



Master of Education- Special Education (M. Ed. Spl. Ed.)

Norms, Regulations & Course Content

2024

Effective from Academic Session 2024-25

Maharaja Ganga Singh University, Bikaner

MAHARAJA GANGA SINGH UNIVERSITY, BIKANER

Curriculum Framework M. Ed. Spl. Ed. (ID)

SEMESTER -WISE STRUCTURE

Semester I (PREVIOUS YEAR)

COURSE CODE	COURSE TITLE	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
Theory Paper					
A1	Developments in Education and Special Education	3	20	80	100
A2	Psychology of Development and Learning	3	20	80	100
A3	Research Methodology and Statistics	3	20	80	100
B8	Identification, Assessment and Needs of Children With Intellectual Disability	3	20	80	100
	TOTAL	12	80	320	400
PRACTICAL PAPER					
E1	Teaching Practice	8	50	50	100
	TOTAL	8	50	50	100

Engagement with field as part of courses as indicated below:

Sl. No.	Task for the Teacher Educators	Course	Place
1	Assignment / Project / Presentation	A3	Institute
2	Assignment / Project / Presentation	A2	School/Institute
3	Assignment / Project / Presentation	A1	School/Institute

SEMESTER II (PREVIOUS YEAR)

COURSE CODE	COURSE TITLE	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
Theory Paper					
A4	Curriculum Design & Development	3	20	80	100
A5	Equitable and Inclusive Education	3	20	80	100
B9	Curriculum And Teaching Strategies for Children With Intellectual Disability	3	20	80	100
B11	Therapeutics and Assistive Devices	3	20	80	100
	TOTAL	12	80	320	400
PRACTICAL PAPER					
F1	Field Engagement /Internship as a Teacher Educator	8	50	50	100
	TOTAL	8	50	50	100

Engagement with field as part of courses as indicated below:

Sl. No.	Task for the Teacher Educators	Course	Place
1	Assignment / Project / Presentation	A5	Institute/Special/Inclusive School
2	Assignment / Project / Presentation	B11	
3	Assignment / Project / Presentation	A4	School/Institute

SEMESTER III (FINAL YEAR)

COURSE CODE	COURSE TITLE	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
Theory Paper					
A6	Perspective in Teacher Education	3	20	80	100
A7	Employability Skill	3	20	80	100
B10	Adulthood and Family Issues	3	20	80	100
C14	Guidance and Counseling	3	20	80	100
	TOTAL	12	80	320	400
PRACTICAL PAPER					
E2	Preparation & Administration of Teacher Made Test (TMT)	8	50	50	100
	TOTAL	8	50	50	100

Engagement with field as part of courses as indicated below:

Sl. No.	Task for the Teacher Educators	Course	Place
1	Assignment / Project / Presentation	A7	Institute /School Institute /School
2	Assignment / Project / Presentation	B10	
3	Assignment / Project / Presentation	A6	Institute /School
4	Assignment / Project / Presentation	C14	Institute /School

SEMESTER IV (FINAL YEAR)

COURSE CODE	COURSE TITLE	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
PRACTICAL PAPER					
F2	Field Engagement / Internship as a Teacher Trainer	6	50	50	100
D	Dissertation	14	200	200	400
	TOTAL	20	250	250	500

PRACTICUM

SEMESTER I

Area E 1: Teaching Practice

Total Credits: 04

Hours: 120

Marks: 100

Internal: 50 External: 50

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 II

Area F1: Internship as a Teacher Educator

Total Credits: 04

Hours: 120

Marks: 100

Internal: 50 External: 50

Internship involves a compulsory placement with a teacher training institute/college running courses of the specialization. Internship will be organized 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. (MR/ID) 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 III

Area E 2: Preparation & Administration of Teacher Made Test (TMT)

Total Credits: 04

Hours: 120

Marks: 100

Internal: 50 External: 50

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-voice.

SEMESTER IV

Area F1: Field Engagement/Internship as a Teacher Trainer

Total Credits: 04

Marks: 100

Internal: 50 External: 50

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 “Specialization-required courses” and “Specialization-elective courses”. The organization 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 session (each session lasting for not less than 45 minutes)
 7. Make class visits to support the student when the regular teacher teaches and collaborate for the class teacher.
 8. Evaluate the child and write a report
- After completion of the internship, the marks will be submitted by the head of the organization as per format sent by the institute/college.

Area D: DISSERTATION

Total Credits: 16

Marks: 400

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

Phase 1: Synopsis Submission

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

Phase 2: Review of Literature and Development of Tools

During the Second Semester the student has to conduct review of literature and develop relevant tools for their research projects. Students have to present a seminar on collected review of literature and tools developed in the faculty seminar and seek feedback and incorporate suggestions given by the faculty.

Phase 3: Data collection

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

Phase 4: Data analysis, Results Discussion and Thesis Submission

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

Area A: CORE Courses

AREAA-CORECOURSES

Course Code	Title	Credits	Hours
A1	Developments in Education and Special Education	3	90
A2	Psychology of Development and Learning	3	90
A3	Research Methodology and Statistics	3	90
A4	Curriculum Development and Educational Evaluation	3	90
A5	Equitable and Inclusive Education	3	90
A6	Perspectives in Teacher Education	3	90
Total		18	540

Developments in Education and Special Education

Course Code: A1

Credits: 03

Hours: 90

Introduction

The course aims to develop sound understanding on how both education and special education have been developed in the country. This would include a critical appreciation in the learners about various legislations, policies and programs those have influences the growth in the field of special and inclusive education. The course would also provide learning opportunities to understand the challenges in the field and address these with appreciation of prospective in special and inclusive education.

Objectives

After completing this Course, the learner should be able to:

- Describe development to education system in India;
- Explain the development of special education system in India;
- Discuss the implications of international and national legislations, policies and programmes on promotion of education of persons with disabilities
- Analyse the opportunities, challenges and barriers that individuals with disabilities experience in educational institutions;
- Critically examine the perspectives in special and inclusive education.

Unit1: Overview of Education: It's Dimensions and Development

1.1 Aims of education: education as a social sub-system

Dimensions of education: education as investment, education and human rights, education for ethical development

Education as purposive and continuous process, education for culture: socio-cultural changes

Development of education during ancient and Vedic period, Medieval period, Pre-independence period

Development of education post-independence period (including growth of school education) and educational reorganization

Unit2: Overview of Special Education in India

Tracing Education for Persons with Disabilities in India: historical perspective of education of persons with disabilities in India (starting from Vedic and epic literature) and development during 20th century

Post-independence period (including constitutional provision and directive principles) and changing models of disability and emerging concept of education for person with disability (right based approach)

Changing perspectives in education of persons with disabilities from segregation to inclusive;
Access and enrolment: nature and severity of disability, types of schools attended, growth of schools; identification, early intervention as facilitator for educational access
Impact of technological advances and researches in special and inclusive education

Unit3: Development of Special Education: Contribution of Legislations & Policies

Contribution of key international instruments in development of special education:
UNESCO convention against discrimination, convention of the rights of persons with disabilities 2006, Review of efforts made by international organization: UNESCAP, UNICEF, WHO, UNDP, Sustainable Development Goal 4

Contribution of Indian legislations in development of special education for promoting education of person with disabilities: Rehabilitation Council of India Act, 1992, PWD Act 1995; National Trust Act 1999; RTE Act 2009; Rights of Persons with Disabilities Act 2016,

Review of various national commissions, policies on education (NEP 1986, POA 1992, NEP 2020); Review of national policies with respect to persons with disability (2006) and draft national policy on persons with disabilities (2022)

Review of national programme to promote education of persons with disabilities: IEDS, DPEP, SSA, RMSA, SMSA, NIOS and its implication on education of persons with disabilities,

Govt. schemes and provisions for education of persons with disabilities; reviews of contributions of national institutions for empowerment of disabilities, Growth and role of NGOs in promoting education of persons with disabilities: historical perspective, contribution of international and national as well local NGOs

Unit4: Challenges in Education of Persons with Disabilities

Equality of Opportunities and Education and persons with disabilities, socially economically disadvantaged groups, commitment to the education of all through schooling regardless of ability: Identifying issues and addressing challenges

Need and significance enrolment and retention of persons with disabilities: Identifying issues and addressing challenges to promote enrolment and retention of children with disabilities,

Accessibility: need and significance; improving accessibility of -built environments: classroom, laboratories, playground, canteen and other areas of school, accessibility in communication, reading and writing,

Adaptation and reasonable accommodation in teaching learning process, learning resources and support: Identifying issues and addressing challenges

Status of support systems and resources for special and inclusive education: issues and challenges; required support system to meet diverse learning need of individuals, support and resources for home-based education, need for collaboration for support and resources

Unit5: Prospective in Special and Inclusive Education

Quality Issues in Special and Inclusive Education: Quality education leads to quality learning outcome vis-à-vis gross enrolment, teacher education vis-à-vis quality special and inclusive education, Various reports on status of education among students with disabilities

Critical review on poor quality special and inclusive education: visible schools and non-visible learning, Quality issues in open schooling

Quality assurance in special and inclusive education: measures to prevent exclusion, assessing inclusion- inclusion index, assessing quality of inclusive practices

Quality assessment of special school and home-based schooling, future of quality assurance in special and inclusive education: auditing and accreditation of special and inclusive institutions

Currents Trends and Future Perspectives in Special and inclusive Education: Inclusive classrooms-collaboration of general and special education teachers, connecting early intervention and pre-school education with successful of inclusive and special schooling, integrating technology and acknowledging twice exceptional (2E) children

Coursework/Practical/Field Engagement

- **Assignment:** Prepare and submit an assignment of 1000 words describing the status of special education/educating children with disabilities and diverse needs during Vedic, Medieval and Pre-independence Period
- **Visit:** Visit to a special school and an inclusive school of your locality. Gather data from both schools on enrolment, retention, accessibility, adaptations and accommodations of children with disabilities. Interpret the results and compare both schools.
- **Group Activity:** Conduct a focus group discussion or a symposium on quality assessment for special and inclusive schools and prepare recommendations. Post the recommendations on social media or discussion forum.

Transaction

Learners' engagement through interactive lectures, group discussion through case study and problem-based approaches as well as submission of assignments. The learning further needs to be strengthened through practicum activities, field engagement through visit. The assessment also needs to be in continuous basis.

