

**Mother Teresa Women's University  
Kodaikanal  
Department of Education**



**Curriculum Framework and Syllabi for  
M.Ed. Spl.Ed.- Intellectual Disability  
(M.Ed. Spl.Ed. ID)**

**(Under Choice Based Credit System - CBCS)  
with effect from 2021- 2022**

## **About the Programme**

M.Ed. Special Education (Intellectual Disability) was introduced in the Department of Education in the year 2015 with the approval of Rehabilitation Council of India, New Delhi. This course prepare professionals in teaching with ability for Curriculum and Instructional planning, Educational Management, Research and Human Resource Development in the context of diversity of learners as faculty and researchers for Regular and Open and Distance Learning setups. As an evidence to this fact our aluminous are employed as teacher educators in Teacher Education colleges, University Departments and pursue Research programmes. M.Ed. Special Education Programme offered by MTWU provides a wider platform for the women students hauling from rural, downtrodden society to climb up in the ladder of success through higher education prospects.

**M.Ed. Special Education (Intellectual Disability), graduated special educators will be able to**

**PEO1:** acquire advanced pedagogical skills, reflective practice and ability to adapt instruction to the needs of each individual as well as group as curriculum and instructional designer.

**PEO2:** acquire knowledge and skills in research methodologies to be reflective practitioners throughout their careers and to assess and improve their teaching and cooperate with research institutions on research projects as part of their teaching career.

**PEO3:** apply tools and techniques to assess and plan for education of Children with Intellectual Disability in special, general and inclusive settings.

**PEO4:** promote technology enabled teaching learning process with working knowledge of information and communication technology.

**PEO5:** work professionally as teacher educator in all educational settings with lifelong learning adhering to ethical standards of teaching

### **3. Eligibility: Pass in Special B.Ed**

### **4. General Guidelines for PG Programme**

- i. **Duration:** The programme shall extend through a period of 4 consecutive semesters and the duration of a semester shall normally be 90 days or 450 hours. Examinations shall be conducted at the end of each semester for the respective subjects.
- ii. **Medium of Instruction:** English
- iii. **Evaluation:** Evaluation of the candidates shall be through Internal Assessment and External Examination.

- **Evaluation Pattern**

<b>Evaluation Pattern</b>	<b>Theory</b>		<b>Practical</b>	
	<b>Min</b>	<b>Max</b>	<b>Min</b>	<b>Max</b>
<b>Internal</b>	<b>13</b>	<b>25</b>	<b>13</b>	<b>25</b>
<b>External</b>	<b>38</b>	<b>75</b>	<b>38</b>	<b>75</b>

- **Internal (Theory):** Test (15) + Assignment (5) + Seminar/Quiz(5) = 25
- **External Theory: 75**

- **Question Paper Pattern for External examination for all course papers.**

**Max. Marks: 75****Time: 3 Hrs.**

S.No.	Part	Type	Marks
1	A	<b>10*1 Marks=10</b> Multiple Choice Questions(MCQs): 2 questions from each Unit	<b>10</b>
2	B	<b>5*4=20</b> Two questions from each Unit with Internal Choice (either / or)	<b>20</b>
3	C	<b>3*15=45</b> Open Choice: Any three questions out of 5 : one question from each unit	<b>45</b>
Total Marks			<b>75</b>

**\* Minimum credits required to pass: 90**

- **Project Report**

A student should select a topic for the Project Work at the end of the third semester itself and submit the Project Report at the end of the fourth semester. The Project Report shall not exceed 75 typed pages in Times New Roman font with 1.5 line space.

- **Project Evaluation**

There is a Viva Voce Examination for Project Work. The Guide and an External Examiner shall evaluate and conduct the Viva Voce Examination. The Project Work carries 100 marks (Internal: 25 Marks; External (Viva): 75 Marks).

## 5. Conversion of Marks to Grade Points and Letter Grade

**(Performance in a Course/Paper)**

Range of Marks	Grade Points	Letter Grade	Description
90 – 100	9.0 – 10.0	O	Outstanding
80-89	8.0 – 8.9	D+	Excellent
75-79	7.5 – 7.9	D	Distinction
70-74	7.0 – 7.4	A+	Very Good

60-69	6.0 – 6.9	A	Good
50-59	5.0 – 5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

## **6. Attendance**

Students must have earned 75% of attendance in each course for appearing for the examination. Students with 71% to 74% of attendance must apply for condonation in the Prescribed Form with prescribed fee. Students with 65% to 70% of attendance must apply for condonation in the Prescribed Form with the prescribed fee along with the Medical Certificate. Students with attendance less than 65% are not eligible to appear for the examination and they shall re-do the course with the prior permission of the Head of the Department, Principal and the Registrar of the University.

## **7. Maternity Leave**

The student who avails maternity leave may be considered to appear for the examination with the approval of Staff i/c, Head of the Department, Controller of Examination and the Registrar.

## **8. Any Other Information**

In addition to the above mentioned regulations, any other common regulations pertaining to the M.Ed Special Programmes are also applicable for this Programme.

## PROGRAMME OUTCOMES (POs)

**On successful completion of M.Ed. Special Education (Intellectual Disability), the students will be able to**

**PO1:**Develop professional competency as teacher educators equipped with the knowledge and skill to facilitate and conduct initial preparation and continuing professional development of teachers in special education and inclusive education

**PO2:**Endow with the core competencies and knowledge related to teacher education and its philosophical underpinnings related to special education and inclusive education

**PO3:**Build theoretical knowledge and skills in research methodologies and conduct research in order to enhance education of children with disabilities in all educational settings (Special Schools, Inclusive Schools and Open/Home settings)

**PO4:**Equip with competencies and knowledge related to curriculum planning and be aware of best practices in the field of pedagogical interventions and adaptations for children with disabilities in all educational settings

**PO5:**Exert leadership skills in advocating and meeting educational needs of children with disabilities including counseling in all educational settings (Special Schools, Inclusive Schools and Open/Home settings) including higher education

**PO6:**Widen their perspective to incorporate ICT skills as teacher educators in higher education settings and in teaching learning process of educating Children with Disabilities in all educational settings embedded with Universal Design for Learning.

**PO7:**Expand their knowledge and competency to clear competitive examinations like NET, SET, TRB, TET,CTET etc.

## PROGRAMME SPECIFIC OUTCOMES (PSOs)

**PSO1:**Acquire knowledge and understanding about developments in education and special education and psychology of development and learning

**PSO2:**Identify, assess, plan, implement and evaluate the needs of Children with Intellectual Disability in all educational settings ( special, inclusive and home settings)

**PSO3:**Comprehend and develop curriculum for Children with Intellectual disability and adapt curriculum in inclusive schools based on UDL principles with ICT application

**PSO4:**Analyze, interpret, understand and apply the complex interrelationships between theoretical knowledge and practical aspects through field placement and internship

**PSO5:**Acquire, apply and analyze research skills and methodology to promote the field of special education (Intellectual Disability and Cross Disability)

Mother Teresa Women's University - Department of Education							
M.Ed. Special Education (Intellectual Disability)							
Programme Structure							
S.N	Paper Code	Course Title	Hrs	Credit	Continuous Internal Assessment (CIA)	End Semester Exam (ESE)	Total
<b>First Semester</b>							
1	P21SET11	<b>Core I</b> - Developments in Education and Special Education	4	4	25	75	100
2	P21SET12	<b>Core II</b> - Psychology of Development and Learning	4	4	25	75	100
3	P21SES11	<b>Specialization I</b> - Identification, Assessment and Needs of Children with Intellectual Disability	4	4	25	75	100
4	P21SES12	<b>Specialization II</b> - Curriculum and Teaching Strategies for Children with Intellectual Disability	4	4	25	75	100
5	P21CSS11	<b>Enhancement of Professional Capacities I</b> Computer Skills for Web Designing and Video Editing	4	2	25	75	100
6	P21SEP11	<b>Practical I</b> Teaching of B.Ed./D.Ed.	4	4	25	75	100
<b>Total</b>			<b>30</b>	<b>22</b>			<b>600</b>
<b>Second Semester</b>							
1	P21SET21	<b>Core III</b> - Research Methodology and Statistics	5	4	25	75	100
2	P21SET22	<b>Core IV</b> - Curriculum Design & Development	5	4	25	75	100
3	P21SET23	<b>Core V</b> - Inclusive Education	5	4	25	75	100
4	P21SES23	<b>Specialization III</b> - Therapeutics and Assistive Devices	5	4	25	75	100
5	P21SEF21	<b>Enhancement of Professional Capacities II</b> Advanced Level in Gender Studies	4	3	25	75	100
6	P21SEP22	<b>Practical II</b> Preparation & Administration of Teacher Made Test(TMT)	6	4	25	75	100



