

**Curriculum Framework and Syllabi for
M.Ed Special Education - Intellectual Disability
(M.Ed Spl.Ed ID)
(Under Choice Based Credit System - CBCS)**



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

**(Approved by Board of Studies in Department of
Education in its meeting dated 24.01.2018)**

PREAMBLE

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 prepares 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 alumnis 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 hailing from rural, downtrodden society to climb up in the ladder of success through higher education prospects.

Vision

**Generate Quality Professionals in Education
(Special Education/Inclusive Education)**

Mission

- **To offer high quality skill and value based teacher education with research competency in Special, General and Inclusive education**
- **To instill skills in the teacher educators to work as master trainers in Special, General and Inclusive Education Colleges and University Departments**
- **To inculcate technology enabled teaching learning to meet out the global needs of teaching**
- **To Enhance knowledge and skills of teacher educators for professional development**

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

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

PROGRAMME OUTCOMES (POs)

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

PO 1: 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

PO 2: endow with the core competencies and knowledge related to teacher education and its philosophical underpinnings related to special education and inclusive education

PO 3: 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)

PO 4: 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 counselling in all educational settings (Special Schools, Inclusive Schools and Open/Home settings) including higher education

PO 6: 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

PSO 1: Acquire knowledge and understanding about developments in education and special education and psychology of development and learning

PSO 2: Identify, assess, plan, implement and evaluate the needs of Children with Intellectual Disability in all educational settings (special, inclusive and home settings)

PSO 3: Comprehend and develop curriculum for Children with Intellectual disability and adapt curriculum in inclusive schools based on UDL principles with ICT application

PSO 4: Analyze, interpret, understand and apply the complex interrelationships between theoretical knowledge and practical aspects through field placement and internship

PSO 5: 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							
Sem	Paper Code	Course Title	Hrs	Credit	Continuous Internal Assessment (CIA)	End Semester Exam (ESE)	Total
I	PSET11	Core I - Developments in Education and Special Education	6	4	25	75	100
	PSET12	Core II - Psychology of Development and Learning	6	4	25	75	100
	PSES11	Specialization I - Identification, Assessment and Needs of Children with Intellectual Disability	6	4	25	75	100
	PSES12	Specialization II - Curriculum and Teaching Strategies for Children with Intellectual Disability	6	4	25	75	100
	PSEP11	Practical I Teaching of B.Ed/D.Ed	6	4	25	75	100
Total			30	20			500
II	PSET21	Core III - Research Methodology and Statistics	5	4	25	75	100
	PSET22	Core IV - Curriculum Design & Development	5	4	25	75	100
	PSET23	Core V - Inclusive Education	5	4	25	75	100
	PSES21	Specialization III - Therapeutics and Assistive Devices	5	4	25	75	100
	PSEF21	Enhancement of Professional Capacities I Advanced Level in Gender Studies	4	4	25	75	100
	PSEP21	Practical II Preparation & Administration of Teacher Made Test(TMT)	6	4	25	75	100
Total			30	24			600
III	PSET31	Core VI - Perspectives in Teacher Education - In-service & Pre-service	5	4	25	75	100
	PSET32	Core VII Educational Evaluation	5	4	25	75	100

	PSEE31	Elective Courses (Any one): Educational Management Educational Technology Guidance and Counselling	5	4	25	75	100
	PSEF31	Enhancement of Professional Capacities II Advanced Yoga	5	4	25	75	100
	PSEF32	Enhancement of Professional Capacities III Techno Pedagogy - ICT	5	2	25	75	100
	PSEP31	Practical III Internship as a Teacher Trainer	5	4	25	75	100
Total			30	22			600
IV	PSES41	Specialization IV Adulthood and Family Issues	5	4	25	75	100
	PSED41	Dissertation	20	16	75	225	300
	PSEP41	Practical IV Field Engagement / Internship	5	4	25	75	100
		Total	30	24			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	$2 * 4 = 08$ $1 * 2 = 02$	10	11.11
5	Practical Courses	$4 * 4 = 16$	16	17.78
6	Dissertation	$1 * 16 = 16$	16	17.78
	Total		90	100%

Average Percentage of the Courses Having Focus on Skills

Courses	Employability	Skill	Ent	Knowledge
Core I - Developments in Education and Special Education				Y
Core II - Psychology of Development and Learning				Y
Core III - Research Methodology and Statistics	Y			
Core IV - Curriculum Design & Development		Y		
Core V - Inclusive Education	Y			
Core VI - Perspectives in Teacher Education - In-service & Pre-service		Y		
Core VII - Educational Evaluation		Y		
Core Courses Percentage	2	3		2