Recommended Readings

Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.

Dimitriadi, S. (2014). Diversity, special needs, and inclusion in early years education. SAGE India.

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

Mishra,M.,Pettala,R.(2023).Educationofsocio-economicdisadvantagedgroups:from marginalization to inclusion. Routledge India

NationalUniversityofEducationalPlanningandAdministration(2014).EducationforAll Towards

Pangatungan,M.(2022).Specialeducationbook:aresourcebookforteachersandother professionals servicing students with disabilities. Palmetto Publishing.

Tilak J.B.G (2018).Education and development in India: critical issues in public policy and development. Springer Singapore.

UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris

UNESCO(2009).Report on Education for sustainable development.

MGSU

Psychology of Development and Learning

Course code: A 2

Credits: 3

Hours:90

Introduction

This course provides the learner gain foundational knowledge in Educational Psychology. This course provides students an opportunity to advance their knowledge and understanding human development from infancy through adulthood. Emphasis is given to physical, cognitive, social and emotional development across the lifespan as well as motivation and learning across contexts. Theories of Intelligence which comprised of many factors are explained in the course. In this course the learner will review the theoretical approach for personality. This course deals with the importance and contribution of educational psychology on the theory and practice of education

Objectives

1. Describe multiple dimensions of learner's development and its implication son learning
2. Reflect on the process of learning from the point of view of different theoretical perspectives
3. Gain systematic knowledge about motivation and its influence on learning
4. Conceptualize different theories of learning and creativity
5. Recognizetheconceptofpersonalityandmethodsof assessingpersonality
6. Apply the knowledge and skills gain dint his course to enhance the learning and development of persons with special needs

Unit1OverviewofEducational Psychology

Nature and scope of educational psychology

Principles of educational psychology

Methods of Educational Psychology : Observation, Experimental method, Correlation, Clinical and Case Study

Applications of educational psychology to persons with disabilities

Trends in Educational Psychology

Unit2UnderstandingtheDevelopmentoftheLearner

Development–ConceptanddimensionsofDevelopment:Physical,Intellectual,Emotional,Social, Language and Moral dimensions

TheoriesofDevelopment:Intellectualdevelopment–**Bruner**,Psychosocial development–**Erikson and Moral Development-Kohlberg**

Methodsofstudyingdevelopment:Longitudinal,Cross-sectional,Cohortsequence

Typesofdevelopmentaldelays:Cognitiveskills,Socialandemotionalskills,Speechand language skills and Gross and Fine motor skills

Factor affecting Growth and Development

Unit3LearningandMotivation

Concept and nature of learning

Theories of Learning and their educational implications: Lewin's field theory, Gagne's theory of Learning and Donald Norman's Information Processing theory
Transfer of Learning: Types and Theories-Theory of Identical Elements and Theory of Generalization – Educational implications of transfer learning
Motivation: Types of motivation: Intrinsic and Extrinsic-Factors facilitating motivation
Theories of Motivation (Maslow, McClelland) and their educational implications

Unit4: Intelligence and Creativity

Intelligence: Nature & meaning
Theories of Intelligence: Two-factor Theory (Spearman), Multifactor Theory (Thurstone), Structure of Intellect (Guildford) and Multiple Intelligence Theory (Howard Gardner)
Assessment of Intelligence: Verbal, Non-Verbal, Performance, Individual and Group
Creativity- Concept, Characteristics, Steps of Creativity – Factors Influencing Creativity
Theories of Creativity: Taylor's Level of creativity and Arieti's Theory –
Measurement of Creativity

Unit5: Personality & Group Dynamics

Personality: Concept & Nature- Factors Influencing Personality
Theories of Personality: Type Approach (Galen, Sheldon, Kretschmer, Jung), Trait Approach: (Allport, Cattell, Big Five Theory), Type-cum-Trait Approach (Eysenck), Psychoanalytical Approach (Sigmund Freud) and Humanistic Approach (Maslow, Carl Rogers)
Measurement of Personality in Educational settings: Tools and Techniques
Group Dynamics & Leadership- Group Dynamics Characteristics and Type of Groups - Educational Significance of Group Dynamics
Qualities of Good Educational Leadership.

Coursework/Practical/ Field Engagement

1. Identify a child with developmental delay in early intervention programme. Prepare and implement programme that can help the child make progress. Submit the report of the intervention programme undertaken by the student learner.
2. Choose an appropriate skill to teach a student with special need. While teaching the skill, observe if the child is physically and intellectually capable of learning the skill, how this learning motivate the child and how successful he/she in learning the skill. Make a report and submit
3. Explore the differences between Intrinsic and Extrinsic motivation with the help of examples and discuss in the classroom
4. Visit inclusive/special school and observe creative skills of children with special need and also plan programme to enhance the creative skills of two children with special needs
5. 2. Administer and interpret individual test intelligence – one for child with non disabled and

Child with special needs

6. Visit inclusive/ special school. Identify two children with special needs or identify two adult with special needs and assess their personality characteristics in the dimensions of: activity-passivity, enthusiastic- non enthusiastic, assertive- submissive, suspicious- trusting, depressive- non depressive, and emotional stability- emotional instability. Record the assessment report and submit

Recommended Reading

1. Aggarwal, J.C. (2009). Child Development and the Process of Learning, Shipra Publication, Delhi
2. Aggarwal, J.C. (2008). Essentials of Educational Psychology (2nd Edition) Vikas Publishing House Pvt, Ltd., New Delhi.
3. Anderman, E., & Corno, L. (Eds.). (2013). Handbook of Educational Psychology. London: Routledge.
4. Bernstein, D. (2018). Essentials of Psychology. Boston: Cengage Learning.
5. Bickard, M.H. (2000). Motivation and Emotion: An Interactive Process Model. In R.D. Ellis, N. Newton (Edn). The Caldron of Consciousness. Pp.161-178. J. Benjamins.
6. Bower, G.H. and Hilgard, E.R. (1981). Theories of learning. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
7. Chauhan, S.S. (2006). Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
8. Chauhan, S.S. (2007). Advanced Educational Psychology (7th Edition), Vikas Publishing House Pvt. Ltd. New Delhi.
9. Crow, L.D. & Crow, A. (2008). Human Development and Learning. New Delhi: Surjeet Publications.
10. Dandekar, W.N. & Sanyogtala, M. (2002). Psychological Foundations of Education (3rd Ed.). New Delhi: McMillan India Ltd.
11. Daniels, H. & Edwards, A. (2004). Psychology of Education. New York: Routledge.
12. Guilford, J.P. (1967). Nature of Human Intelligence, New York: McGraw Hill
13. Kincheloe, L. & Horn Jr, R.A. (2007). The Praeger Handbook of Education and Psychology. New Delhi: Atlantic Publishers & Distributors (p) Ltd.
14. Meltzer, L. (Ed.). (2018). Executive Function in Education: From Theory to Practice. Guilford Publications.
15. Sluckin, W. (2018). Early Learning in Man and Animal. London: Routledge.
16. Wixted, J.T. (2018). Stevens' Handbook of Experimental Psychology and Cognitive Neuroscience, Developmental and Social Psychology (Vol. 4). New Jersey: John Wiley & Sons.

WebLinks:

1. <https://www.simplypsychology.org/piaget.html>
2. https://en.wikipedia.org/wiki/Developmental_psychology
3. <http://ncse.ie/wp-content/uploads/2014/10/ChildrenWithSpecialEdNeeds1.pdf>
4. http://www.parentcenterhub.org/ld/14_05_13_web.pdf
5. http://www.indiana.edu/~educy520/sec5982/week_3/cohen88.pdf
6. https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0035_2017.pdf
7. http://www.ncert.nic.in/announcements/oth_announcements/pdf_files/NLEPT_Catalogue.pdf

Research Methodology and Statistics

Course code: A3
90

Credits: 2

Hours:

Introduction:

Research methodology and statistics are indispensable components of academic learning that empower students with the essential tools to navigate the complexities of the modern academic and professional landscape. Research methodology serves as the guiding framework for the systematic exploration of knowledge, offering students a structured approach to investigating questions, testing hypotheses, and contributing to the ever-expanding body of information within their chosen fields. It equips them with the skills needed to design robust studies, select appropriate data collection methods, and employ rigorous analytical techniques.

Objectives: After completing the course the learner will be able to:

- Describe the concept, mean in grand methods of research in education and special education.
- Develop an understanding of the research process and acquire competencies for conducting a research.
- Apply suitable measures for data organization and analysis.
- Able to interpret the results and present research report
- Should be aware of the writing process for the paper of research and how it was published in a reputable publication

Unit1: Introduction to Research

Research: Concept, Meaning, and importance of research

Need for Research in Education and Special Education

Methods of Research

Descriptive/Analytical, Applied/Fundamental, Quantitative/Qualitative,

Conceptual/Empirical, Historical, Longitudinal, Cross-sectional, Ethnographic and clinical studies

Research Design – Concept, meaning and Types – Features of good research design

Research Proposal Writing

Unit 2: Process of Research

Identification and formulation of Research Problem, Literature Review, Research Gap Analysis, Formulation of hypothesis, data collection, data analysis and reporting

Hypothesis – Concept, Meaning, Definition, Types

Sample and Sampling Techniques, Sampling Frame, Sample Error

Variables – Concept, meaning, types of variables; Threats in Research

Process of Tool Construction – Item selection, establishing norms, tryout, pilot study, item analysis; Standardization of Tool – Establishing Reliability & Validity

Unit3:Data Analysis

Data–Typesofdata:PrimaryandSecondarydata,DataCollection:Methodsand

Organization of data: Array, Frequency, Grouped distribution

DataAnalysis–Meaning,ImportanceandTypes–ScalesofMeasurement-Normal distribution Curve, Standardization of data - Standard Score - Z Score

Parametric and Non Parametric tests –Concept and meaning

Process and Applications of Quantitative Research Methods and Analysis – Descriptive Statistics: Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation,

Process and Applications of Qualitative Research Methods and Analysis – Grounded Theory, Ethnography and Case Study, Narrative/ Discourse and Visual Methodologies, Mixed method, Themes, Coding and Presentation

Unit4: Inferential Statistics

Inferential Statistics –Student t-test, ANOVA, ANCOVA

Standard error of Mean, Confidence level, degree of freedom, one tail, two tail test-Type I and Type II Errors

Correlation: Product Moment, Biserial-r, point – biserial, Phi-Coefficient, Regression Analysis

Statistical Software Packages, SPSS, Jamovi, Amosetc.,

Graphicalrepresentationofdata–BarDiagram,PieChart,Scatterdiagram,line Diagram, Doughnut, Bubble, Radar

Unit5:Research Reporting & Publication Ethics

ResearchReporting–Types-Stepsinreportwriting–PrecautionsandImportance - Cauterization, Writing, Bibliography Format

Evaluating and Reviewing research reports and papers

Research Funding Agencies

Article Publication: Layout of a Research Paper- Journals in Education and Special Education – h-index, i10 index - SCI & SSCI indexed Journals

EthicalissuesinResearchandResearchPublications–Ethicalissuesrelatedto publishing: Plagiarism and self plagiarism.