<b>Total</b>			<b>30</b>	<b>23</b>			600
<b>Third Semester</b>							
1	P21SET31	<b>Core VI - Perspectives in Teacher Education - In-service &amp; Pre-service</b>	5	4	25	75	100
2	P21SET32	<b>Core VII</b> Educational Evaluation	5	4	25	75	100
3	P21SEE311 P21SEE312 P21SEE313	<b>Elective Courses (Any one):</b> Educational Management Educational Technology Guidance and Counseling	5	4	25	75	100
4	P21SEF32	<b>Enhancement of Professional Capacities III</b> Advanced Yoga	5	3	25	75	100
5	P21SEF33	<b>Enhancement of Professional Capacities IV</b> Techno Pedagogy - ICT / MOOC course recognized by UGC of minimum 8 week duration	5	2	25	75	100
6	P21SEP33	<b>Practical III</b> Internship as a Teacher Trainer	5	4	25	75	100
<b>Total</b>			<b>30</b>	<b>21</b>			600
<b>Fourth Semester</b>							
1	P21SES44	<b>Specialization IV</b> Adulthood and Family Issues	5	4	25	75	100
2	P21SED41	Dissertation	20	16	75	225	300
3	P21SEP44	<b>Practical IV</b> Field Engagement / Internship	5	4	25	75	100
<b>Total</b>			<b>30</b>	<b>24</b>			500

## Credit Distribution

S.No.	Course Category		Credits	Percentage of Credits to total credits
1	Core Courses (course * credit)	$7 * 4 = 28$	28	31.11
2	Specialization Courses	$4 * 4 = 16$	16	17.78
3	Elective	$1 * 4 = 04$	04	04.44
4	Enhancement of Professional Capacities	$2 * 3 = 06$ $2 * 2 = 04$	10	11.11
5	Practical Courses	$4 * 4 = 16$	16	17.78
6	Dissertation	$1 * 16 = 16$	16	17.78
	<b>Total</b>		<b>90</b>	<b>100%</b>



# SEMESTER -I

<b>Course Code</b>	<b>P21SET11</b>	<b>DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core I</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>4</b>

<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>	<b>Page 12</b>
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<b>Learning Objectives</b>	<p>The Course aims to</p> <ul style="list-style-type: none"><li>• Provide an overview of development of education system and issues with reference to Special Education</li><li>• Support students to understand about various policies and legislations pertaining to special education.</li><li>• Develop critical view upon quality issues and futuristic perspective of education and special education</li></ul>
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**UNIT I An Overview of Development of Education System   Hours: 12**

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

**UNIT II Issues in Indian Education with Special Reference to Persons with Disabilities   Hours: 12**

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

**UNIT III Policies and Legislations for Education & Special Education Development of Special Education in India   Hours: 12**

- 3.1 National Legislations (RCI Act 1992, PWD Act 1995, RPwD Act 2016 National Trust Act 1999, Biwako Millennium Framework,)
- 3.2 International Legislations for Special Education and International Organisations (UNESCAP, UNCRPD, WHO, UNICEF, NESCO, UNDP, Action Aid, CBM)
- 3.3 National Policies (POA 1992, SSA, RMSA and RUSA), National Curriculum Framework 2005, National Education Policy (2020) & Government Schemes and Provisions for Persons with Disabilities
- 3.4 Role of Governmental and non-governmental agencies in general and special education
- 3.5 Current issues– Identifications, Labelling, cultural and linguistic diversity & Advocacy

**UNIT IV   Quality Issues in Education   Hours: 12**

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

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

#### **UNIT IV Current Trends and Future**

**Hours: 12**

- 5.1 Education as a development indicator, and enhancer of development indicators
- 5.2 Education for sustainable development & Right based approach
- 5.3 International curriculum framework in the light of changing priorities and international perspectives
- 5.4 Education for conservation of environment and social change
- 5.5 Education for individual and national development

#### **Suggested Readings**

- Anand, C.L. et.al. (1993). Teacher and Education in Emerging Indian Society, Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.
- Education Commission. (1964-1966). Ministry of Education, Government of India, New Delhi.
- Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, New Delhi.
- Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). Including Children with Special Needs: Primary Stage. NCERT, New Delhi.
- Kumar, A. (2003). Environmental challenges of the 21st century, APH Publishing Corporation, New Delhi.
- Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers. MacMillan, New Delhi.
- National Policy on Education (1986). Ministry of Human Resource Development. Govt. of India, New Delhi.
- National University of Educational Planning and Administration (2014). Education for All Towards Quality with Equity: INDIA. NUEPA, New Delhi.
- Ozial, A.O. (1977). Hand Book of School Administration and Management. Macmillan, London.
- Programme of Action (1992). Ministry of Human Resource Development. Govt. of India, New Delhi.
- Report of Core group on value orientation to education (1992). Planning commission, GoI
- Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
- School Education in India – Present Status and Future Needs (1986). NCERT, New Delhi.
- Seventh All India School Education Survey (2002). NCERT, New Delhi.
- UNDP (1996). Human Development Reports. Oxford University Press. New York.
- UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
- UNESCO (2009). Report on Education for sustainable development

#### **Course Outcomes**

On successful completion of the course teacher educators will be able to

**CO1** :Trace development of general and special education system (PWDs) in India.

**K2**

**CO2**:Appreciate implications of recommendations made by the various Committees and Commissions for educational (General and Special) developments in India. **K4**

**CO3**:Develop insight into the issues and challenges of present day education system.

**K4**

**CO4**:Understand important quality related issues which need to be taken into account for revision/ development of new education policy. **K3**

**CO5**: Understand current trends and futuristic perspective of education **K2**

### Outcome Mapping

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**Strong Correlation (S) = 3 marks**

**Moderate Correlation (M) = 2 marks**

**Weak correlation (W) = 1 Mark**

**No correlation (N) = 0 Mark**

<b>Course Code</b>	<b>P21SET12</b>	<b>PSYCHOLOGY OF DEVELOPMENT AND LEARNING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core II</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>4</b>
<b>Cognitive Level</b>	<b>K2: Understand K3: Apply K4: Analyze</b>					
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Explain psychological principles and application in education and special education.</li> <li>• Explain motivation and personality theories in teaching learning processes</li> <li>• Apply psychological aspects in various teaching learning situations.</li> </ul>					

**UNIT I Overview Educational Psychology Hours:12**

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

**UNIT II Understanding the Development of the Learner Hours:12**

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

**UNIT III Cognition and Information Processing Hours :12**

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



## **UNIT IV Motivation, Learning and Personality**

**Hours:12**

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

## **UNIT V Psychological Aspects of Teaching**

**Hours:12**

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

### **Essential readings**

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

### **Suggested Readings**

- Bernard, H.W. (1972). Psychology of Learning and Teaching. Mc Grow Hill, New York.
- Chauhan, S.S. (1996). Advanced Educational Psychology. Vikas Publishing House, New Delhi.
- DeCecco, J.P., & Crawford, W. (1977). Psychology of Learning and Instruction. Prentice Hall, New Delhi.
- Driscoll, P.M. (1994). Psychology of Learning for Instruction. Allyn & Becon, Boston.
- Hurlick, E.B. (1992). Child Development. Mc Grow Hill, New York.
- Joyce, M., & Others (1992). Models of Teaching. Holt Rinehart and Winston, New York. Bruce R. Joyce (Author), Marsha Weil (Author), Emily Calhoun
- Lindgren, H.C. (1976) Educational Psychology in the Classroom. John Wiley, New York.

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

**Course Outcome:**

On successful completion of the course teacher educators will be able to

**CO1:** Explain the psychological principles and their application in specific context of education and special education. **K2**

**CO2:** Explain the principles and their implication for growth and development. **K3**

**CO3:** Critically analyse the process from the point of view of cognitive psychology. **K4**

**CO4:** Explain role of motivation in learning, learning processes and theories of personality. **K2**

**CO5:** Apply psychological aspects to teaching - learning situations. **K3**

**Outcome Mapping**

CO	PO							PSO					
	1	2	3	4	5	6	7	1	2	3	4	5	
<b>CO1</b>	S	S	S	S	M	S	S	S	S	S	S	S	S
<b>CO2</b>	S	S	M	S	S	M	S	S	S	S	S	S	M
<b>CO3</b>	S	S	S	S	S	S	S	S	S	S	S	S	S
<b>CO4</b>	S	S	S	S	S	S	S	S	S	S	S	S	S
<b>CO5</b>	S	S	S	S	S	S	S	S	S	S	S	S	S

**Strongly correlating (S) : 3 Marks**

**Moderately correlating (M): 2 Marks**

**Weekly correlating (W) : 1 Marks**

**No correlation (N) :-**

Course Code	P21SES11	IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITHINTELLECTUAL DISABILITY	L	T	P	C
Spl I			5	-	-	4
<b>Cognitive Level</b>	<b>K2:</b> Understand <b>K3:</b> Apply <b>K4:</b> Analyze					
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Understand the concept of Intellectual Disability.</li> <li>• Develop skills to screen and assess to identify the needs of Children with Intellectual Disability</li> <li>• Develop critical view upon use of assessment information</li> </ul>					

**UNIT I****Hours:12****Overview of Intellectual Disability**

- 1.1 Definition, historical review, Prevalence of Intellectual Disability
- 1.2 Etiological factors of Intellectual Disability
  - 1.2.1 Biological, environmental factors
  - 1.2.2 Pre-natal, natal, post-natal causes
- 1.3 Classification of Intellectual Disability - Medical, Educational, Psychological criteria for classification and issues and current practices in certification of Intellectual Disability
- 1.4 Characteristics of Intellectual Disability
- 1.5 Intellectual Disability and Associated Conditions – Cerebral palsy, Autism, Sensory impairments, ADD, ADHD, Epilepsy

**UNIT II Screening, Identification, Assessment and Diagnosis Hours:12**

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

NIMH Functional Assessment Checklists for Programming (FACP) and other relevant tools