Courses	Employability	Skill	Ent	Knowledge
Specialization I - Identification, Assessment and Needs of Children with Intellectual Disability		Y		
Specialization II - Curriculum and Teaching Strategies for Children with Intellectual Disability	Y			
Specialization - III Therapeutics and Assistive Devices	Y			
Specialization - IV Adulthood and Family Issues		Y		
Specialization Courses Percentage	2	2		

Courses	Employability	Skill	Ent	Knowledge
Elective Educational Management or Educational Technology or Guidance and Counselling	Y			
Elective Course Percentage	1			

Courses	Employability	Skill	Ent	Knowledge
Enhancement of Professional Capacities I - Advanced Level in Gender Studies				Y
Enhancement of Professional Capacities II - Advanced Yoga			Y	
Enhancement of Professional Capacities III - Techno Pedagogy - ICT		Y		
Enhancement of Professional Capacities Percentage		1	1	1

Courses	Employability	Skill	Ent	Knowledge
Practical - I Teaching of B.Ed/D.Ed	Y			
Practical II Preparation & Administration of Teacher Made Test(TMT)	Y			
Practical III Internship as a Teacher Trainer	Y			
Practical IV Field Engagement / Internship	Y			
Practical Total	4			

Courses	Employability	Skill	Ent	Knowledge
Dissertation	Y			
Dissertation Total	1			

Courses	Employability	Skill	Ent	Knowledge
Core Courses	2	3		2
Specialization Courses	2	2		
Elective Courses	1			
Enhancement of Professional Capacities		1	1	1
Practical	4			
Dissertation	1			
Percentage	10	6	1	3
	50	30	5	15
Total Percentage	100			

*** Ent - Entrepreneur Skill**

Assessment Pattern - Internal and External

Internal - Theory

Continuous Internal Assessment I - CIA I	10 marks	20 marks
Continuous Internal Assessment I - CIA II	10 marks	
Continuous Internal Assessment I - CIA III	10marks	
Best out of two CIA		
Assignment (2) cum Seminar		5 marks
Total		25 marks

External - Theory

75 marks

Question Paper Pattern for External Examination

1. Part A - 10 questions x1 mark

= 10 marks

Objective type - Multiple choice with four options

2. Part B - 5 Questions x 4 marks

= 20 marks

Internal choice and one question from each unit

3. Part C - 3 Questions x 15 marks

= 45 marks

(Answer any three questions out of five questions and one question from each unit)

Practical

Content	Internal Marks	External Marks
Record Preparation	05	20
Teaching material Preparation	05	20
Teaching skill	15	25
Viva	-	10
Total	25	75

Dissertation

Content	Internal Marks	External Marks
Chapterization	10	25
Data Collection & Analysis	10	25
Viva	05	25
Total Marks	25	75

Course Code & Title	Core I - DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION		
PSET11	Semester I	Credits: 4	Hours: 60
Cognitive Level	K2: Understand K3: Apply K4: Analyze		
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • Provide an overview of development of education system and issues with reference to Special Education • Support students to understand about various policies and legislations pertaining to special education. • Develop critical view upon quality issues and futuristic perspective of education and special education 		

Unit 1: An Overview of Development of Education System (12 Hours)

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

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

(12 Hours)

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

Unit 3: Policies and Legislations for Education & Special Education Development of Special Education in India (12 Hours)

- 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 & Government Schemes and Provisions for Persons with Disabilities

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

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

Unit 4: Quality Issues in Education (12 Hours)

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

4.2 Linking pedagogy with curriculum, contextual constructivism

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

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

4.5 Quality enhancement in service delivery and community rehabilitation

Unit 5: Current Trends and Future Perspective (12 Hours)

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
CO1	S	S	S	S	M	S	S	S	M	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	M	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	M	S	S	S	S	S	S	S	S	S	S

Strong Correlation (S) = 3 marks

Moderate Correlation (M) = 2 marks

Weak correlation (W) = 1 Mark

No correlation (N) = 0 Mark

Course Code & Title	Core II - PSYCHOLOGY OF DEVELOPMENT AND LEARNING		
PSET12	Semester I	Credits: 4	Hours: 60
Cognitive Level	K2: Understand K3: Apply K4: Analyze		
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • Explain psychological principles and application in education and special education. • Explain motivation and personality theories in teaching learning processes • Apply psychological aspects in various teaching learning situations. 		