Transaction

Lectures, Hands on exercises, Demonstrations, Reading and reflecting,

Course work/Practical/Field Engagement

- Field Visits to Research Institutions
- Workshops and Training Sessions
- Project(s)(Group/Small Group/Individual)

- Field Trips and Site Visits
- Analyze a set of data using computer application
- Assignment(s) (Group/Small Group/Individual)

Recommended readings

- Basic Research and Statistics Book Material, Dr. B. R. Ambedkar Open University, Hyderabad, 2020
- Berg & Lune (2011), *Qualitative Research Methods for the Social Sciences*, Pearson Publication, Boston.
- Bernard Ostle (2012), *Statistics in Research: Basic Concepts and Techniques for Research Workers*, Literary Licensing, LLC
- Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India, New Delhi.
- Bogdan & Biklen (2007), *Qualitative research for education: An introduction to the methods* (5th ed). Pearson, Boston.
- C. R. Kothari (2004), *Research Methodology Methods & Techniques*, New Age International (P) Limited, Publishers, New Delhi
- Chaitanya Kumar (2021), *Basic Research Methods and Statistics for Social Sciences* Kindle Edition, Insha Publications
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Academic Press, New York.
- Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.
- Duncan Cramer (1996), *Basic Statistics for Social Research: Step-by-Step Calculations & Computer Techniques Using Minitab*
- Greene, S., & Hogan, D. (2005). *Researching children's experience*. Sage Publication, London.
- Grewal, P. S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.
- Gupta, S. (2003). *Research Methodology and Statistical Techniques*. Deep & Deep Publishing, New Delhi.
- Jitendra Kumar et al. (2022), *Basic Research Methodology and Statistics*, Thakur Publication Private Limited
- Koul, L. (1996). *Methodology of Educational Research*. Vikas Publishing House, New Delhi.
- Lipsey (1990), *Design Sensitivity: Statistical Power for Experimental Research*, Sage Publications, Newbury Park, CA.
- Nancy et. al. (1999) *Basic Research Methods and Statistics : An Integrated Approach: An integrated approach*, S. Chand (G/L) & Company Ltd Publishers
- P. K. Mohanty & S. K. Patel (2019), *Basic Statistics 2nd Edition*, Scientific Publishers
- Potti, L. R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananthapuram.
- Robert et al. (2012) *Basic Statistics for Social Research: 38 (Research Methods for the Social Sciences)*, Jossey-Bass Publication

- Singh(2004),TestsMeasurementandResearchMethods inBehaviouralScience, Tata Mc Graw-Hill Publishing, New Delhi.
- Vimal Agarwal (2022), Basic Research Methodology And Statistics, SBPD Publications
- Y.K.Singh(2006),FundamentalofResearchMethodologyandStatistics,NewAge International (P) Limited, Publishers, New Delhi
- <https://ori.hhs.gov/module-3-elements-research>
- <https://www.iedunote.com/research-process#:~:text=The%20research%20process%20aims%20to,findings%20in%20a%20research%20report.>
- <https://southcampus.uok.edu.in/Files/Link/DownloadLink/RM%20U1%20P1.pdf>
- <https://statisticsbyjim.com/basics/descriptive-inferential-statistics/>
- <https://makemeanalyst.com/basic-statistics-for-data-analysis/>
- <https://www.scribbr.com/methodology/research-ethics/>

Curriculum Development and Educational Evaluation

Course Code: A4

Credits:3

Hours:90

Introduction

Changes in society constantly demand new knowledge and skills and require the continuous development of our educational system. This course will provide the learner the foundational know-how and theoretical underpinning of curriculum development from design and implementation to evaluation. Furthermore, 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. The course also takes the learners on step ahead by building an understanding of the contemporary evaluation practices as well as programme evaluation.

Objectives

After completing the course, the learners will be able to

- Analyze various foundations, theories, approaches, and models of curriculum development
- Demonstrate the use of different approaches and models to evaluate curriculum
- Explain the key concepts in evaluation and describe the developments in evaluation
- Describe the scope of evaluation in education
- Describe the use of evaluation as an effective tool in teaching- learning process
- Describe the ways and means of evaluation of programmes

Unit1:Curriculum Development and Curriculum Design

History, process, and principles of curriculum development

Types of curriculum design: Subject centered, Learner centered, Integrated, Core
Foundations of curriculum development: Philosophical, Psychological, Sociological, Political & Economic

Theories of Curriculum development: Structure oriented, Value-oriented, Content oriented & Process-oriented

Scientific and non-scientific perspectives, approaches, and models of curriculum development

Unit2:Curriculum Evaluation

Importance and Need of curriculum evaluation

Agencies and Processes of curriculum evaluation

Approaches to curriculum evaluation: Scientific and humanistic, Intrinsic and pay-off, Formative and summative

Models of curriculum evaluation

Stakeholders in curriculum evaluation

Unit3:FoundationsofEducational Evaluation

Meaning of educational measurement,educational evaluation, and their relationship
Evolution of the functions of educational evaluation: Measurement, transparency, accountability, learning & decision making
Scope of educational evaluation: problem solving, accountability, knowledge construction,capacitybuilding,organizationallearning&advocacyandcommunication
Principles of educational evaluation
Types of educational evaluation: Process, outcomes & Holistic

Unit4:Concepts and Processes Educational Evaluation

Evaluation of learning, for learning and as learning-Contexts, need and nature
Types of evaluation: Knowledge based, performance based, alternative and authentic
andToolsofevaluation:Roleplay,conceptmaps,interviews,writingsamples,projects, exhibitions, reflective journals, rubrics, rating scales
Equity & fairness in evaluation in cluding adaptations and accommodations
Mastery Level Learning
Report writing: Format, content and mechanics

Unit5:ProgrammeEvaluation& Review

Concept, need, goals and tools
Evaluation of instructional programmes
Techniques of programme evaluation
Reliability, validity, and sensitivity in programme evaluation
Reviewing out comes

Transaction

Groupdiscussion,lecture-cum-discussion,paneldiscussion,schoolvisitsandteaching observations, individual assignment of lesson planning based on learning needs in the classroom. Workshops on developing tools for content and programme evaluation

Course Work/Practical/Field Engagement

- Writea2000wordessay describing the curriculum in actioninan inclusive school
- Interviewvariousstakeholdersofacurriculumtounderstandtheirperspectivesabout the various elements of a curriculum
- Designrubricsforevaluatingstudentlearninginforanytwoareasoflearning/subjects
- Observe and prepare a report on evaluation practices at any two levels in (i) a Mainstreamand(ii)aSpecialschool.Criticallyanalyzetheevaluationpractices.
- Attend a programme and submit an evaluative report on the same

Recommended Readings

- Aggarwal, D. (2007). Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.
- Audrey Nicholls, A., Nicholls, S. Howard (2018). Developing a Curriculum: A Practical Guide. Taylor & Francis.
- Brady, L. & Kennedy, K. (2013). Curriculum Construction. Pearson Higher Education AU
- CIET (2006). The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
- Daniels, H., & Porter, J. (2011). Educational theories, Cultures and learning: A critical perspective. Routledge, London.
- Endeley, Margaret N. & Zama, Martha M. A. (2021). Perspectives in Curriculum Studies. Spears Book.
- Jacobs, H. H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K- 12 (Professional Development). Association for Supervision & Curriculum Development, Alexandria.
- Karami, H. (2018). Fairness Issues in Educational Assessment. Taylor & Francis.
- Moss, A. (2019). Curriculum Development in Elementary Education. EDTECH.
- Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues in curriculum. Allyn & Bacon, Boston.
- Scott, D. (2015). New Perspectives on Curriculum, Learning and Assessment. Springer International Publishing
- Stufflebeam, D. L. & Kellaghan, T. (Eds). (2012). International Handbook of Educational Evaluation. Springer Netherlands.
- Swarupa Rani, J. (2004). Educational Measurement and Evaluation. Discovery Publishing House
- Talla, M. (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson Education India.
- V. Ravi. (2015). Curriculum Development. Lulu.com
- Waugh, C. K. & Gronlund, N. E. (2013). Assessment of Student Achievement. Pearson.
- Westbrook, J., Durrani, N., Brown, R., Orr D., Pryor J, Boddy, J., & Salvi, F. (2013). Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries. Final Report. Education Rigorous Literature Review. Department for International Development.
- Wiggins, G., & McTighe, J. (2005). Understanding by Design. Association for Supervision and Curriculum Development, Alexandria.
- Wiles, J. (2009). Leading Curriculum Development. Corwin Press, New Jersey.
- Wiles, J. W., & Bondi, J. C. (2010). Curriculum Development: A Guide to Practice. Prentice Hall, New Jersey.

Web Resources

<https://oer.pressbooks.pub/curriculumessentials/chapter/chapter-factors-that-influence-curriculum-and-curriculum-evaluation/>https://www.sagepub.com/sites/default/files/upm-binaries/44333_12.pdf<https://discover.hubpages.com/education/Curriculum-Evaluation><https://www.sciencedirect.com/topics/social-sciences/curriculum-evaluation><https://oer.pressbooks.pub/curriculumessentials/chapter/curriculum-design-development-and-models-planning-for-student-learning-there-is-always-a-need-for-newly-formulated-curriculum-models-that-address-contemporary-circumstance-an/#:~:text=Curriculum%20design%20refers%20to%20the,Curriculum%20models%20guide%20these%20processes.>https://www.researchgate.net/publication/325088451_Curriculum_Design_and_Developmenthttps://portal.ct.gov/-/media/SDE/Health-Education/curguide_generic.pdf

Equitable and Inclusive Education

Course Code: A 5

Credits:03

Hours:90

Introduction

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

Objectives

After completing the course learners will be able to:

- Explain the philosophical, sociological and humanistic perspectives of equitable and inclusive education.
- Develop skills to explore and analyze the existing barriers faced by the learners in the schools so as to resolve with best possible solutions in facilitating accessibility
- Plan out change in school eco-system and school culture to adopt attitudes of valuing individuals, fostering a climate of equity and mutual respect, and requisite practices to implement inclusive education.