2.5 Implications of the above for Inclusion

### **UNIT III Identification of Needs**

**Hours:12**

3.1 Infancy and Early Childhood; EI & Family involvement (NIMH – Family Based Program Plan)

3.2 School age; placement alternative (special school, Resource Room, inclusive classroom), Multidisciplinary team collaboration and role of special education teacher

3.3 Transition and career development – ITP (Individualized Transition Plan), Assessment - VAPS

3.4 Vocational Development; Employment, Types; emerging Job opportunity, Placement & follow-up

3.5 Implications of the above for Inclusion

### **UNIT IV**

**Hours:12**

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

4.2 Interpretation of assessment information to develop training goals

4.3 Use of Support Needs Assessment for Person Centered Planning

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

4.5 Implications of the above for Inclusion

### **UNIT V**

**Hours:12**

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

5.2 Advocacy

5.3 Current Gender Issues - Socio Cultural and Economic

5.4 Advances in Technology

5.5 Implications of the above for Inclusion

### **Essential Readings**

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

### Suggested Readings

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

### Course Outcome:

After completing the course teacher educators will be able to

**CO1:**Understand the concept, etiology and characteristics of Persons with Intellectual Disability (PWID). **K2**

**CO2:**Use appropriate instruments for assessment of PWID. **K3**

**CO3:**Describe the programming needs across different age levels of PWID. **K4**

**CO4:**Utilize assessment information for educational programming, referral services and placement. **K3**

**CO5:**Comprehend the emerging future needs of PWID. **K4**

### Outcome Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**Strongly correlating (S) : 3 Marks**

**Moderately correlating (M): 2 Marks**

**Weekly correlating (W) : 1 Marks**

**No correlation (N) :-**



**UNIT IV Instructional Programs and Methods**

**Hours:12**

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

**UNIT V Teaching Strategies & TLM**

**Hours:12**

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

**Essential Readings**

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

### Suggested Readings

- Kauffman, J. M. (1988). Teaching Students with Learning and Behaviour Problems. Merrill Publishing Co.
- Kirk, S.A., &Gallagher, J.J. (1979). Educating Exceptional Children.Hoffton& Mifflin. Boston.
- Lewis, R.B., &Doorlag, D.H. (2010). Teaching Students with Special Needs in General Education Classrooms. Pearson, London.
- Longone, J. (1990). Teaching Educable Mentally retarded Children. Allyn& Bacon, Boston.
- Mary, A. F. (1999). Curriculum and Teaching Strategies.Paul H. Brooks Publishing Co. Baltimore.
- Petersun, M.J., &Hitfie, M.M. (2003). Inclusive Teaching: Creating Effective Schools For all Learners.Allyn&Becon. Boston.
- West, C. K., Farmer, J. A., & Wolff, P. M. (1991). Instructional Design, Implications from Cognitive Science. Prentice Hall, New Jersey.

### Course Outcome

On successful completion of the course teacher educators will be able to

**CO1:** Explain the principles and approaches to curriculum development and instructional program. **K2**

**CO2:** Describe the various approaches for teaching students with Intellectual Disability. **K4**

**CO3:** Develop Curriculum for Pre-Primary, Primary, Secondary, Pre- Vocational and Vocational Level. **K6**

**CO4:** Use Instructional Program and methods in Inclusive Set ups. **K3**

**CO5:** Use teaching strategies and TLMs for PWID. **K3**

### Outcome Mapping

CO	PO							PSO					
	1	2	3	4	5	6	7	1	2	3	4	5	
CO1	S	S	S	S	M	M	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	M	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S	S

**Strongly correlating (S) : 3 Marks**

**Moderately correlating (M): 2 Marks**

**Weekly correlating (W) : 1 Marks**

**No correlation (N) :-**



<b>Course Code</b>	<b>P21CSS11</b>	<b>COMPUTER SKILLS FOR WEB DESIGNING AND VIDEO EDITING (for all PG Students)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
			<b>4</b>	<b>-</b>	<b>-</b>	<b>2</b>

<b>Cognitive Level</b>	<b>K1: Recall</b> <b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Prepare students develop an effective web page using HTML tags - K3.</li> <li>• Create a table within a web - K2.</li> <li>• Insert heading levels within a web page - K2.</li> <li>• Insert ordered and unordered lists within a web page -K2.</li> <li>• Publish a web page - K3.</li> <li>• Learn how to combine basic design principles in video editing - K2.</li> <li>• Generate a video by applying her knowledge - K3.</li> <li>• Present the edited video - K3.</li> <li>• Record short clips by using camera - K2.</li> </ul>

**UNIT I Basics of Hardware and Software Hours:12**

Basics of Windows Operating System – Windows Utilities. **Internet:** Concept of Internet, Applications of Internet, Connecting to the Internet, Troubleshooting – World Wide Web – Web Browsers – Search Engines: Accessing Web Browser, Downloading Web Pages, Printing Web Pages – Understanding URL – Surfing the Web: Using e-Governance Websites.

**UNIT II Hyper Text Markup Language (HTML):****Hours:12**

Structure of HTML Script – Components: Text, Table, Image, Hyperlinks, Types of Lists – Headers and Footers.

**Forms in HTML:** Label – Text Field – Radio Group – Text Area – Buttons.

**UNIT III OpenElement: Hours:12**

Introduction – Creating and Saving a Project - Basic User Interface Elements – Media Elements – Images – Carousels - Image Gallery – Videos – Project Preview in Browser.

**Containers and Groups:**

Accordion Group – Collapsible Panel – Group of Elements – Back-End and Full Stack Development.

**UNIT IV Video Recording:****Hours:12**

Grabbing all computer activities like playing video games, browsing the net, making VoIP calls, and more - Record the desktop screen in custom or full-screen mode - Capture the computer screen with voice narrations, system audio, and PIP effects - Include annotations such as colorful texts, shapes, lines, arrows, and drawings - Edit the video by cropping, trimming, adding subtitles, applying watermarks - Conversion of Recorded Video to MP4, VOB, MTS, DV.

**UNIT V Video Editor:**

**Hours:12**

New Video Project – Sort Video Projects – Store Board – Project Library – Video Editing Tools: Filters, Trim, Split, Text, Motion, 3D Effects, Speed - Screen Direction - Sound Design – Continuity – Titling - Picture Management - Color Correction - Special Effects

**Text Books:**

1. Anne Boehm & Zac Ruvalcaba, HTML5 and CSS3, 4<sup>th</sup> Edition, 2018.
2. Aaron Goold, Video Editing Handbook, 2017, ISBN :1521721041.

**Outcome Mapping**

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	M	S	S	S	S	S	S	M	M	M
CO2	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	M	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S

**Strongly correlating (S) : 3 Marks**

**Moderately correlating (M): 2 Marks**

**Weekly correlating (W) : 1 Marks**

**No correlation (N) :-**

Course Code	P21SEP11	Teaching Practice	L	T	P	C
Practical I			-	-	6	4

- 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 Level.
- All the lessons will be supervised by the concerned practical coordinator.
- Each student trainee will be allotted 2 classes for peer observation.
- Out of 8 lessons at least one lesson with innovative 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

<b>Course Code</b>	<b>P21SET21</b>	<b>RESEARCH METHODOLOGY AND STATISTICS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core III</b>			<b>5</b>	-	-	<b>4</b>

<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b> <b>K6: Create</b>
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Develop conceptual understanding about research in education</li> <li>• Describe the process of research.</li> <li>• Apply techniques for analysis of data- quantitative and qualitative</li> <li>• Prepare research proposals and report writing</li> </ul>

**UNIT I Scientific Knowledge and Research                      Hours:12**

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

**UNIT II            Types and Methods of Research                      Hours:12**

- 2.1 Types of research- Quantitative, Qualitative, Fundamental, Applied, Action
- 2.2 Methods of Research:
  - Descriptive
  - Correlational
  - Ex-post facto
  - Experimental; Designs (i) Pre-experimental, (ii) Pre-Post designs, (iii) Quasi Experimental design, (iv) single subject design
- 2.3 Variables- Types and threats
- 2.4 Process of research- Selection of problem, Review of literature, Sampling; Types and selection process, Hypothesis  
Instruments; tests, questionnaire, interview, observation schedule, rating scale  
Data collection and analysis
- 2.5 Standardization of research instrument- Selection of items, reliability and validity and norms

**UNIT III      Methods of Quantitative Analysis      Hours:12**

- 3.1 Parametric and non-parametric tests: Concept and difference
- 3.2 Descriptive Statistics:
  - Measures of Central Tendency
  - Correlations; Product-moment, Biserial-r, Point-biserial, Phi-coefficient, Regression analysis
- 3.3 Inferential statistics
  - Underlying concepts: Sampling error, standard error of mean, confidence level, degrees of freedom, one tail-two tail test, type I and type II errors
  - Student t- test, ANOVA, Ancova, Chi-square, Sign Test, Mann Whitney U test, Kruskal-Wallis test
- 3.4 Computer applications for analysis
- 3.5 Tabulation and graphic representation

**UNIT IV Qualitative Research Methods and Analysis      Hours:12**

- 4.1 Grounded theory
- 4.2 Ethnography and case study
- 4.3 Narrative/discourse and visual methodologies
- 4.4 Mixed method
- 4.5 Themes, coding and presentation

**UNIT V      Preparing Research Proposal & Report      Hours:12**

- 5.1 Components of research proposal
- 5.2 Presentation of proposal
- 5.3 Writing of thesis/dissertation
- 5.4 Writing technical paper for publication
- 5.5 Research management

**Assignments/ Course Work/ Practicum**

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

**Essential Readings**

- Agarwal, A.N. (2002). Quantitative Methods. Vrinda Publishing, New Delhi.
- Best, J.W., & Kahn, J.V. (1996). Research in Education. Prentice-Hall, New Delhi.
- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
- Desu, M.M., & Raghavarao, D. (1990) Sample Size Methodology. Academic Press, Boston.
- Dooley, D. (1997). Social Research Methods. Prentice-Hall, New Delhi.
- Gaur, A.S., & Gaur, S. S. (2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. Sage Publishers, New Delhi.

- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication, London.
- Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
- Gupta, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.
- Hegde, M. N. (2003). Clinical research in communicative disorders. PRO-ED: Austin, Texas
- Khan, M.S. (2005). Educational research. Ashish Publishing House: New Delhi
- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananthapuram.
- Siegel, A., & Castellen, N.J. (1988). Non Parametric statistics for Behavioural Sciences. McGraw-Hill, New York.
- Silverman, D. (2012). Qualitative Research. Sage Publication, London.

### Suggested Readings

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

### Course Outcome

On successful completion of the course teacher educators will be able to

**CO1:** Develop a conceptual understanding of research, its need and ethical research practices. **K2**

**CO2:** Describe the types, methods and process of research. **K4**

**CO3:** Apply statistical techniques for analysis of data. **K3**

**CO4:** Explain the methods and techniques of qualitative research. **K3**

**CO5:** Prepare research proposal and report. **K6**

### Outcome Mapping

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	S	S	S	S	S	S	M	M	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	M	S	S	S	S	S	M	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	M	S	S	S

**Strongly correlating (S) : 3 Marks**

**Moderately correlating (M): 2 Marks**

**Weakly correlating (W) : 1 Marks**

**No correlation (N) :-**

<b>Course Code</b>	<b>P21SET22</b>	<b>CURRICULUM DESIGN &amp; DEVELOPMENT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core IV</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>4</b>
<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>					
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Identify different components of curriculum</li> <li>• Analyze various approaches to curriculum development</li> <li>• Analyze critical issues in education</li> </ul>					

**UNIT I Nature of Curriculum**

**Hours:12**

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

**UNIT II Approaches & Types of Curriculum Development Hours:12**

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

**UNIT III Principles of Curriculum Construction**

**Hours:12**

- 3.1 Curriculum & Ideology
- 3.2 Curriculum as a Social Construct
- 3.3 Differentiating between Curriculum Design and Curriculum development
- 3.4 Theories of Curriculum Development
- 3.5 Universal Design of Learning for Curriculum Development

**UNIT IV Curriculum Development & Instructional Design Hours:12**

- 4.1 Differentiation of Curriculum
- 4.2 Pedagogical Theories and curriculum transaction
- 4.3 Material and Instructional Adaptations
- 4.4 Assessment and Evaluation



**UNIT V      Critical Issues in Curriculum      Hours:12**

5.1

Organisation of learning opportunities for diverse needs

- 5.2 Designing integrated and inter-disciplinary learning experiences
- 5.3 Collaborative curriculum
- 5.4 Alignment of curriculum and modes of assessment
- 5.5 Curricular trends

**Course Work/ Practical/ Field Engagement**

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

**Essential Readings**

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

**Suggested Readings**

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

**Course Outcome**

On successful completion of the course teacher educators will be able to

**CO1:**Define and identify different components of curriculum.**K2**

**CO2:**Understand and analyse various approaches to curriculum development.**K4**

**CO3:**Explain and demonstrate curriculum differentiation.**K3**

**CO4:**Acquaint and analyse instructional design**K4**

**CO5:**Analyse critical issues in education**K4**

**Outcome Mapping**

CO	PO							PSO					
	1	2	3	4	5	6	7	1	2	3	4	5	
CO1	S	S	S	S	M	S	S	S	S	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	M	S	S

**Strongly correlating (S) : 3 Marks**

**Moderately correlating (M): 2 Marks**

**Weekly correlating (W) : 1 Marks**

**No correlation (N) :-**

Course Code	P21SET23	INCLUSIVE EDUCATION			
Core V		L	T	P	C
		5	-	-	4
<b>Cognitive Level</b>	<b>K2:</b> Understand <b>K3:</b> Apply <b>K4:</b> Analyze <b>K6:</b> Create				
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Develop conceptual understanding about inclusive education</li> <li>• Develop skills to use tools and instructional strategies in inclusive schools</li> <li>• Develop plans for diverse learners in inclusion and skills associated with interpersonal relationship</li> </ul>				

**UNIT I Perspectives in Inclusive Education****Hours:12**

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

**UNIT II Covenants and Policies Promoting Inclusive Education- A Critique Hours:12**

- 2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- 2.2 International Conventions: Convention Against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)
- 2.3 International Frameworks: Salamanca Framework (1994)
- 2.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy for Persons with Disabilities (2006), National Education Policy (2020)
- 2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA (2009), IEDSS (2013)

**UNIT III Building Inclusive Schools**

**Hours:12**

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

**UNIT IV Building Inclusive Learning Environments**

**Hours:12**

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

**UNIT V Planning for Including Diverse Learning Needs Hours:12**

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

**Collaborations**

- 6.1 Models of collaboration
- 6.2 Working with Parents
- 6.3 Managing Conflict
- 6.4 Co-teaching
- 6.5 Mentoring and Coaching

**Course Work/ Practical/ Field Engagement**

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

**Essential Readings**

- Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman Publishing, London.
- Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.
- Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.
- Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). Essential best

practices in inclusive school. Institute on Disability/UCE, University of New Hampshire

- Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
- Peterson, M., & Hittie, M. (2009). Inclusive teaching: The journey towards creating effective schools for all learners. Merrill, New Jersey.
- Skidmore, D. (2004) Inclusion: The Dynamic of School Development, Open University Press, Buckingham.
- Villa, R. A., & Thousand, J. S. (2005) Creating An Inclusive School, Association for Supervision and Curriculum Development. ASCD, Alexandria.
- Wade, S. E. (2000). Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers. Lawrence Erlbaum Associates, New Jersey.

**Course Outcome:**

On successful completion of the course teacher educators will be able to

**CO1:** Explain the philosophical, sociological and rights perspective of inclusive education. **K3**

**CO2:** Understand various policies that promote inclusive education **K2**

**CO3:** Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively. **K4**

**CO4:** Develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, leadership and working in teams to promote inclusion. **K4**

**CO5:** Develop plans for including Diverse learners **K6**

**Outcome Mapping**

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	M	S	S	M	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	M	S	S	S	S	S

**Strongly correlating (S) : 3 Marks**

**Moderately correlating (M): 2 Marks**

**Weekly correlating (W) : 1 Marks**

**No correlation (N) :-**

<b>Course Code</b>	<b>P21SES23</b>	<b>THERAPEUTICS AND ASSISTIVE DEVICES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SplIII</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>4</b>
<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>					
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Gain knowledge about various therapies</li> <li>• Apply techniques of therapeutic intervention in classroom</li> <li>• Select and use appropriate assistive devices</li> </ul>					

### UNIT I

**Hours:12**

#### **Language Speech and Communication** 1.1 Nature,

Definition, Scope, functions and development of language, Speech and Communication

1.2 Critical period and its importance in speech and language development

1.3 Modes of communication, (Aural, Oral, Finger Spelling, Sign and Sign Language, Cued, Speech and Total Communication)

1.4 Types of speech and language disorders in PWID

1.5 Enhancing and integrating speech and language into classroom context

### UNIT II

**Hours:12**

#### **Physiotherapy**

2.1 Physiotherapy – Nature, Definition, objectives, Scope and functions

2.2 Modalities used in physiotherapy for persons with ID and its Associated Conditions

2.3 Movements and postures of human body

2.4 Specific conditions and physiotherapy management – Cerebral palsy, Spina bifida, Muscular dystrophy and Poliomyelitis

2.5 Integrating Physiotherapy into classroom context

### UNIT III

**Hours:12**

#### **Occupational Therapy**

3.1 Occupational therapy– Nature, Definition, objectives, Scope and functions

3.2 Modalities of Occupational Therapy for persons with ID with associated Conditions

3.3 Hand Functions– Types of grasps, grip, development, and eye-hand coordination

3.4 Sensory Integration – Nature, Development & Importance

3.5 Integrating Occupational therapy into classroom context

## UNIT IV

Hours:12

### Behaviour Modification

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

## UNIT V Assistive Devices

Hours:12

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

### Practicum/ Assignment/ Engagement (Any One)

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

### Essential Readings

- Antony, M.M., & Roemer, E. (2003). Behavior therapy. In A.S. Gurman & S.B. Messer (Eds.), *Essential psychotherapies* (2nd ed., pp. 182-223). Guilford, New York.
- Breines, E (1990). Genesis of occupation: A philosophical model for therapy and theory. *Australian Occupational Therapy Journal*, 37(1), 45-49.
- Colman, W. (1992). Maintaining autonomy: The struggle between occupational therapy and physical medicine. *American Journal of Occupational Therapy*, 46, 63-70.
- Hocking, C. (2004). Making a difference: The romance of occupational therapy. *South African Journal of Occupational Therapy*, 34(2), 3-5.
- McColl, M. A., Law, M., Stewart, D., Doubt, L., Pollack, N., & Krupa, T. (2003). *Theoretical basis of occupational therapy* (2nd Ed). New Jersey, SLACK Incorporated.
- O'Leary, K. D., & Wilson, G.T. (1975). *Behavior Therapy: Application and Outcome*. Prentice-Hall, New Jersey.
- Peshwaria, R., & Venkatesan, S. (1992) *Behavioural approach in teaching mentally retarded children - A manual for Teachers*. NIMH, Secunderabad.
- Robertson, D. (2010). *The Philosophy of Cognitive–Behavioural Therapy: Stoicism as Rational and Cognitive Psychotherapy*. Karnac. London.
- Yerxa, E. J. (1983). *Audacious values: the energy source for occupational therapy practice* in G. Kielhofner (1983) *Health through occupation: Theory and practice in occupational therapy*. Philadelphia, FA Davis.
- Yerxa, E., Clark, F., Jackson, J., Pierce, D., & Zemke, R. (1989). *An introduction to*

occupational science, A foundation for occupational therapy in the 21st century.  
Haworth Press.