Unit 1: Overview Educational Psychology (12 Hours)

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

Unit 2: Understanding the Development of the Learner (12 Hours)

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

Unit 3: Cognition and Information Processing (12 Hours)

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

Unit 4: Motivation, Learning and Personality

(12 Hours)

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

Unit 5: Psychological Aspects of Teaching

(12 Hours)

- 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

Course Code & Title	Spl I - IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH INTELLECTUAL DISABILITY		
PSES11	Semester I	Credits: 4	Hours: 60
Cognitive Level	K2: Understand K3: Apply K4: Analyze		
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • Understand the concept of Intellectual Disability. • Develop skills to screen and assess to identify the needs of Children with Intellectual Disability • Develop critical view upon use of assessment information 		

Unit 1: Overview of Intellectual Disability

(12 Hours)

1.1 Definition, historical review, Prevalence of Intellectual Disability

1.2 Etiological factors of Intellectual Disability

1.2.1 Biological, environmental factors

1.2.2 Pre-natal, natal, post-natal causes

1.3 Classification of Intellectual Disability - Medical, Educational, Psychological criteria for classification and issues and current practices in certification of Intellectual Disability

1.4 Characteristics of Intellectual Disability

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

Unit 2: Screening, Identification, Assessment and Diagnosis

(12 Hours)

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

2.2 Approaches in and types of assessment

2.3 Methods and tools of assessment

2.3.1 Screening tools

2.3.2 Early identification

2.3.3 Developmental assessment tools

2.3.4 Intellectual - various standardized assessment tools: Binet – WISC - VSMS - DST Indian adaptations and other Indian tools

2.3.5 Social, Behavioral, Language and Speech Assessment Tools and other Indian tools

2.3.6 Special educational – use of CRTs, construction, precautions to be taken for development with reference to programming

2.4 Introduction to existing educational assessment tools – Upanayan (0 - 6 years), NIMH – Aarambh (Early Childhood Special Education Inclusive Package), Indian adaptation of

portage guide, Madras Developmental Programming Systems NIMH Functional Assessment Checklists for Programming (FACP) and other relevant tools

2.5 Implications of the above for Inclusion

Unit 3: Identification of Needs (12 Hours)

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 4: Use of Assessment Information (12 Hours)

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

4.2 Interpretation of assessment information to develop training goals

4.3 Use of Support Needs Assessment for Person Centered Planning

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

4.5 Implications of the above for Inclusion

Unit 5: Emerging and Future Issues (12 Hours)

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.

Course Code & Title	Spl II - CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH INTELLECTUAL DISABILITY		
PSES12	Semester I	Credits: 4	Hours: 60
Cognitive Level	K2: Understand K3: Apply K4: Analyze K6: Create		
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • Explain the principles and approaches of curriculum development. • Develop curriculum for Children with Intellectual Disability in various settings. • Apply teaching strategies and use TLM in teaching learning process 		

Unit 1: Curriculum Development (12 Hours)

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

Unit 2: Teaching Approaches (12 Hours)

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

Unit 3: Curricular Domains & Levels (12 Hours)

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

Unit 4: Instructional Programs and Methods (12 Hours)

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

Unit 5: Teaching Strategies & TLM (12 Hours)

- 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. Mc Grawhill New York.
- Kauffman, J.M., & Paynes, J.S. (1960) Intellectual Disability: Introduction and Personal Perspectives. Charles & Merrill, Columbus.
- Longone, J. (1990) Teaching Retarders Learners: Curriculum and Methods for Improving Instruction. Allyn and Bacon, Boston.
- 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.

Practical I : Teaching Practice

Course Code: PSEP11

Credits: 4

Hours: 120

- 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.

Course Code & Title	Core III - RESEARCH METHODOLOGY AND STATISTICS		
PSET21	Semester II	Credits: 4	Hours: 60
Cognitive Level	K2: Understand K3: Apply K4: Analyze K6: Create		
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • Develop conceptual understanding about research in education • Describe the process of research. • Apply techniques for analysis of data- quantitative and qualitative • Prepare research proposals and report writing 		

Unit 1: Scientific Knowledge and Research (12 Hours)

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

Unit 2: Types and Methods of Research (12 Hours)

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

Unit 3: Methods of Quantitative Analysis (12 Hours)

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

3.3 Inferential statistics

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

3.4 Computer applications for analysis

3.5 Tabulation and graphic representation

Unit 4: Qualitative Research Methods and Analysis (12 Hours)

4.1 Grounded theory

4.2 Ethnography and case study

4.3 Narrative/discourse and visual methodologies

4.4 Mixed method

4.5 Themes, coding and presentation

Unit 5: Preparing Research Proposal & Report (12 Hours)

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

Suggested Readings

- 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

Course Code & Title	Core IV - CURRICULUM DESIGN & DEVELOPMENT		
PSET22	Semester II	Credits: 4	Hours: 60
Cognitive Level	K2: Understand K3: Apply K4: Analyze		
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • Identify different components of curriculum • Analyze various approaches to curriculum development • Analyze critical issues in education 		

Unit 1: Nature of Curriculum (12 Hours)

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

Unit 2: Approaches & Types of Curriculum Development (12 Hours)

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

Unit 3: Principles of Curriculum Construction (12 Hours)

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

Unit 4: Curriculum Development & Instructional Design (12 Hours)

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

Unit 5: Critical Issues in Curriculum (12 Hours)

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

- Wiggins, G., & Mc Tighe, J. (2005). Understanding by Design. Association for Supervision and Curriculum Development, Alexandria.
- Wiles, J. W., & Bondi, J. C. (2010). Curriculum Development: A Guide to Practice. Prentice Hall, New Jersey.