Unit1:PerspectivesofEquitableandInclusiveEducation

Historical perspective of Equitable and Inclusive education globally and in India

Approaches to disability and service delivery models

Principles of equity and inclusive education

Key debates in special and inclusive education

Research evidence on efficacy and best practices associated with inclusive education

Unit 2: Covenants and Policiesand Guidelines Promoting Inclusive Education- A Critique

Tracing voices for the support of inclusive practices in education from internationaldeclarationsandconventions:(UniversalDeclarationofHuman Rights,1948; World Declaration for Education for All,1990; Incheon Declaration, 2015-SDG-4; UNCRPD 2006

Conceptualizinganddesigningroadmapsforinclusionthroughinternationalframeworks:Salamanca Framework (1994),Biwako Millennium Frame work of Action (2002)

Legislation and policies that supports inclusive education: (a) Policies such as NPE1986, NPE, 2020, National Curricular Framework for Foundational Stage (2022), National Curricular Framework for School Education (2023), National Policy for Persons with Disabilities (2006,and up coming revision);(b) National acts such as RTE 2009 and its amendment, The RPwD Act 2016.

Contemporarynationalframeworks:SamagraShiksha-AnIntegratedScheme

for School Education and Framework for Implementation, 2022; National Guidelines and Implementation Framework on Equitable and Inclusive Education (2023)

Guidelines on developing conducive and safe learning environment- Accessible Code for Educational Institutions (2022), Guidelines for the Development of e-Content for Children with Disabilities (2021); and Guidelines on School Safety and Security (2021)

Unit3:BuildingInclusiveSchools

IdentifyingbarrierstoInclusion-Attitudinal,SystemicandStructural

Ensuring Physical, Academic and Social Access

Emergingrolesofteachers-facilitator,leadership,reflectiveteacher,counselor, agent of change.

Assistive Technology

Whole School Development and collaborations

Unit4AdaptationandAccommodationforIncludingDiverseLearningNeeds

Reasonable accommodation: concept and implications

Adaptations and accommodations for children with sensory impairments

Adaptations and accommodations for children with neuro-developmental disabilities

Adaptations and accommodations for children with intellectual and developmental disabilities

Adaptations and accommodations for children with chronic health impairments and children with multiple disabilities

Unit5:InclusiveLearningandTeaching Practices

Diverselearnersandtheirlearningstylesandbasicconsiderationsforlearningand teaching in inclusive classrooms

Differentiatedinstruction(DI):conceptandstrategiesforclassroomteaching

Universal Design of Learning(UDL):concept and strategies for classroom teaching

Planning and implementing lessons in inclusive classroom

5.5.Planningand implementing assessment,evaluation and examinations ininclusive classroom

Transaction

Interactive course with discussion as well as field work to get first-hand experience in implementing different aspects of pedagogies in inclusive classrooms and understanding the eco-system of inclusive schools.

Course Work/Practical/Field Engagement

- Develop a reflective paper on international and national perspective of Equitable and Inclusive Education.
- Review of research in any one area in inclusive education and highlight its implications for the practitioner
- Explore the challenges in implementation of the recommendations of different national guidelines and suggest strategies to implement them effectively.
- Develop a lesson plan based on principles of Universal Design for a class of your choice.
- Implement the lesson plan above in a regular school using one of the models of collaborative teaching. Write your reflections in a journal.

Recommended Readings

- CBSE (2022). Accessible Code for Educational Institutions, Central Board of Secondary Education, Ministry of Education, New Delhi.
- Convention on the Rights of the Child Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989 entry into force 2 September 1990, in accordance with article 49, <https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/crc.pdf>
- DoEPwD (2016). The Rights of Persons with Disabilities Act, Ministry of Social Justice and Empowerment, Govt. of India, New Delhi. <https://www.iitg.ac.in/eo/sites/default/files/RPwDAct2016.pdf>
- DoSEL (2020). National Education Policy-2020, Department of School Education and Literacy, Ministry of Human Resource Development (now Ministry of Education), New Delhi.
- DoSEL (2021). Guidelines for the Development of e-Content for Children with Disabilities, Department of School Education and Literacy, Ministry of Education, New Delhi.
- DoSEL (2021). Guidelines on School Safety and Security, Department of School Education and Literacy, Ministry of Education, New Delhi.
- DoSEL (2021). Guidelines on School Safety and Security. Department of School Education and Literacy, Ministry of Education, New Delhi.
- DoSEL (2022). National Curriculum Framework for Foundational Stage 2022. Department of School Education and Literacy, Ministry of Education), New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/NCF_for_Foundational_Stage

ge 20 October 2022.pdf

- DoSEL (2022). Samagra Shiksha- An Integrated Scheme for School Education and Framework for Implementation, Department of School Education and Literacy, Ministry of Education, New Delhi.
- DoSEL (2023). National Curriculum Framework for School Education 2023. , Department of School Education and Literacy, Ministry of Education), New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/ncf_2023.pdf
- DoSEL (2023). National Guidelines and Implementation Framework on Equitable and Inclusive Education, Department of School Education and Literacy, Ministry of Education, New Delhi.
- DoSEL(2009). The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development (now Ministry of Education), New Delhi. https://www.indiacode.nic.in/bitstream/123456789/13682/1/rte_act_2009.pdf
- Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.
- MHRD (1968). National Policy on Education, 1968. Ministry of Human Resource Development (now Ministry of Education), New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf
- MHRD(1986). National Policy on Education 1986. Ministry of Human Resource Development (now Ministry of Education), New Delhi. <https://ncert.nic.in/pdf/nep/npe86.pdf>
- MSJE (2006). National Policy for Persons with Disabilities 2006. Ministry of Social Justice and Empowerment, Government of India, New Delhi.
- 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.
- National Trust (1999). THE NATIONAL TRUST FOR THE WELFARE OF PERSONS WITH AUTISM, CEREBRAL PALSY, MENTAL RETARDATION AND MULTIPLE DISABILITIES ACT, 1999. <https://thenationaltrust.gov.in/upload/uploadfiles/files/act-englsih.pdf>
- RCI(1992). The Rehabilitation Council of India Act 1992. <https://www.indiacode.nic.in/bitstream/123456789/1977/1/199234.pdf>
- Report of the Education Commission 1964-66, <https://archive.org/details/ReportOfTheEducationCommission1964-66D.S.KothariReport>
- Sharma, U. (2005). **Integrated Education in India: Challenges and Prospects**, Disability Studies Quarterly, Winter 2005, Volume 25, No. (1)
- UN-ESCAP (2003). Biwako Millennium Framework for Action towards an Inclusive, Barrier Free and Right-based society for Persons with Disabilities in Asia and the Pacific. <http://undocs.org/E/ESCAP/APDDP/4/REV.1>
- UNESCO(1994). The Salamanca Statement and Framework for Action on Special Needs Education. World Conference on Special Needs Education: Access and Quality,

Salamanca, Spain, 1994. <https://unesdoc.unesco.org/ark:/48223/pf0000098427>

- UNESCO(1960). United Nations Educational, Scientific and Cultural Organization Convention against Discrimination in Education Adopted by the General Conference at its eleventh session, Paris, 14 December 1960. <https://adsdatabase.ohchr.org/IssueLibrary/UNESCO%20Convention%20against%20Discrimination%20in%20Education.pdf>
- United Nations Convention on the Rights of Persons with Disabilities, <http://www.un.org/esa/socdev/enable/rights/convtexte.htm> 6 December 2006
- WEF (2015). Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, World Education Forum (UNESCO, UNICEF, World Bank, UNFPA, UNDP, UN Women and UNHCR)

Perspectives in Teacher Education

CourseCode:A6

Credits:03

Hours:90

Introduction

Teachers are the backbone of quality education vis-à-vis development of the country. Quality education is not only limited to students without disabilities but it includes students with disabilities. The teacher educators and master trainers must understand the need, process as well as issues and challenges involved in the training of teachers at pre-service and in-service levels for special and inclusive educational institutions. A sound understanding and analytic skills in the area would help them to plan and implement teacher education programme effectively.

Objectives

After completing this Course, the learner should be able to:

- Describe the linkage between teacher education and quality school education;
- Trace the history and developments with respect to teacher preparation for education of children with disabilities;
- Discuss the quality teacher preparation process in special and inclusive education;
- Explain pre-service teacher preparation in special and inclusive education;
- Appreciate importance of professional development and in-service programmes and develop capacity to plan and execute it as per specific need and purpose;

Unit1:UnderstandingTeacherEducation

Concept of teaching, teacher and teacher education: Need and scope of teacher education and objectives of teacher education; Teacher education and school education: a symbolic and dialogic relationship

Teacher education in pre-independence and post-independence India; Changing concept of teacher education in India

Structure and Agencies of Teacher Education in India: National Curriculum Frameworks for Teacher Education

Structure of Teacher Education in general at various levels

Agencies of Teacher Education in general at various levels

Unit2:HistoricalPerspectivesofTeacherPreparationinSpecialandInclusive Education

Beginning of teacher preparation in special education in India,

Establishment of national institute for various disabilities and development of professionals in special education

Establishment of Rehabilitation Council of India and standardization of teacher education in special education in India, and role of national level institutions (e.g., UGC, NCERT) in promotion of teacher education in special education

Role of Non-government organisation (NGOs) in promotion of teacher education in special education

Factors Influencing Teacher Education in Special and Inclusive Education: Models of disability and service delivery models, National and international legislations and policies in disability, Schemes and programmes including IEDSS, DPEP, SSA, RMSA, SmSA, DDRS, Special and inclusive schools related factor

Unit 3: Teacher Preparation in Special and Inclusive Education

Requirement of special education teachers in India: achievements and targets; Special education teacher in special schools and inclusive school; Special education teacher in mainstream school: PTR and other requirements