**Course Outcome**

On successful completion of the course teacher educators will be able to

**CO1:**Gain knowledge about speech and language therapy. **K2**

**CO2:**Understand the meaning and interventions of physiotherapy. **K2**

**CO3:**Use occupational therapy for PWID. **K3**

**CO4:**Comprehend and apply behavioural techniques for interventions. **K3**

**CO5:**Select and use appropriate assistive devices for PWID. **K4**

**Outcome Mapping**

CO	PO							PSO					
	1	2	3	4	5	6	7	1	2	3	4	5	
<b>CO1</b>	S	S	M	S	S	S	S	S	S	S	S	S	M
<b>CO2</b>	S	S	M	S	S	S	S	S	S	S	S	S	M
<b>CO3</b>	S	S	M	S	S	S	S	S	S	S	S	S	M
<b>CO4</b>	S	S	S	S	S	S	S	S	S	S	S	S	S
<b>CO5</b>	S	S	S	S	S	S	M	S	S	S	S	S	S

**Strongly correlating (S) : 3 Marks**

**Moderately correlating (M): 2 Marks**

**Weekly correlating (W) : 1 Marks**

**No correlation (N) :-**



<b>Course Code</b>	<b>P21SEF21</b>	<b>ADVANCED GENDER STUDIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>EPC I</b>			<b>4</b>	<b>-</b>	<b>-</b>	<b>3</b>

<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Understand about the need for Gender studies</li> <li>• Analyze issues of women in various context</li> <li>• Comprehend changing role of women and their empowerment</li> </ul>

**UNIT I Fundamentals of Women Studies****Hours:9**

The concept of Women's studies - Need and Scope of Women's studies - Women's studies as an academic discipline - Women's studies / Gender studies - Women's studies - theories - Feminism - feminist movement - Radical, Social and Liberal Feminism - International women's year - 1975 - International Women's decade 1975 -1985 - Towards Equal Status 1976

**UNIT II Issues of Women****Hours:9**

Girl child in Society - Child labour - Child abuse - Changing role of women - marriage - Women's Issues - Motherhood - Single parent - Widows - Multiple Roles of Women- Role conflict, Role change - Gender and women - Trafficking: Child, Girl and Women - Cyber Crime Prevention against Women and Children (CCPWC) - challenges and measures to prevent crime against women and children - awareness creation in the society about current social issues - Social Networking and Media in addressing the issues of women

**UNIT III Women's Education and its importance****Hours:9**

Importance of women's education , various committees - Education as a tool of Women Empowerment - Obstacles to Women Education – Social, Economic, Cultural and other factors, limitation of formal system of education - Need for alternative system of education non-formal education for women - Curriculum for Girls & Women - Gender Inclusive curriculum - - KGBV Schools - NPEGL - Status of Women in Text books - Gender and school.

**UNIT IV Achievement and Rights of women****Hours:9**

Gender Justice - Achievement of Women - Educational, Political, Economic, Social - Panchayat raj - Political role and participation - National and International Levels - Women's rights - Proper rights - Redressal mechanism at different levels - Rights of Women with Disability

**UNIT V Empowerment of Women****Hours:9**

Empowerment of women - Alternative approaches - Women in Development (WID) - Women and Development (WAD) - Women's Development- Definition, Meaning and Scope, Gender and Development (GAD), Human Development Index (HDI) V/S Gender development Index (GDI) - Self help groups and leadership - NGOs and women Development- National and International funding Agencies - Research in Gender Studies

**References**

1. Desai, N and M. Krishnaraj. *Women and Society in India*. Delhi: Ajantha, 1987.
2. Forbes, G.. *Women In Modern India*. New Delhi: CUP, 1998
3. SharmilaRege. *Sociology Of Gender* London: Sage, 2003.
4. Sumi Krishna, *Livelihood and Gender Equity in Community Resource Management*. New Delhi: Sage, 2004.
5. Sen, Amartya. *The Argumentative India: Writings On Indian History, Culture And Identity*. London: Penguin, 2005.
6. *Women's Studies in India: A Reader*. Ed. Mary John. Penguin: New Delhi, 2008.
7. *Women in culture Second Edition : An Intersectional Anthology for Gender and Women's Studies*. Ed. Bonnie Kime, Scott, Susan. E. Cayleff, Anne Donadey and Irene Lara . New Jersey: Wiley - Blackwell, 2016

**Course Outcome**

On successful completion of the course teacher educators will be able to

**CO1:** Gain knowledge about the concept , need and scope of women studies **K2**

**CO2:** Acquaint and analyze issues of women in various context **K4**

**CO3:** Understand changing role of women in society and issues related to it **K2**

**CO4:** Understand the importance of women's education **K2**

**CO5:** Comprehend empowerment of women and their achievement **K3**

**Outcome Mapping**

CO	PO							PSO					
	1	2	3	4	5	6	7	1	2	3	4	5	
CO1	S	S	S	S	S	S	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	S	M	S	S	S	S
CO4	S	S	S	S	M	S	M	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	M	S	S	S	S

**Strongly correlating (S) : 3 Marks Moderately correlating (M): 2 Marks**

**Weekly correlating (W) : 1 Marks No correlation (N) : -**

<b>Course Code</b>	<b>P21SEP22</b>	<b>PREPARATION &amp; ADMINISTRATION OF TEACHER MADE TEST (TMT)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Practical II</b>			-	-	6	4

- Each Teacher Educators is expected to prepare and administer the TMT under the guidance of a Supervisor.
- TMT should be submitted in two parts:  
Part I: Blue print along with questions and scheme of valuation based on Blooms Taxonomy for B.Ed / D.Ed level curriculum (for one subject)  
Part II: TMT for Children with Intellectual Disability and administration in Special /Inclusive School
- Student Trainees are expected to submit 2 copies of typed report on the same in detail consisting of conceptual background, rationale, methodology adopted in preparation of TMT.
- Students must present the same in a seminar mode. The performance will jointly be evaluated by the external and internal examiners followed by viva-voce.

# SEMESTER - III

Course Code	P21SET31	PERSPECTIVES IN TEACHER EDUCATION - IN-SERVICE AND PRE-SERVICE	L	T	P	C
Core VI			5	-	-	4
<b>Cognitive Level</b>	<b>K2:</b> Understand <b>K3:</b> Apply <b>K4:</b> Analyze					
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Understand about development of teacher education with reference to Children with Disabilities and reflect upon it.</li> <li>• Examine the need for competent teacher preparation by various organizations</li> <li>• Critically evaluate the existing teacher education curriculum and its relevance</li> </ul>					

### **UNIT I Understanding Teacher Education (TE) Hours:12**

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

### **UNIT II TE and Education of Children with Disabilities Hours:12**

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

### **UNIT III Pre-service TE in Education of Children with Disabilities Hours:12**

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

## **UNIT IV Continued Teacher Development Program      Hours:12**

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

## **UNIT IV Issues and Challenges in TE for Education of Children with Disabilities**

**Hours:12**

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

### **Course Work/ Practical/ Field Engagement**

- Prepare a checklist/schedule to collect information about curriculum transaction either in Diploma or B.Ed. in Special Education Courses in any Training Institute. Take interview of at least 10 student teachers and analyse the data to suggest improvement in quality of training
- Prepare a checklist/schedule to collect information from employer about competency of passed out student teachers. Take interview of at least 5 principals of schools having children with disabilities and analyse the data to suggest improvement in quality of training and the need for in-service training

### **Suggested Readings**

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

### Course Outcome

On successful completion of the course teacher educators will be able to

**CO1:**Gain insight and understand development of Teacher Education with reference to education of children with disabilities. **K2**

**CO2:**Reflect on issues and problems related with teacher preparation for education of children with disabilities. **K4**

**CO3:**Familiar with responsibilities of different organisations in preparation of Competentteachers and critically examine it. **K4**

**CO4:**Appreciate importance of in-service programmes and develop capacity to plan andexecute it as per specific need and purpose. **K3**

