHI (2 each)	6	5	
12	Observing	Speech clinic	• Evaluation of articulation	6	5	

	articulation evaluation		in normal hearing children and CWHI (2 each)			
13	Screening for articulation problems	Special school	• Screening of articulation of CWHI (4 children)	6	10	
14	Measuring intelligibility of speech	Special School	• Measuring intelligibility of speech of typically developing children and CWHI (6 each)	12	10	
15	Home training and counseling	Speech & Hearing clinic/ Special school / inclusive school	• Based on the auditory, speech and language abilities of children, prepare home training activities (2 children) • Counsel family regarding home training activities to improve listening skills, articulation and language.	6	10	
16	Use of Apps for Speech outcomes	Clinic	• Use of free downloadable apps for measuring outcomes of phonation and articulation of CWHI	6	5	
17	Psychological Assessment	Clinic / School	• Observe, Undertake and Interpret results of psychological test on assessment of intellectual functioning by using Bhatia Battery/ WISC-Indian Adaptation.	12	10	Practi-cal record

Semester - II

Course Code: E2 Credits: 04 Hours: 108 Marks: 90

B. Language and Educational Evaluation

Sl. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hrs	Marks	Submission
1	Compilation of tools available for educational evaluation	Educational assessment centre/ clinic	Collect different tools available for evaluation of typically hearing children and those with hearing impairment	10	5	Journal with reports & reflect-ions
2	Case History		Studying the case history of 5 CWHI with a special focus on educational history of parents , language and biographic & educational background of CWHI	5	5	
3	Administration of language assessment Tools		Observe the administration of language tests (2 standardized and 4 non standardized) on 5 children and report the findings	10	5	
4	Tools for evaluation of CWHI in other areas like communication, socio-emotional maturity		Observe the administration of two tests/checklist/rating scale on CWHI at different levels and report the findings Preschool-1 child Primary-1 child	5	5	
5	Tools for scholastic achievement and literacy achievement		Observe the administration of tests for assessing scholastic achievement and literacy achievement at different levels Preschool level -2 children Primary-2 children	10	5	
6	Observation of Educational evaluation		Observe the educational evaluation of CWHI at different levels and study	10	5	

			the findings in different areas - CWHI below 5 years: (5 no.) CWHI above 5 years: (5 no.)			
7	Conducting educational evaluation		Carryout the educational evaluation of 5 CWHI Preschool/Primary-3 Secondary-2	20	20	
8	Tool development		Develop one tool for assessment of language /school subject	15	10	
9	Development of materials for literacy development		Develop materials for developing pre reading and pre writing skills	15	10	
10	Lesson planning		Develop 3 lesson plans and demonstrate any one model lesson plan	8	20	
11	Psychological Assessment	Clinic / School	Observe, undertake and interpret results of following psychological test: A. Any test of assessing personality B. Any test of assessing occupational interest and aptitude	12	10	Practi-cal record
			Total	**120**	**100**	

Semester - III

Course Code: F1 Credits: 04 Hours: 120 Marks: 100

Field Engagement/ Internship as a Teacher Educators

Sl. No.	Tasks for Teacher Educators	Educatio-nal settings	Specific activities	Hrs	Marks	Submi-Ssion
1	Understanding the Organization	Teacher training institute offering diploma /degree teacher training programme	Understanding the organization's vision, mission & its programs and activities	6	5	Journal with reports & reflect-ions
2	Understanding the operational plans		Study the calendar of activities, schedules, distribution of work assigned to the teaching, clinical and administrative staff.	14		
3	Coordination support		Support the coordinator in implementing the activities based on the approved calendar of activities & other schedule; Observing the regularity & punctuality of students, Supporting the students in filling up examination forms and other procedures of the Institute / University	30	20	
4	Teaching support		Assisting the faculty members in planning & preparing the lectures through PPTs & reference materials, Demonstration of practical based activities, preparing TLM, assisting faculty in supervising practical based activities/lesson planning, undertaking at practice teaching schools/clinical set up	40	40	
5	Library support		Supporting the students & faculty members in identifying offline and online resources including reference books and journals	6	15	
6	Mainstream / General school placement	Inclusive school	Visit a school and create awareness about inclusive education of children with disabilities through PPT and prepare a report Study the readiness (facilitators & barriers)of the school in promoting inclusive education through a tool	24	20	

Semester - IV

Course Code: F2 Credits: 04 Hours: 120 Marks: 100

Field Engagement/ Internship as a Teacher Educators

Sl. No.	Tasks for Teacher Educators	Educati-onal settings	Specific activities	Hrs	Marks	Submi-ssion
1	Coordination support		Support the coordinator in implementing the activities based on the approved calendar of activities & other schedule; Observing the regularity & punctuality of students , Supporting the students in filling up examination forms and other procedures of the Institute / University	10	10	Journal with reports & reflecti-ons
2	Teaching support		Assisting the faculty members in planning & preparing the lectures through PPTs & reference materials, Demonstration of practical based activities, preparing TLM, assisting faculty in supervising practical based activities/lesson planning, undertaking at practice teaching schools/clinical set up	30	30	
3	Learning support		Coaching support to weak performers for achieving the content mastery	30	30	
4	Library support		Supporting the students & faculty members in identifying offline and online resources including reference books and journals	10	10	
5	Evaluation support		Assist faculty in developing tests, observing internal test/ examination activities, evaluating class test papers & reporting under faculty supervision. Supporting the coordinator & faculty members in compiling marks for calculation of IA	10	10	
6	Research Support		Preparing a research proposal for the organization under guidance of faculty based on their needs and available resources.	30	30	

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
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APPLICATION FOR CORRECTION IN ENROLLMENT CERTIFICATE-CUM-IDENTITY CARD

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 .....

Sir,

I, Shri / Smt. ..... have been admitted at NSOU .....Learner Support Centre ( ) I am submitting the form for correction of my Enrollment Certificate-cum-Identity Card as per details given below:

SI. No.	Enrollment No.	Correction for	Existing	Corrected	Subjected Code

Yours faithfully,

. . . . . .
Signature of the Learner

Enclosed :

1) Original Enrollment Certificate-cum-Identity Card.
2) Photocopy of Marksheet of Class 10 & (10 + 2) Examinations (one copy each).
3) Photocopy of Admit Card of Class 10 Examination (one copy).
4) A DD of Rs. 200/- (two hundred only) bearing No.....Dated.....

Forwarded,

Co-ordinator (With Seal)

N.B. : A fee of Rs. 200/- should be remitted by way of a Demand Draft drawn in favour of Netaji Subhas Open University and payable at Kolkata (one photocopy of Demand Draft should be attached herewith).

3RD D PF : 20.07.2026

"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*

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