Special education teacher training institutions: types and nature, Teacher Education in Special Education through Open and Distance Learning (ODL)

Role of RCI in teacher preparation in special education; Collaboration between regular and special education teacher training programmes

Competency based teacher education model for teacher preparation in special education, Quality management of teacher education in special education: addressing issues

UNESCO's perspective on preparing all teachers to teach all students; Addressing challenges of preparing special education teachers across countries

Unit 4: Pre-Service Teacher Education in Special and Inclusive Education

Teacher preparation at different levels (foundational stage to secondary stage), Teacher preparation for different types of disability

Preparation of teachers to support inclusive education; Cross disability and teacher preparation

Career prospects of teachers in special education, social status and job satisfaction, burn out of special education teachers

Curriculum, Transactional Modalities in Teacher Education in Special Education: Planning and design of teacher education curriculum for special education, Transaction of teacher education curriculum, Integrating Assistive Technology into teacher education programme

Assessment of performance of trainee teachers

Unit 5: Professional Development Programme in Special Education

Need and significance of Professional Development: Profession and professionalism with respect to teacher education in Special Education, Registration and renewal of registration as special education teacher- purpose and requirement; Professional ethics

Structure and Models of Professional Development Programme: Continued professional development in special and inclusive education: recommendation of

NEP 2020, Self-learning for professional development, Professional development through virtual/online mode

Continued Rehabilitation Education(CRE) and Faculty development programme in special and inclusive education: structure and models;

Planning, Designing and Organising Professional Development Programme (PDP): Organising PDP enhancing engagement and learning: considerations for planning and designing, PDP through virtual/online mode: need, scope and significance, Delivering PDP through virtual/online mode: technological requirements and considerations, Assessment of PDP through offline and virtual/online mode, addressing issues and challenges in designing and organizing PDP

In-service Teacher Education in Special and Inclusive Education: In-service teacher education and its linkage with quality of school education, Planning and designing training of in-service teacher in special and inclusive education

Coursework/Practical/Field Engagement

- **Assignment:** Prepare and submit an assignment of 1000 words describing the status of teacher preparation to meet the requirements of inclusive set ups
- **Visit:** Prepare a checklist/schedule to collect information by visiting at least 5 educational institutions about competency of passed out special education student teachers. Take interview of at least 5 principals of schools having children with disabilities and analyze the data to suggest improvement in quality of training and the need for in-service training
- **Group Activity:** 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

Transaction

Learners' engagement through interactive lectures, group discussion through case study and problem-based approaches as well as submission of assignments. The learning further needs to be strengthened through practicum activities, field engagement through visit. The assessment also needs to be in continuous basis.

Recommended readings

Alexander W. Siston, & Kumar P. (2021). Building teacher quality in India: examining policy frameworks and implementation outcomes (Edited book). Emerald Publishing Limited, Howard House, Wagon Lane, Bingley

Burns, M. (2023). Distance Education for Teacher Training: Modes, Models and Methods. (2nd Edition). Washington, DC: Education Development Center

Gupta, N. (2017). Major issues & challenges in special education in India. Horizon Books Mohan

Radha (2019). Teacher Education, 2nd Ed, Delhi, PHI Learning Pvt Ltd

Pathak,R.P.(2020).*Perspectivesonteachereducation*.AtlanticPublishersandDistributors (P) Ltd.

Paul T. Sindelar, Erica D. McCray, Mary T. Brownell, and Benjamin Lignugaris /Kraft (2014).*Handbookofresearchonspecialeducationteacherpreparation* (Editedbook).New York, NY: Routledge

RobertHoustonW.&Haberman,M.&SikulaJ.(1990).Handbookofresearchonteacher education. New York: Macmillan; London: Collier Macmillan

MGSU

Area-B

SPECIALIZATIONCOURSES

Course Code	Title	Credit	Hours
B1	Identification, Assessment and Needs of Persons with Intellectual Disability	3	90
B2	Curriculum and Teaching Strategies for Persons with Intellectual Disability	3	90
B3	Adulthood and Family Issues of Persons with Intellectual Disability	3	90
B4	Therapeutics and Assistive Devices for Persons With Intellectual Disability	3	90
Total		12	360

AREA-B

Specialization Courses

Intellectual Disability (ID)

Course Code	Course Title
B1	Identification, Assessment and Needs of Persons with Intellectual Disability
B2	Curriculum and Teaching Strategies for Persons with Intellectual Disability
B3	Adulthood and Family Issues Adulthood and Family Issues of Persons with
B4	Therapeutics and Assistive Devices for Persons with Intellectual Disability

Identification, Assessment and Needs of Persons with Intellectual Disability

Course Code: B1

Credits : 3

Hours:90

Introduction

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

Objectives

After completing the course, the learners will be able to

- Narrate the concept, etiology and characteristics of Persons with Intellectual Disability (*PwID*);
- Select and use appropriate instruments for educational assessment of *PwID*;
- Describe the needs for educational interventions across different age levels of learners with ID;
- Utilize assessment information for educational programming, referral services and placement;
- Discuss the emerging future needs of *PwID*.

Unit1:OverviewofIntellectual Disability

Definition, historical overview, incidence and prevalence of Intellectual Disability

Etiological factors and prevention of Intellectual Disability

Biological, environmental factors

Pre-natal, natal, post-natal causes

Classification of Intellectual Disability –

Medical, Educational, Psychological, International Classification of Functioning (ICF);

Criteria for classification, issues and current practices in certification of Intellectual Disability in International and Indian context

Characteristics of Intellectual Disability

Intellectual Disability and Associated Conditions –e.g. Cerebral palsy, Autism, Sensory impairments, attention deficit hyperactivity disorder (ADHD), Epilepsy

Unit2:IdentificationofNeeds

Infancy and Early Childhood; Early intervention and Family involvement

School age {placement options (special school, Resource Room, inclusive

Classroom. Home based education, with reference to NEP2020), Multidisciplinary team collaboration and the role of special education teacher

Transition and career development –ITP (Individualized Transition Plan)

Vocational Development; Employment, Types; emerging Job opportunity, Placement & follow- up, Employment schemes of Department of Empowerment of Persons with disabilities (DEPwD) of Ministry of Social Justice and Empowerment (MSJ&E) with particular reference to persons with intellectual disabilities

Implications of the above in inclusive contexts

Unit3:Screening, Identification and Assessment and Diagnosis

Introduction to existing screening, identification and assessment techniques, trends in the field of intellectual disability

Approaches in and types of assessment

Methods and tools of assessment

Screening and early identification

Developmental assessment and use of appropriate tools

Intellectual-variousstandardizedassessmenttools:e.g.Binet,WISC,Indian adaptation, NIEPID Indian Test of Intelligence (NITI), and other Indian tools

Social,Behavioral,LanguageandSpeechAssessmentToolsandotherIndian tools

Special educational-use of Criterion Referenced Tests(CRTs),construction, precautions to be taken for development with reference to programming.

3.4. Educational and vocational assessment and use of appropriate tools–

Upanayan(0-6years),CurricularFrameworkforcrossdisabilityearlyinterventionand school readiness. (RCI), NIMH - Aarambh (Early Childhood Special Education

InclusivePackage),Indianadaptationofportageguide,MadrasDevelopmental

Programming Systems NIMH-Functional Assessment Checklists for Programming(FACP)andotherrelevanttools,Comprehensiveassessmenttoolfor adults with intellectual disability (NIEPID)

3.5 Implications of the above in inclusive contexts

Unit4:Use of Assessment Information

Use of assessment information-Medical, Special Educational, Psychological,

Therapeutic and Vocational

Interpretation of assessment in formation to develop training goals and programmes

Use of Support Needs Assessment for Person Centered Planning

Writing of assessment report: for administrative purpose, for educational Programming, for referral and for alternative placement

Implications of the above for in inclusive contexts.

Unit5:EmergingandFuture Issues

Critical analysis of Human Rights and Legal Provision –International Instruments, Indian Legislations and Policies

Advocacy

IssuesrelatedtogenderandSocioEconomicdisadvantagesamongpersons with intellectual disability

AdvancesinTechnologyandoptimumuseoftechnologytoempowerpersons with intellectual disability.

Implications of the above in inclusive contexts

Transaction:

The course can be predominantly by discussion/ seminar mode with the teaching faculty member as a facilitator. This will help the learners who are prospective teacher educators to gain skills in presentation. While where needed, lectures by the teaching faculty is in order, projects, group presentations, discussions and seminars can be adopted.

Coursework/Practical/Field Engagement

- Organize a discussion program/seminar on role of a Special Educator in intervention from Infancy to Adulthood
- Complicate at ten assessment tools, analyse the content, target group for whom it is developed and other vital details and present.
- Conduct educational assessment of a student with intellectual disability enrolled in an inclusive school and recommend the accommodation that s/he needs.

Recommended readings

- Kaufman, A. and Kaufman, N.L. (Eds). (2016). Essentials of Intellectual Disability Assessment and Identification, Boston: Wiley.
- King-Sears, H.E. (1994). Curriculum Based Assessment in Special Education Singular publishing Group, San Diego.
- Overton, T. (2000). Assessment in Special Education: An Applied Approach, 3rd Ed, Prentice Hall Inc. Merrill.
- Salvia, J., Ysseldyke, J.E. and Bolt, S. (2007). Assessment in Special and Inclusive Education. Boston: Houghton Mifflin Company
- Wehman, P., & Kuegel, J. (2004). Functional Curriculum, Pro-Ed. Austin.
- Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational Psychology, (11th ed). New Delhi: Pearson Publication

- <https://www.ncbi.nlm.nih.gov/books/NBK562189/>
- <https://www.niepid.nic.in/CVAT.pdf>
- <https://www.mentalhelp.net/intellectual-disabilities/diagnosis/>
- <https://punarbhava.in/index.php/resources/assessment-scales-and-tools>
- <https://www.adcet.edu.au/inclusive-teaching/specific-disabilities/intellectual-disability>
- https://rehabcouncil.nic.in/sites/default/files/pratham_book.pdf

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Curriculum and Teaching Strategies for Persons with Intellectual Disability

Course Code: B 2

Credits: 03

Hours: 90

Introduction

Students with intellectual disability have limited cognitive abilities and there for need to have specific curriculum and teaching strategies to meet their individual learning needs aiming at inclusive education. The teacher is required to adapt the curriculum as well as the teaching learning practices for meaningful learning by these students in special or inclusive schools or home based settings. In this course, we shall learn about curricular approaches, instructional methods, and developing /adapting curriculum and teaching methods suitable to students with intellectual disability in different levels and contexts.