**CO5:**Appraise the existing teacher education curriculum and its relevance, issues and challenges. **K4**

### Outcome Mapping

CO	PO							PSO					
	1	2	3	4	5	6	7	1	2	3	4	5	
CO1	S	S	S	S	M	M	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	M	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	M	S	S	S	S	S	S	S	S

**Strongly correlating (S) : 3 Marks      Moderately correlating (M): 2 Marks**

**Weekly correlating (W) : 1 Marks      No correlation (N) : -**

<b>Course Code</b>	<b>P21SET32</b>	<b>EDUCATIONAL EVALUATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core VII</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>4</b>
<b>Cognitive Level</b>	<b>K2: Understand K3: Apply K4: Analyze</b>					
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Gain knowledge about key concepts of evaluation</li> <li>• Apply techniques of evaluation in teaching learning process</li> <li>• Appraise current trends in evaluation</li> </ul>					

**UNIT I Foundations in Evaluation Hours: 12**

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

**UNIT II Hours: 12**

**Scope of Evaluation**

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

**UNIT III Teaching-learning and Evaluation Hours: 12**

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

**UNIT IV Programme Evaluation & Review Hours: 12**

- 4.1 Concept, need, goals and tools
- 4.2 Evaluation of instructional programmes
- 4.3 Techniques of programme evaluation
- 4.4 Reliability, validity and sensitivity in programme evaluation
- 4.5 Reviewing outcomes



## UNIT IV Current Trends in Evaluation

Hours: 12

- 5.1 Knowledge based evaluation
- 5.2 Performance Based Evaluation: Role play, Concept maps
- 5.3 Authentic Evaluation: Interviews, Writing samples, Projects, Exhibitions, Reflective Journals
- 5.4 Self evaluation: Rubrics & Rating scales
- 5.5 Exams: Online, On-demand, Take-home Power Tests & Open book

### Transaction & Evaluation

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

### Practicum

- Observe and prepare a report on evaluation practices at any two levels in (i) a Mainstream and (ii) a Special school. Critically analyze the evaluation practices.
- Develop a format for self evaluation for teachers in special or mainstream.
- Develop tools one each for Knowledge based, Performance based & Authentic evaluation for children with disabilities studying in a class or a subject of your choice.

### Essential Readings

- Airasian, P.W. (1991). Classroom Assessment. McGraw-Hill, New York.
  - American Educational Research Association, American Psychological Association, and National Council on Measurement and Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.
  - American Federation of Teachers, National Council on Measurement in Education, and the National Education Association. (1990). Standards for teacher competence in educational assessment of students. Washington, DC: Author.
  - Gipps, (1996). Assessment for learning. In Little, A. and Wolf, A. (eds) Assessment in transition: Learning, monitoring and selection an international perspective. Oxford Pergamon Press, London.
  - Gronlund, N.E., & Linn, R. (1990). Measurement and evaluation in teaching (6th Edition). Macmillan, New York.
  - Hamayan, (1995). Approaches to alternative assessment. "Annual Review of Applied Linguistics," 15, 212-226.
  - Headington (2003). Monitoring, Assessment, Recording, Reporting & Accountability. II-Ed, David Fulton Pub. , London.
  - Hibbard, K. M. and others. (1996). A teacher's guide to performance-based learning and assessment. Alexandria, VA: Association for Supervision and Curriculum Development.
  - Mathew, S. (2005). Evaluation: curricular strategies and adaptations for children with hearing impairment. Kanishka: New Delhi.
  - Mathew, S. & Mishra, A. (2010). Knowledge based evaluation of students with hearing impairment. Journal of NCED, 2(1), 26-33.
  - Mathew, S. (2010). Educational Evaluation .Curriculum and teaching strategies for CWHI. MED SEDE (HI) Manual, IGNOU, New Delhi.

- Mehrens, W. A., & Lehmann, I. J. (1991). Measurement and evaluation in psychology (IVED). Harcourt Brace College Publishers, New York.
- NSW syllabuses: Assessment for, as and of Learning. Retrieved from [syllabus.bos.nsw.edu.au/support.../assessment-for-as-and-of-learning](http://syllabus.bos.nsw.edu.au/support.../assessment-for-as-and-of-learning) on 10.4.2015
- Programme evaluation and review technique. Retrieved from <http://www.inc.com/encyclopedia/program-evaluation-and-review-techniquepert.html> on 10.4.2015
- School self-evaluation. <http://www.education.ie/en/Schools-Colleges/Services/Quality-Assurance/SSE-Primary-and-Post-Primary/School-Self-Evaluation.html> on 10.4.2015
- School self-evaluation. Retrieved from [http://schoolself-evaluation.ie/postprimary/index.php/what-school-selfevaluation/?doing\\_wp\\_cron=1429505616.9318289756774902343750](http://schoolself-evaluation.ie/postprimary/index.php/what-school-selfevaluation/?doing_wp_cron=1429505616.9318289756774902343750) on 10.4.2015
- UNICEF (2006). New trends in development evaluation. Retrieved from [http://www.unicef.org/ceecis/New\\_trends\\_Dev\\_Evaluation.pdf](http://www.unicef.org/ceecis/New_trends_Dev_Evaluation.pdf) on 16.4.2015
- Wiggins, G. (1993) Assessing students performance. San Francisco: Jossey-Bass.

### Suggested Readings

- Braden, J. (2001). The clinical assessment of deaf people's cognitive abilities. In Clark, M. D.; Marschark, M., & Kretchmer, M. (Eds.). Context, cognition and deafness, Galludet University press, Washington. Pg. 14-37.
- Elliot, S.N., Kratochwill, T. R., & Gilbertson, A. G. (1998). The Assessment Accommodation Checklist: Who, What, Where, When, Why and Who? Teaching Exceptional Children, 31(2), 10 –14.

### Course Outcome

On successful completion of the course teacher educators will be able to

**CO1:** Explain the key concepts of evaluation and describe the developments in evaluation. **K2**

**CO2:** Describe the scope of evaluation in education. **K2**

**CO3:** Describe the use of evaluation as an effective tool in teaching-learning process.

**K3**

**CO4:** Describe the ways & means of evaluation of programmes. **K2**

**CO5:** Explain the current trends in evaluation. **K4**

### Outcome Mapping

CO	PO							PSO					
	1	2	3	4	5	6	7	1	2	3	4	5	
CO1	S	S	S	S	M	S	S	S	S	S	S	S	S
CO2	S	S	S	S	M	M	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S	M
CO5	S	S	S	S	S	S	S	S	S	S	S	S	S

**Strongly correlating (S) : 3 Marks Moderately correlating (M): 2 Marks**

**Weekly correlating (W) : 1 Marks No correlation (N) : -**

<b>Course Code</b>	<b>P21SEE31</b>	<b>EDUCATIONAL TECHNOLOGY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ELECTIVE</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>4</b>
<b>Cognitive Level</b>	<b>K2:</b> Understand <b>K3:</b> Apply <b>K4:</b> Analyze <b>K6:</b> Create					
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Apply appropriate instructional strategies through technology</li> <li>• Develop appropriate instructional media</li> <li>• Integrate ICT in teaching - learning and evaluation</li> </ul>					

**UNIT I Educational Technology****Hours: 12**

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

**UNIT II Instructional Technology****Hours: 12**

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

**UNIT III Instructional and Interactive Learning** **Hours: 12**

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

#### **UNIT IV ICT For Inclusion**

**Hours: 12**

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

#### **UNIT V Recent Trends in Technology**

**Hours: 12**

- 5.1 Online Learning
- 5.2 Blended Learning
- 5.3 M-Learning
- 5.4 MOOC, OER
- 5.5 Internet of Things (IoT): Augmented Reality and Virtual Reality, Artificial Intelligence: Machine Learning Techniques, Deep Learning

#### **Course Work/ Practical/ Field Engagement**

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

#### **Suggested Readings**

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

- Erin Pangilinan, Steve Lukas, et al. \_Creating Augmented and Virtual Realities: Theory and Practice for Next-Generation Spatial Computing‘, Apr 14, 2019

**Course Outcome:**

On successful completion of the course teacher educators will be able to

**CO1:** Discuss roles of Educational Technologists in various contexts. **K2**

**CO2:** Apply appropriate instructional strategies. **K3**

**CO3:** Develop appropriate instructional media. **K6**

**CO4:** Integrate suitable ICT effectively in teaching-learning-evaluation. **K3**

**CO5:** Suggest suitable modality of instruction (Online, Blended, etc.). **K4**

**Outcome Mapping**

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**Strongly correlating (S) : 3 Marks Moderately correlating (M): 2 Marks**

**Weekly correlating (W) : 1 Marks No correlation (N) : -**

<b>Course Code</b>	<b>P22SEE32</b>	<b>EDUCATIONAL MANAGEMENT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ELECTIVE</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>4</b>

<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Analyze</b> <b>K4: Analyze</b> <b>K6: Create</b>
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>Understand fundamental areas of management</li> <li>Explain required management skills</li> <li>Apply management skills in appropriate scenario</li> </ul>