Objectives

After completing the course the learner will be able to

- Explain the principles and approaches to curriculum development and instructional programme,
- Describe the various approaches for teaching students with Intellectual Disability,
- Develop Curriculum for Foundational, Preparatory, Middle and Secondary stages of School Education,
- Use suitable Instructional Program and methods in Inclusive Settings,
- Use teaching strategies and teaching learning materials (TLMs) suitably for students with intellectual disability.

Unit 1: Curriculum Development

Principles and Models of Curriculum development
Approaches to curriculum development – Developmental, Functional, System approach, Social Learning, Task Analytic Approach, Ecological approach
Instructional design – Definition, Types, Merits and Demerits
Curricular Adaptation, Accommodation and Modification
Challenges and Implications for Inclusion

Unit 2: Teaching Approaches

Developmental Approaches – e.g. Montessori, Floor time, Experiential learning approach and National Initiatives for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat approach
Multi-sensory Approach – e.g. Fernald, Orton and Gillingham
Behavioral Approach – Applied Behavior Analysis (ABA), Discrete Trail Training, Positive Behavioural Intervention and Support
Cognitive and constructivist approaches – Cognitive approach of teaching and learning, Response to Intervention, Constructivist approach,
Emerging pedagogical approaches- Flipped classroom pedagogy, Art Integrated Learning Pedagogy, Project-based Learning Pedagogy, Cutting Edge Pedagogy, liberationism pedagogy, Critical Pedagogical Approach

Unit3:Curricularatdifferentstagesof schooling

Development of Curriculum at Foundational and Preparatory Stage– Personal, Social, Cognitive, Foundational Literacy and Numeracy (FLN), Occupational and Recreational, adaptations for inclusive settings

Development of Curriculum at Middle stage– Personal, Social, Academic, Occupational and Recreational, adaptations for inclusive settings

Development of Curriculum at Secondary stage – Personal, Social, Academic, Occupational and Recreational, adaptations for inclusive settings

Development of Curriculum at transition stage from school to work – Personal, Social, Academic, Occupational and Recreational, adaptations for inclusive settings

Development of Curriculum for vocational exposure and community living– 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, community living

Unit4:InstructionalDesignforlearnerswithIntellectualDisability

Individualized Instructional Design – Concept, Types and Approaches, Individualised Educational Programme (IEP)

Group (collaborative) instructional Design - Peer Tutoring, Co-operative Learning & Team teaching

Adaptation in instructional design- Adaptations and modifications, Differentiated instructions, Universal Design for learning.

Instructional design and adaptation in digital learning- Asynchronous and synchronous instructions, Blended learning, guided learning, scenario-based learning, simulations, gamification, computational thinking, multi-literacies and discussion-based instructions

Instructional design for alternative form of schooling-home based learning, resource teaching and learning, community based learning, open schooling.

Unit5:TeachingStrategiesandteachinglearningmaterial(TLM)

Stages of learning, Principles of teaching, and Steps in teaching concepts

Teaching-learning Strategies – Task Analysis, Prompting and Fading, Shaping, Chaining, Reinforcement, Play way method, Project method

Emerging teaching-learning strategies: arts-integrated strategy, sports/game-integrated strategy, story-telling-based strategy, toy-based strategy, experiential learning interpretive trails, role-play, virtual and remote teaching-learning strategies.

Concept and type of teaching-learning materials, Functional Aids and Criteria for selecting appropriate TLM's,

Principles of adaptation, adaptation of learning materials and functional academics,

adaptation of digital learning materials, designing universal design learning materials, technology based TLM

Transaction

Interactive course with discussions, assignments, individual and group work in developing and designing learner-centric and need-based curriculum, learning materials including digital materials as well as field engagement to get first-hand experiences in practicing transaction of curriculum and assessment and evaluation of students in inclusive classrooms

Coursework/Practical/ Field Engagement

- Critically analyse the different approaches of curriculum development with supportive research evidences and submit an assignment of 1000 words;
- Organize group discussions and present report on adaptation of curriculum for a student with Intellectual Disability in Inclusive setting;
- Visit different centres providing training to adolescent and adults with intellectual disability and observe the curriculum followed. Based on observation, develop a model curriculum for vocational exposure and community living and submit;
- Make presentation on any of the teaching approaches;
- Develop an instructional design for one of the alternative forms of schooling.
- Design a content/digital materials for learners with intellectual disability

Recommended Readings

- Das, J.P., & Baine, D. (1978) Intellectual Disability for Special Educators. Springfield: Charles C. Thomas.
- DoSEL (2023). NIPUN Bharat Mission- Stakeholders: Roles and Responsibilities. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi.
https://ncert.nic.in/pdf/NIPUN_BharatStakeholders_RolesResponsibilities.pdf
- DoSEL (2021). Pragyata-Guidelines for Digital Education. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi
https://ncert.nic.in/pdf/announcement/PRAGYATA_Guidelines_English.pdf
- DoSEL (2022). Nipun Bharat. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi
<https://ncert.nic.in/ComicFlipBookEnglish/nipunbharat/mobile/index.html>
- DoSEL (2022). Toy-Based Pedagogy A Handbook Learning for Fun, Joy and Holistic Development. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi.
https://ncert.nic.in/pdf/notice/toy_based_pedagogy.pdf
- Guidelines for Innovative Pedagogical Approaches & Evaluation Reforms
https://www.ugc.gov.in/pdf/news/7900069_Guidelines-PEA.pdf

- John, W., & Smith, R. (1971). *An Introduction to Intellectual Disability*. McGrawhill New York.
- Kauffman, J. M., & Paynes, J. S. (1960) *Intellectual Disability: Introduction and Personal Perspectives*. Charles & Merrill, Columbus.
- Longone, J. (1990) *Teaching Retarders Learners: Curriculum and Methods for Improving Instruction*. Allyn and Bacon, Boston.
- MoE (2021). *Guidelines for the Development of e-Content for Children with Disabilities*. Department of School Education and Literacy. Ministry of Education, Government of India, New Delhi
- https://ncert.nic.in/pdf/CWSN_E-Content_guidelines_2021_new.pdf
- Myreddi, V and Narayan, J (1998). *Functional Academics for students with mental retardation*, Secunderabad: NIMH
- NIMH (2003) *Educating children with learning problems in primary schools*. Secunderabad: NIMH
- National Education Policy 2020, Ministry of Human Resource Development, Government of India.
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf.
- NCERT (2022). *National Curriculum Framework for Foundational Stage 2022*. National Council of Educational Research and Training, New Delhi.
https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
- NCERT (2023). *National Curriculum Framework for School Education 2023*. National Council of Educational Research and Training, New Delhi.
https://ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf
- NCERT (2019). *The Preschool Curriculum*. National Council of Educational Research and Training, New Delhi.
https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf
- NCERT (2022). *Vidya Pravesh- Guidelines for Three-month Play-based School Preparation Module for Grade I*. National Council of Educational Research and Training, New Delhi. https://ncert.nic.in/pdf/VidyaPravesh_Guidelines_GradeI.pdf
- NCERT (2023). *Art Integrated Learning- Guidelines for Secondary Stage*.
<https://ncert.nic.in/pdf/announcement/AILG-Secondary-English.pdf>
- Panda, K. C. (1997). *Education of Exceptional Children*. Vikas Publishers, New Delhi.
- Pehwaria, R., & Venkatesan, S. (1992). *Behavioural approaches in teaching mentally handicapped children: A Manual for Teachers*. NIMH, Secunderabad.
- Wehmeyer, M. L., Smith, S. J., Palmer, S. B., Davies, D. K. & Stock, S. E. (2004). Technology use and people with mental retardation. *International Review of Research in Mental Retardation*, 29, 291-337.

Adulthood and Family Issues of Persons with Intellectual Disability

Course Code: B 3

Credits: 03

Hours:90

Introduction:

Individuals with intellectual disability need the support of their family to some extent in different phases of their lives. The families have difficulties having to cope with the constant support needs, whether it is minimum support or intensive support, based on the level of functioning of the persons. Hence it is an important role that the teacher plays in understanding the families and empowering them. As the individuals with intellectual disability grow up to be adults, their needs too change. This course aims to focus on the family issues and the needs in adulthood and how the families can be helped to cope with the needs.

Objectives

After completing the course the learner will be able to

- Develop an understanding of adulthood and the needs among persons with intellectual disability
- Appreciate importance of family involvement.
- Discuss the issues related to gender, marriage and sexuality in persons with intellectual disability
- Narrate the role of community in issues related to disability and inclusion.
- Appreciate the importance of empowering families.

Unit1:HumanDevelopmentinAdulthood

Developmental stages and principles

Factors influencing natural development to adulthood

Adulthood and areas of development: Physical, Social, Cognitive, Language, Emotional, Moral

Adulthood related issues in various areas of development and its impact on persons with intellectual disability

Implications of the above for Community Inclusion

Unit2:FamilyandAdultwithIntellectual Disability

Meaning, Definition and concept of family

Types of family and attitude towards Persons with intellectual disability

Impact of Adult with intellectual disability on the Family

Family Adjustment, support and Coping skills

Government Schemes and benefits

Unit3:Gender,SexualityandMarriageRelated Issues

Meaning and concept of gender, sexuality and marriage

Religious and Cultural effect on Gender, Sexuality and Marriage

Marriage, persons with intellectual disability: Issues, Misconceptions and guidance.

Sexuality related issues, Importance of Pre-marital Counseling, Gender Education

Sexually transmitted diseases-, precaution for prevention and counseling for persons with intellectual disability

Unit4:Disability Issues–Community

Attitude of community towards Adults with Intellectual disability

Community related Issues-Indifference, Antisocial behaviour, Abuseand Social discrimination of Persons with intellectual disability and solutions.

Creating Awareness related to community issues

Community involvement and Resource Mobilization

Impact of technological development son disability issues

Unit5:AdulthoodandEmpowering Families

Family experiences of disability in the context of ageing

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

Services for Persons with intellectual disabilities in urbanandrural areas

Independent living: Within family, Grouphome & Institution.

Family Counseling–needs and process

Transaction

The course can be delivered in the lecture- discussion mode; the learners can be given opportunities to present in the form of seminarand group discussions. Letthe learners explore and find ways and means to help persons with intellectual disabilities cope with adulthood and also help families and community to accept and include persons with intellectual disability.

Coursework/Practical/ Field Engagement

- Conduct awareness and orientation programme for adult son various adulthood issue sand submit report.

- Conduct and prepare a report on awareness programme on various Government schemes and benefits at local level
- Conduct a seminar on Sexuality, Marriage and Gender related issues of adults with Intellectual disability and submit report.
- Assess and present a report on family needs and Counselling
- Conduct a sibling training programme on issues related to adults with intellectual disability and present a report

Recommended 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.
- Dale, N. (2000). Working with families of Children with Special Needs: Partnership and Practice. Brunner- Routledge. East Sussex.
- 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.
- Hartman, A., & Laird, J. (1983) Family Centred Social Work Practice. The Free Press, New York.
- Hornby, G. (1994). Counseling in Childhood Disability: Skills for working with Parents. Chapman and Hall, London.
- <https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/working-with-families.aspx>
- <https://www.apa.org/monitor/may03/resources>
- <https://acl.gov/programs/employment/employment-resources-people-disabilities-and-families>
- <https://www.washington.edu/doit/national-resources-parents-children-and-youth-disabilities>

The Therapeutics and Assistive Devices for Persons with Intellectual Disability

Course Code: B4

Credits: 03

Hours: 90

Introduction

The course aims to develop basic understanding on how various therapies facilitate development and training of individuals with intellectual disability. The course will provide opportunity to learn various therapeutic interventions such as speech and language intervention, behavioural management, physio and occupational therapy as key to the rehabilitation services as provided in school set ups. The course also includes input on assessment as well as various therapeutic techniques that can be integrated into the classroom learning.

Objectives

After completing this Course, the learner should be able to:

- Apply speech and language intervention strategies;
- Demonstrate interventions of physiotherapy at classroom level;
- Integrate occupational therapy in classroom learning;
- Apply behavioural techniques for interventions on individuals with intellectual disability;
- Select and use appropriate assistive devices.

Unit 1: Interventions in Language Speech and Communication

Overview of Language, Speech and Communication: nature, definition, scope of language, speech and communication, interrelation between language, speech and communication, development of language, speech and communication among typically growing children; critical period and its importance in speech and language development

Modes of Communication: The diversity in modes of communication: aural-oral, manual mode: Fingerspelling, sign and sign language, cued speech, alternative and augmentative communication (AAC); communication related difficulties among children with intellectual disability, Selection of appropriate mode of communication

Language and Speech Difficulties among Children with Intellectual Disability: Delayed and deviant language and speech, Types and nature of language and speech disorders/difficulties; assessment of language and speech behaviour; planning of language and speech intervention, role of parents in assessment of language and speech

Language and Speech Interventions: Language interventions: areas for intervention, strategies of intervention; Speech interventions: areas for intervention, strategies of intervention

Implementing Language and Speech Interventions in Classrooms: individual and group levels, integrating language and speech interventions with teaching of cognitive, self-help, social, recreational as well as in academic skills, development and use of learning aids for promoting speech and language among children with intellectual disability, role of parents

Unit2:IntroductiontoBehaviourManagement

Introduction to Behaviour Management: Overview of behaviour: how we learn; Theoretical framework of behaviour management; aims, scope and importance of behaviour management; types of behaviours-adaptive and mal adaptive; criteria for applying behaviour management techniques

Identification of Problem Behaviour and Functional Analysis: steps in identification of problem behaviour, observation of problem behaviour, measurement of problem behaviour, learned functions of problem behaviour; Functional Analysis: concept and assessment method, implications of functional analysis results on planning of behavioural management strategies

Prevention of Problem Behaviours: Need and importance of preventing problem behaviours; Restructuring environment/change setting; preventing disruptive behaviour by immediate response to challenging behaviour; teaching of social and adaptive skill or alternate behaviour to minimize maladaptive behaviours; effective classroom management: positive relationship, interesting learning activities and students' engagement

Strategies to Manage Problem Behaviours: Behavioural techniques to reduce problem behaviours: types and use of techniques; Use of cognitive behavioural techniques; Use of differentiated reinforcement techniques; Use of Yoga and other alternative strategies; Monitoring and evaluating behavioural progress

School wide Positive Behaviour Intervention and Support (SPBIS): positive behavioural expectations across school environments, Three Tiers Intervention Framework, implementation of SPBIS, Role of teacher in implementing SPBIS

Unit3:Physiotherapy for Individuals with Intellectual Disability

Scope of Physiotherapy for Individuals with Intellectual Disability: Physiotherapy— nature, definition scope and functions; Modalities used in physiotherapy for individuals with intellectual disability and for associated conditions

Postures and Movements: Understanding posture, role of posture, understanding movements and its types

Physiotherapeutic Assessment: Assessment of muscle tone, posture and movements including gait, assessment of hand functions

Physiotherapeutic Intervention: General Techniques: General techniques of physiotherapy, prerequisites and conditions for applying techniques of physiotherapy for different problems and conditions; integrating physiotherapy into classroom learning, recreational and sports activities and role of teacher

Physiotherapeutic Intervention for Specific Conditions: Physiotherapy for individuals with cerebral palsy, physiotherapy for individuals with spina bifida, physiotherapy for individuals with muscular dystrophy

Unit4:Occupational Therapy for Individuals with Intellectual Disability

Scope of Occupational Therapy for Individuals with Intellectual Disability: Nature and philosophy of occupational therapy; definition and meaning of occupational therapy; scope and functions of occupational therapy; use of occupational therapy for individuals with intellectual disability and other associated conditions

Modalities of Occupational Therapy: Occupational therapy practice, domains of occupational therapy, intervention methods and modalities of occupational therapy

Occupational Therapeutic Intervention: Occupational therapy for improving motor skills; occupational therapy for improving hand functions, development of hand function in children, activities for improving hand function; occupational therapy for improving eye hand coordination

Sensory Integration Therapy: Need and scope of sensory integration therapy; Sensory issues among individuals with autism and other developmental disabilities; assessment of sensory issues and profiling; planning of sensory integration therapy; tools and techniques of sensory integration therapy; Role of parents in applying sensory integration therapy

Integrating occupational therapy into classrooms: individual and group levels, integrating occupational therapy with teaching of motor, self-help, recreational as well as sports skills, development and use of learning aids for promoting occupational therapeutic intervention among children with intellectual disability, role of parents

Unit5:AssistiveDevicesforIndividualswithIntellectualDisability

Assistive devices and technology: importance and types
Assistive devices and technology for sensory, mobility and other disabilities
Assistive devices and technology for independent living for persons with intellectual disability

Selection, use and maintenance of appropriate assistive devices and technology for persons with intellectual disability

Schemes for availing assistive devices: ADIP and other schemes

Transaction

Learners' engagement through interactive lectures, group discussion through case study and demonstration of therapeutic techniques as well as submission of assignments. The learning further needs to be strengthened through practicum activities, field engagement through visit. The assessment also needs to be in continuous basis.

Coursework/Practical/Field Engagement

- Assignment: Prepare and submit an assignment of 1000 words describing the various

assistive devices and technology can be used by special as well as inclusive schools for students with intellectual disability.

- Visit: Along with Speech, Physio or Occupational therapist, visit a school of five children with intellectual disability along with associated conditions such as speech

problem, maladaptive behaviours, motor and coordination problem including children with cerebral palsy, autism spectrum disorder

- Group Activity: Find out children with intellectual disability from the school who receive some type of the therapeutic intervention. Interview with their teacher, parents and therapists to find out success stories. Write the success stories and prepare a compendium of such success stories at group level and submit.

Recommended Readings

- Anderson, C., & Van Der, G. A. (2005). *Speech and Language Therapy: Issues in professional practice*. Whurr, London
- Christiansen, C., Baum, C., & Bass-Haugen, J. (2005). *Occupational therapy: performance, participation and well-being*. SLACK Inc., New Jersey
- Clark, D. M., & Fairburn, C. G. (1997). *Science and Practice of Cognitive Behaviour Therapy*. Oxford University Press. New York
- Creek, J. (2001). *Occupational Therapy in Mental Health (3rd edition)*. Churchill Livingstone, Edinburgh
- Creek, J. (2008). *The Core Concepts of Occupational Therapy: A Dynamic Framework for Practice*. Churchill Livingstone, Edinburgh
- Duncan, E. A. S. (2005). *Foundations for Practice in Occupational Therapy (4th edition)*. Churchill Livingstone, Edinburgh.
- Kersner, M. (2001). *Speech and Language Therapy: The Decision Making Process When Working with Children*. David Fulton Publishers Ltd., London
- Lindsley, O., Skinner, B. F., & Solomon, H. C. (1953). "Studies in behavior therapy (Status Report I)". Metropolitan State Hospital. Waltham
- Martin, G., & Pear, J. (2007). *Behavior modification: What it is and how to do it (Eighth Edition)*. Pearson Prentice Hall, New Jersey
- Paul, R., & Norbury, C. (2012). *Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating (4th ed.)*. Elsevier, Mosby
- Pendleton, H. M., & Schultz-Krohn, W. (2013). *Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction (7th ed.)*. Elsevier, Mosby.
- Schell, B. A. B., Gillen, G., & Scaffa, M. (2014). *Willard and Spackman's Occupational Therapy*. LWW; Twelfth, New York
- Speake, J. (2003). *How to Identify and Support Children with Speech and Language Difficulties*. LDA, London.