**UNIT I Foundations in Educational Management****Hours: 12**

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

**UNIT II Total Quality Management in Education Hours: 12**

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

**UNIT III Human Resource Management Hours: 12**

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

**UNIT IV Educational Management Information Systems (EMIS) Hours: 12**

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

#### 4.5 Dissemination, distribution & publication of data

### **UNIT V Financial Management**

**Hours: 12**

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

#### **Transaction**

Lectures, Field visits, Self-study

#### **Course Work/ Field Work**

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

#### **Suggested Readings**

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

### Course Outcome

**On successful completion of the course teacher educators will be able to**

**CO1:** Explain the basic fundamental areas of management. **K2**

**CO2:** Describe the skills required for enhancing institutional quality for sustained development. **K3**

**CO3:** Enumerate the skills required for capacity building of human resources. **K4**

**CO4:** Explain the skills needed to manage data for various information management processes. **K3**

**CO5:** Prepare cost effective budgets, proposals and describe ways of managing financial resources. **K6**

### Outcome Mapping

CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO1</b>	S	S	M	S	S	M	S	S	M	S	S	M
<b>CO2</b>	S	S	S	S	S	S	S	S	S	S	S	S
<b>CO3</b>	S	S	M	S	S	S	S	S	S	S	S	M
<b>CO4</b>	S	S	S	S	S	S	M	S	S	S	S	S
<b>CO5</b>	S	S	S	S	S	M	S	S	M	S	S	S

**Strongly correlating (S) : 3 Marks Moderately correlating (M): 2 Marks**

**Weekly correlating (W) : 1 Marks No correlation (N) : -**



<b>Course Code</b>	<b>P23SEE33</b>	<b>GUIDANCE AND COUNSELING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ELECTIVE</b>			<b>5</b>	-	-	<b>4</b>

<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Understand the concepts of guidance and counseling</li> <li>• Analyze the problems of students in contemporary world</li> <li>• Analyze problems of Children with Disabilities</li> </ul>

**UNIT I Education and Career Guidance**

**Hours: 12**

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

**UNIT II Vocational Guidance**

**Hours: 12**

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

**UNIT III Fundamentals of Counseling**

**Hours: 12**

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

**UNIT IV Group approaches in Vocational Counseling and Guidance**

**Hours: 12**

- 4.1 Types, areas and approaches of Counseling
- 4.2 Steps and skills in the counseling process
- 4.3 Advantages and Disadvantages of Group Guidance techniques
- 4.4 Essential services in school and community based guidance programs

- 4.5 Placement, research, evaluation services and Job study- i) Job description, ii) Job specification, iii) Job analysis, iv) Job satisfaction

#### **UNIT IV Assessment in Educational and Vocational Guidance and Counseling**

**Hours: 12**

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

#### **Course Work/ Practical/ Field Engagement**

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

#### **Essential Readings**

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

#### **Suggested Readings**

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

#### **Course Outcome**

On successful completion of the course teacher educators will be able to

**CO1:**State the basic concepts in Guidance & Counseling. **K2**

**CO2:**Discuss Educational, Vocational and Personal Guidance. **K2**

**CO3:**Describe testing devices and non-testing techniques of guidance. **K3**

**CO4:**Analyze the problems faced by students in the contemporary world. **K4**

**CO5:**Discuss the problems faced by children with disabilities. **K3**

### Outcome Mapping

CO	PO							PSO				
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO1</b>	S	S	M	S	S	S	S	S	S	S	S	M
<b>CO2</b>	S	S	S	S	S	S	S	S	S	S	S	S
<b>CO3</b>	S	S	S	S	S	S	M	S	S	S	S	M
<b>CO4</b>	S	S	S	S	S	S	S	S	S	S	S	S
<b>CO5</b>	S	S	S	S	S	S	S	S	S	S	S	S

**Strongly correlating (S) : 3 Marks****Moderately correlating (M): 2 Marks**

**Weekly correlating (W) : 1 Marks****No correlation (N) : -**

<b>Course Code</b>	<b>P21SEF32</b>	<b>ADVANCED YOGA</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>EPC II</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>3</b>

<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Understand about functions of body</li> <li>• Understand about mental and physical health</li> <li>• Understand and apply Yoga in life for holistic development</li> </ul>

**UNIT I Functions of Body****Hours: 12**

Function and form of the Body - Purpose of life - Modern life style and Physical health - Form of the body, Structure of the Body, cells and Tissues, Muscles and Bones, blood circulatory system , respiratory system, nervous system, digestive system- functions of the body - Life force and life force circulation - cordial Relationship between body and soul - three functional parts of the body - Pain - disease - Death - Reasons for disease - Needs of the body - five factors of balance life

**UNITII Yoga as Therapy****Hours: 12**

Physical exercise - Food and Medical practices for Persons with Disability - Yogic Therapy through Modern Understanding - General Metabolism and Dietetics- Homeostasis - Metabolism and healthy diet for persons with disability

**UNIT III Mind and Health****Hours: 12**

Mental Health, Mind is bio magnetism, Eight special functions of mind - Ten Stages of Mind - Mental frequency, body - life force - consciousness, function of consciousness - imprints and mental frequencies - reduction of the speed of mental frequency and benefits - maintaining emotions and behaviour of persons with disability

**UNIT IVYoga and its Types****Hours: 12**

Origin of Yoga & its brief development - Meaning of Yoga & its importance -Yoga as a Science of Art (Yoga Philosophy) - Meaning of meditation and its types - Classification of Yoga/Types of Yoga - Hatha Yoga , Raja Yoga, Laya Yoga, Bhakti Yoga, Gyan Yoga, Karma Yoga, Asthanga Yoga - Yogic therapies and modern concept of Yoga - Naturopathy, Hydrotherapy - Adapted Yoga for Persons with Disability

## UNIT V Yoga and Mental Health

Hours: 12

Yoga and Mental Health - Theoretical understanding of yoga and Modern Psychology - Mental Health (its meaning, determinants and applications) - Concept and models of Normality in Yoga and Modern Psychology - Concept of psychosomatic disorders as indicated in Patanjala Yoga Sutras - Personal and interpersonal adjustment through yogic methods - Role of Yamas, Niyamas, Asana, Pranayama and Dhyana in attitude change and attitude formation for a total personality integration - Stress Management : Modern and Yogic perspectives - Tackling ill-effects of Frustration, Anxiety and Conflict through modern and Yogic methods - Prayer as cross cultural approach to mento-spiritual development - role of yoga in the life of persons with disability

### Practical

- Practicing and Teaching Yoga for Healthy Living to Children with Disabilities

### References

- Nash T.N. (2006). Health and Physical Education. Hyderabad: Nilkamal Publishers.
- Mangal, S.K.(2005). Health and Physical Education, Ludhiana: tandon Publication book market
- Aggarwal,J.C. (2013) Health and Physical Education.Shipra Publications, New Delhi
- Dr. DharmendraPrakash Bhatt. (2006). Health Education. KhelSahitya Kendra, New Delhi
- Dr. Amresh Kumar. (2007). Complete book of physical education, sports and health. KhelSahitya Kendra, New Delhi
- Arul Jothi, D.L.Balaji, Jagdish Prasad Sharma(2011). Physical and Health Education. Centrum Press, New Delhi
- Nagarathna, R. (2005). Yoga Therapy in stress related ailments in Yoga - the science <http://icyer.com/documents/yoga-mind - body 2012> (accessed April 11, 2015)
- Nagendra, H.R. &Nagavathna, R.(1988). New perspectives in stress management: Kanyakumari: Vivekananda Kendra Yoga AnusandhanaSamsthana.

### Course Outcome

On successful completion of the course teacher educators will be able to

**CO1:**acquaint the students with the functions of the body and purpose of life **K2**

**CO2:**realize the importance of Physical exercise **K2**

**CO3:**understand about mental health and its function **K2**

**CO4:**understand about the types of yoga and practices it **K3**

**CO5:**conceptualize the impact of yoga for holistic development **K4**

### Outcome Mapping

CO	PO							PSO					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
<b>CO1</b>	S	S	M	S	S	S	S	S	S	S	S	S	S
<b>CO2</b>	S	S	M	S	M	M	S	S	S	S	S	S	S
<b>CO3</b>	S	S	S	S	M	M	S	S	S	S	S	S	S
<b>CO4</b>	S	S	S	S	S	S	S	S	S	S	S	S	S
<b>CO5</b>	S	S	S	S	S	S	S	S	S	S	S	S	S

**Strongly correlating (S) : 3 Marks Moderately correlating (M): 2 Marks**

**Weekly correlating (W) : 1 Marks No correlation (N) : -**

<b>Course Code</b>	<b>P21SEF33</b>	<b>TECHNO PEDAGOGY - ICT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>EPC III</b>			<b>4</b>	<b>-</b>	<b>-</b>	<b>2</b>

<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Gain knowledge about relevance of technology in present day education</li> <li>• Understand challenges in integrating ICT in education</li> <li>• Apply ICT in teaching learning Process</li> </ul>

**UNIT I Concept of ICT****Hours: 6**

Information and Communication technology - Meaning, concept, Importance, Nature of Information and Communication Technology - Need of Information and Communication Technology in Education - Paradigm shift in Education due to ICT - challenges in integrating Information & communication Technology in educational institutions - Affordable ICT equipped classrooms - Integration of technology (pedagogy and content)

**UNIT II ICT in Classroom instruction****Hours: 6**

ICT in Classroom Instruction - Principles of selecting technology for instruction - Steps or developing self - instructional material - Computer Assisted Learning - Computer Aided Instructions (CAI), Steps for developing CAI, Modes of CAI, Benefits of text material - multimedia in education - Power Point Presentation, Web based instruction - Introduction to Mobile Learning (anywhere learning).