Web Resources

- [Training in communication skills for persons with Intellectual Disability: https://niepid.nic.in/Training%20in%20communication%20Skills.pdf](https://niepid.nic.in/Training%20in%20communication%20Skills.pdf)

- **Language and Literacy Intervention for Students with Intellectual Disabilities;**
- <https://pubs.asha.org/toc/persp/7/6>
- <https://childhood-developmental-disorders.imedpub.com/teaching-communication-skills-to-preschool-children-with-mild-intellectual-disabilities-an-evidence-based-study.pdf>
- Techniques & strategies for Speech & Language intervention to students with Intellectual disability
- <https://www.youtube.com/watch?v=WIyofW9myHc>
- Teaching & Training Material on physiotherapy
<https://niepid.nic.in/87%20Teaching%20&%20Trg%20Material%20on%20Physiotherapy%201%20of%202.PDF>
- Therapeutics and assistive devices: http://www.wbnsou.ac.in/online_services/SLM/MED/B11_ID.pdf
- Occupational Therapy and Intellectual and Developmental Disability Throughout the Life Cycle: https://www.health.gov.il/UnitsOffice/HD/MHealth/Occupational_Therapy/Documents/OT_%20Intellectual_IJOT_EN.pdf
- Chapter on Occupational Therapy in book: Health Care for People with Intellectual and Developmental Disabilities across the Lifespan; https://www.researchgate.net/publication/301641203_Occupational_Therapy_fullTextFileContent

Area C

ELECTIVECOURSES

Course Code	CourseTitle		
C3	Guidance and Counseling	2	60
Total		2	60

Guidance&Counselling

CourseCode:C3

Credits:02

Hours:60

Introduction: Guidance and counseling are vital in supporting individuals with disabilities and their families to deal with their environment on a daily basis, as well as explore opportunities and plan for the future. This paper will empower the learners of this course to understand guidance and counseling, the types and context of counseling and apply the counseling and guidance skills to help students and their families as well as to create a supportive environment around them.

Objectives: After completing this course, the learner will be able to

- Appreciate the issues of counselling and guidance.
- Critically evaluate the importance and scope of Educational, Vocational, Personal and family counseling
- Apply the skills of guidance and counseling for persons with disability and their families across different settings.
- Analyze the concerns faced by individuals with disabilities and their families in the contemporary world.

Unit1:Introduction to Guidance and Counseling

Guidance and counseling: definition, aims and importance
Competency and scope of work
Role of the learner with families of individuals with disabilities
Role of the learner with individuals with disabilities
Ethical and legal considerations

Unit2:MicroSkills of Counselling

Building a positive environment, safe space and relationship
Non-judgemental and unconditional acceptance
Active listening (Verbal and Nonverbal)
Empathetic Responding
Building cultural and contextual sensitivity

Unit3:Building Competency and Enhancing Skills in Settings

Promoting autonomy and choices

Building self-esteem and self-confidence
Promoting positive mental health and wellbeing
Empowering individuals with disabilities to advocate
Need and means for referrals, collaboration and community engagement

Unit4:GuidanceandCounsellingacrossSettings

Formal school and informal educational setups
Vocational and Employment Setups
Residential, assisted living centres
Career Guidance and Legal Rights
Understanding inter sectionality (gender and sexuality, region, religion and caste, socioeconomics and culture etc.)

Unit5:AddressingAbuseand Harassment

Types of abuse (verbal, physical, psychological, sexual, emotional)
Abusive punishment procedures and their repercussions
Recognizing signs of abuse and trauma
Role of peers, staff, and family
Accessibility to mental health, legal and allied services

Transaction

RefertotheNEP2020 Frame work to understand the role of a counsellor

The transaction for this course should be done with a perspective to enhance the sensitivity and skills of the educator. They should be able to appreciate the role of a guide and counsellor in the school setting. Lecture discussions, role play and case discussions should be adopted to facilitate understanding among the learners.

Course Work/Practical/Field Engagement

- Observationofcounsellingssessionswithpersonswithdisabilitiesandtheirfamilies
- Role plays of a parent counseling session
- Counseling and report writing on an individual/family
- Report of critical observation of a given counseling session
- Listtheresourcesrequiredandtheiroptimumuseinmanagingaschoolguidanceprogramme
- Review documents on vocational guidance and write an essay.

RecommendedReadings

- Kapunan,R.R.(2004).FundamentalsofGuidanceandCounselling.RexPrinting Company, Phillipines.
- Mehrotra, N (2016). A resource book on disability studies in India, <https://www.jnu.ac.in/Faculty/nilika/A%20READER%20ON%20DISABILITY%20STUDIES%20IN%20INDIA.pdf>
- Naik,P.S.(2013).CounsellingSkillsforEducationists.NewDelhi:SoujanyaBooks.
- Nayak,A.K.(1997).GuidanceandCounselling.NewDelhi:APHPublishing.
- Pal,O.B.(2011).EducationalandVocationalGuidanceandCounselling.Soujanya Books, New Delhi.
- Rao,V.K.,&Reddy,R.S.(2003).AcademicEnvironment:Advice,Counseland Activities. New Delhi: Soujanya Books.
- Shah,A.(2008).BasicsinGuidanceandCounselling.NewDelhi:GlobalVision Publishing House.
- Sharma,V.K.(2022).AdministrationandTrainingofEducationalandVocational Guidance.New Delhi: Soujanya Books.

Web resources

[https://egyankosh.ac.in/bitstream/123456789/46291/1/BESE-](https://egyankosh.ac.in/bitstream/123456789/46291/1/BESE-132B4E.pdf)

[132B4E.pdf](https://egyankosh.ac.in/bitstream/123456789/46291/1/BESE-132B4E.pdf)https://www.niepid.nic.in/Protocol_Psy.pdf

<https://www.mheducation.co.in/counselling-and-guidance-9781259005077-india>

MGSU

AreaD DISSERTATION

Course Code	Title	Credit	Hours
D1&D2	Dissertation	14	420

Dissertation Guidelines

Every institution, college, or university is entitled to enforce its own regulations and procedures regarding dissertations for post graduate students. Still, they ought to adhere to the following framework:

- Clearly communicate the expectations for the dissertation in terms of scope, justification, implications, and importance of originality and contribution to the field and make them identify key theories, methodologies, and gaps in existing research.
- Provide a structure outlining the requirements, format, assessment criteria, data collection methods and tools.
- Develop a realistic timeline for the dissertation process, including milestones for proposal submission, literature review completion, data collection, analysis, and final submission and a mechanism for regular review of the progress.
- Emphasize the importance of ethical research practices and follow them stringently.
- Share relevant resources and literature based on the latest developments in the field of specialization and ensure that the final draft adheres to general guidelines and quality standards.
- Disseminate the outcomes and publish the research findings.

AREAE-PRACTICALI

Course Code	Themes	Credit *	Hours*
E1	Practical's related to Disability Specializations	08	240
E2	Practical's related to Disability Specializations	08	240
	Total	16	480

Each disability specialization varies in requirements of practical's; hence the same has been worked out accordingly keeping the total number of credits and hours same. Details have been provided in the respective disability specialization sections of Practical I of E.

AREA-E

Specialization Courses

Practical: Intellectual Disability (ID)

Teaching Practice

Course Code: Area E1(ID)

Credits:08

Hours:240

Each learner is expected to prepare eight lesson plans for classroom teaching from the prescribed course curriculum for diploma and/or B.Ed levels of specialization in ID. All lessons should not be from the same course, it should be from different courses of the prescribed curriculum. Out of them, two shall be ICT based All the lessons must be approved by the supervisor before the student teacher teaches in the respective class. The lessons shall be supervised by the concerned faculty member while it is being taught.

Each student trainee shall be allotted two classes for peer observation. Out of the eight lessons at least one lesson with innovative methods and one lesson with integration of technology should be considered while selecting the lessons. Out of the total 8 lessons, 6 will be guided and 2 will be submitted independently by the trainees for evaluation. Trainees have to submit record of Teaching practice with the eight lessons, peer evaluation reports and other relevant material if any (ICT related or TLM) along with the approved lesson plans with evaluation remarks signed by the practical supervisor and course coordinator of the classes taught. Final lesson plan will jointly be evaluated by the external and internal examiners followed by viva-voce.

Preparation and Administration of Teacher Made Test (Tmt)

CourseCode:E2(ID)

Credits:08

Hours:240

Each Learner is expected to prepare and administer teacher made test under the guidance of a Supervisor. Learners are expected to submit two copies of typed report on the same in detail, consisting of conceptual background, rationale and methodology adopted in preparation of TMT and administration. At least eight such tests in different subject areas in different levels in special class and inclusive class must be prepared and administered. The learner must present the same in a seminar mode. The performance will jointly be evaluated by the external and internal examiners followed by viva voce

AREA F - PRACTICAL II

FIELD ENGAGEMENT/INTERNSHIP

Course Code	Themes	Credit	Hours
F1	Field engagement/internship related to disability specializations	08	240
F2	Field engagement/internship related to disability specializations	08	240
	Total	16	480

Each disability specialization varies in requirements of Field engagements/internships; hence the same has been worked out accordingly keeping the total number of credits and hours same. Details have been provided in the respective disability specialization sections of Practical II of F.

AREA-F

Specialization Courses

**PRACTICAL II FIELD ENGAGEMENT/INTERNSHIP
RELATED TO SPECIALIZATION**

Practical: Intellectual Disability (ID)

Internship as a Teacher Trainer

CoursecodeF1

Credits8

Hours240

Internship involves a compulsory placement with a teacher training institute/college running courses in the specialization area. Internship will be organized for duration of four weeks. Each student trainee is expected to teach 10 lessons. The topic to teach should be from different courses of the programme and not from the same course. S/he should also do practical supervision to student trainees undergoing training in Diploma/B.Ed. Spl. Ed. level in topics from the respective curriculum. In addition, s/he has to undertake any such duties as assigned by the Principal/ In charge/ HOD of the teacher training institute where s/he is placed for internship.

A descriptive report of duties carried out and completion of teaching the theory and responsibilities of supervising practical's must be obtained from the principal/Head of the department, /In charge of the teacher training institute and submitted.

Field Engagement/Internship

Course Code: F2

Credits:8

Hours:240

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

Intellectual Disability Rehabilitation for duration of four weeks. These may include organization that are run by government, Autonomous organizations/ NGOs,/ CBR projects/ Special Schools/ Inclusive schools.

The internship should be guided by faculty supervisor who should focus on enabling the student to develop linkages between “Specialization-required courses” and “Specialization-elective courses”. The organization of internship may be conceived in such a fashion that the students get opportunities to observe relevant activities in the fields to:

1. Elicit information from parents and professionals the relevant information about two Children with Specific disability at different levels of functioning,
2. Assess them 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 report
9. After completion of the internship, the report will be submitted by the head of the organization as per format sent by the institute/college.