**UNIT III Network and Internet Hours: 6**

Network and Internet - working of internet - internet service provider - transmission control protocol - internet protocol - IP and domain name address system - applications of internet - WWW - Online services - Bulletin board services - internet browser - use of search engines - surfing - usage of internet in research - web2.0 tools, web 3.0 tools, FOSS

**UNIT IV ICT and Teaching Learning****Hours: 6**

ICT enhanced learner -centered learning environment - e-sources for learning, CD - ROM, pen drive, networking, internet and intranet, search engines, digital library - infections - antivirus - Collaborative Learning, Technology Aided Learning, Cloud computing - E-learning - preparation of e-learning material - e-content - strengths and weakness of e-content - on-line learning - e- learning standards

**UNIT VICT and Virtual Education****Hours: 6**

ICT in Open and Distance Education - Innovations in Distance Education: Virtual classrooms - Consortium of Educational Communication - limitations with conventional education , nature and concept of virtual education, effectiveness of virtual education, limitations and challenges of virtual environment - Teleconference - Video conference - Role of EDUSAT - ICT enabled lesson plan preparation - ICT for assessment and evaluation - portfolio, rubrics and other alternative assessment tools.

**References:**

- Aggarwal,D.D.(2004). Educational technology. New Delhi: Sarup& Sons.
- Amidon,B.J. and Elizabeth Hunter. (1979). Impering Teaching analysis of classroom, verbal Instruction.New York: Holt
- Ronghuai Huang Kinshuk, Jon K. Price.(2004). ICT in Education in Global Context. New York, Springer Publishing Company.
- Rivehent and Wiston Inc. BarkerP. (1987). Author Language for CAL. London: Macmillan Education Ltd.
- Sareen N. Information and Communication Technology, (2011) New Delhi, Anmol Publications.

**Course Outcome**

On successful completion of the course teacher educators will be able to

**CO1:** acquaint the student with the meaning, scope and relevance of technology in modern education **K2**

**CO2:**understand the need for ICT mediated education **K2**

**CO3:**realize the challenges in integrating ICT in School Education **K4**

**CO4:**know the use of ICT in Open and Distance Learning **K3**

**CO5:**acquaint and apply ICT in teaching learning process **K3**

**Outcome Mapping**

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
<b>CO1</b>	S	S	M	S	S	S	S	S	S	M	M	M
<b>CO2</b>	S	S	S	S	S	S	S	S	S	S	S	S
<b>CO3</b>	S	S	S	S	S	S	M	S	S	S	S	S
<b>CO4</b>	S	S	S	S	S	S	S	S	S	S	S	S
<b>CO5</b>	S	S	S	S	S	S	S	S	S	S	S	S

**Strongly correlating (S) : 3 Marks Moderately correlating (M): 2 Marks**

**Weekly correlating (W) : 1 Marks No correlation (N) : -**



<b>Course Code</b>	<b>P21SEP33</b>	<b>INTERNSHIP AS A TEACHER TRAINER</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>PRACTICAL III</b>				-	6	4

Internship involves a compulsory placement with a teacher training institute/college running courses of the specialization. Internship will be organised for duration of four weeks. Each student trainee is expected to teach 10 lessons and do practical supervision to student trainees undergoing training in Diploma/B.Ed.Spl.Ed. level in topics from the respective curriculum. The student has to undertake any such duties as assigned by the Principal/ In charge/ HOD of the teacher training institute.

# SEMESTER IV

Course Code	P21SES44	ADULTHOOD AND FAMILY ISSUES	L	T	P	C
Spl IV			5	-	-	4
<b>Cognitive Level</b>	<b>K2:</b> Understand <b>K3:</b> Apply <b>K4:</b> Analyze					
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Understand development in adulthood</li> <li>• Understand the issues in adulthood with reference to disability</li> <li>• Understand and provide family training to adults with disability</li> </ul>					

**UNIT I Human Growth & Development in Adulthood****Hours: 12**

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

**UNIT II Family and Adult with Intellectual Disability****Hours: 12**

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

**UNIT III Gender, Sexuality and Marriage Related Issues****Hours: 12**

- 3.1 Meaning & Concept of Gender & Sexuality and Marriage
  - 3.2 Religious and Cultural effect on Gender & Sexuality and Marriage
  - 3.3 Marriage & persons with intellectual disability: Misconceptions & Remediation
  - 3.4 Importance of Pre-marital Counseling, Gender Education
  - 3.5 Sexuality related issues, HIV, STD

**UNIT IV Disability Issues – Community****Hours: 12**

- 4.1 Attitude of community towards Adults with ID
- 4.2 Community related Issues - Aggression, Antisocial behaviour, Abuse and Social discrimination of PWID
- 4.3 Creating Awareness related to community issues
- 4.4 Community involvement & Resource Mobilization
- 4.5 Impact of technological developments on disability issues

## UNIT V Adulthood and Family Training

Hours: 12

- 5.1 Family experiences of disability in the context of ageing
- 5.2 Training of Adults- Personal Care, Social, Domestic, Community and Leisure
- 5.3 Services for PWID in urban and rural areas
- 5.4 Independent living: Within family, Group home & Institution.
- 5.5 Parental Attitude and Counseling

### Practicum/ Assignment/ Engagement (Any One)

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

### Essential Readings

- Basu, S., Das, P., & Chakravarty, I. (2007). Family Life of the Disabled Aged, Ageing and Society. *Indian Journal of Gerontology*, 17 (3 & 4), 75 – 81.
- Blacher, J. (1984). Severely Handicapped Young Children and Other Families: Research in Review. Academic Press Inc., Ovlendio.
- Blook, F. (1974). *Our Deaf Children*, Martins Publishers Ltd. London.
- Cramer, H., & Carlin, J. (2008). Family Based Short Breaks (Respite) for Disabled
- Children: Results from the Fourth National Survey. *British Journal of Social Work*, 38 (6), 1060 – 1075.
- Dale, N. (2000). Working with families of Children with Special Needs: Partnership and Practice. Brunner- Routledge. East Sussex.
- Fewell, R., & Vadasy, P. (1986). Families of Handicapped Children: Needs and Supports across the Life-span. Ro-ed Inc. Texas.
- Findler, S. (2000). The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, *Families in Society*, 81(4) 70 – 381.
- Garginolo, R.M. (1985). Working with Parents of Exceptional Children: A Guide for Professionals, Houghton-Mifflin, Boston.
- Kashyap, L. (1991). Research on Families with Disabled Individuals: Review and Implications, in Unit for Family Studies (Ed.) *Research on Families with Problems in India*. Vol.II (pp.269-289). Tata Institute of Social Sciences, Bombay.
- Kashyap, L. (1996). Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) *Family Measurement in India*, Sage Publications. New Delhi.

**Course Outcome:**

After completing the course teacher educators will be able to

**CO1:**Develop understanding of stages of development in adulthood. **K4**

**CO2:**Appreciate importance of family attitude and involvement. **K4**

**CO3:**Understand the Gender, marriage and sexuality related issues. **K2**

**CO4:**Understand the disability issues related to community. **K2**

**CO5:**Appreciate the importance of adulthood and family training. **K3**

**Outcome Mapping**

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO 5	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**Strongly correlating (S) : 3 Marks Moderately correlating (M): 2 Marks**

**Weekly correlating (W) : 1 Marks No correlation (N) : -**

<b>Course Code</b>	<b>P21SED41</b>	<b>DISSERTATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
			-	-	20	16

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**

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

**Phase 2:**

**Review of Literature and Development of Tools**

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 at the beginning of third semester.

**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 third semester. The students have to submit four typed copies of Dissertation to the Department/ College by the end of III 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.

<b>Course Code</b>	<b>P21SEP44</b>	<b>FIELD ENGAGEMENT/INTERNSHIP</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Practical IV</b>			-	-	6	4

**Hours: 120**

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/Disability Rehabilitation for duration of four weeks. These may include Govt./Autonomous organizations/ NGOs./ CBR projects/ Special Schools/ Inclusive schools, etc. The internship should be guided by faculty supervisor of the organization who should focus on enabling the student to develop linkages between “Specialisation-required courses” and “Specialisation-elective courses”. The organisation of internship may be conceived in such a fashion that the students get opportunities to observe relevant activities in the fields such as:

1. Elicit information from parents and professionals the relevant information about one child with Specific Disability,
2. Assess the child with Specific Disability, using formal and informal tools and identify the specific learning problems,
3. Write a comprehensive assessment report by analyzing and interpreting the data collected as above
4. Develop an appropriate educational plan (IEP) (current level, annual goals, short term objectives, methods and material and evaluation)
5. Collaborate with the class teachers and related professional to implement the IEP
6. Implement IEP for a period of minimum 15 sessions (each session lasting for not less than 45 minutes)
7. Develop an E content for the goals selected for the child with Specific Disability
8. Organize competitions for the student with disability ( sports, cultural) school and inter school level within neighbouring community
9. Make class visits to support the student when the regular teacher teaches and collaborate with the class teachers
10. Evaluate the child and write a report
11. After completion of the internship, the marks will be submitted by the head of the organization as per format sent by the institute/college.