Course 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

Course Code & Title	Core V - INCLUSIVE EDUCATION		
PSET23	Semester II	Credits: 4	Hours: 60
Cognitive Level	K2: Understand K3: Apply K4: Analyze K6: Create		
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • Develop conceptual understanding about inclusive education • Develop skills to use tools and instructional strategies in inclusive schools • Develop plans for diverse learners in inclusion and skills associated with interpersonal relationship 		

Unit 1: Perspectives in Inclusive Education

(10 Hours)

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

Unit 2: Covenants and Policies Promoting Inclusive Education- A Critique (10 Hours)

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

Unit 3: Building Inclusive Schools

(10 Hours)

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

Unit 4: Building Inclusive Learning Environments (10 Hours)

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

Unit 5: Planning for Including Diverse Learning Needs (10 Hours)

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

Unit 6: Collaborations (10 Hours)

- 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

Course Code & Title	Spl III - THERAPEUTICS AND ASSISTIVE DEVICES		
PSES21	Semester II	Credits: 4	Hours: 60
Cognitive Level	K2: Understand K3: Apply K4: Analyze		
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • Gain knowledge about various therapies • Apply techniques of therapeutic intervention in classroom • Select and use appropriate assistive devices 		

Unit 1: Language Speech and Communication (12 Hours)

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

Unit 2: Physiotherapy (12 Hours)

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

Unit 3: Occupational Therapy (12 Hours)

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

Unit 4: Behaviour Modification (12 Hours)

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

Unit 5: Assistive Devices (12 Hours)

- 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	
CO1	S	S	M	S	S	S	S	S	S	S	S	S	M
CO2	S	S	M	S	S	S	S	S	S	S	S	S	M
CO3	S	S	M	S	S	S	S	S	S	S	S	S	M
CO4	S	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	S

Course Code & Title	EPC I - ADVANCED GENDER STUDIES		
PSEF21	Semester II	Credits: 4	Hours: 60
Cognitive Level	K2: Understand K3: Apply K4: Analyze		
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • Understand about the need for Gender studies • Analyze issues of women in various context • Comprehend changing role of women and their empowerment 		

Unit 1 Fundamentals of Women Studies (12 Hours)

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 2: Issues of Women (12 Hours)

Girl child in Society - Child labours - 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.

Unit 3: Women's Education and its importance (12 Hours)

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.

Unit4: Achievement and Rights of women (12 Hours)

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

Unit 5: Empowerment of Women (12 Hours)

Empowerment of women - Alternative approaches - Women in development - Women and development - Women's Development- Definition, Meaning and Scope, Gender and Development, Human Development Index V/S Gender development Index - 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. Sharmila Rege. *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.

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

Practical II: Preparation & Administration of Teacher Made Test (TMT)

Course Code: PSEP21

Credits: 4

Hours: 120

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

Course Code & Title	Core VI - PERSPECTIVES IN TEACHER EDUCATION - IN-SERVICE AND PRE-SERVICE		
PSET31	Semester III	Credits: 4	Hours: 60
Cognitive Level	K2: Understand K3: Apply K4: Analyze		
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • Understand about development of teacher education with reference to Children with Disabilities and reflect upon it. • Examine the need for competent teacher preparation by various organizations • Critically evaluate the existing teacher education curriculum and its relevance 		

Unit 1: Understanding Teacher Education (TE) (12 Hours)

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

Unit 2: TE and Education of Children with Disabilities (12 Hours)

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

Unit 3: Pre-service TE in Education of Children with Disabilities (12 Hours)

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

Unit 4: Continued Teacher Development Program

(12 Hours)

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

Unit 5: Issues and Challenges in TE for Education of Children with Disabilities (12 Hours)

- 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 competent teachers and critically examine it. **K4**

CO4: Appreciate importance of in-service programmes and develop capacity to plan and execute 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
CO2	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
CO4	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

Course Code & Title	Core VII - EDUCATIONAL EVALUATION		
PSET32	Semester III	Credits: 4	Hours: 60
Cognitive Level	K2: Understand K3: Apply K4: Analyze		
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • Gain knowledge about key concepts of evaluation • Apply techniques of evaluation in teaching learning process • Appraise current trends in evaluation 		

Unit 1: Foundations in Evaluation (12 Hours)

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

Unit 2: Scope of Evaluation (12 Hours)

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

Unit 3: Teaching-learning and Evaluation (12 Hours)

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

Unit 4: Programme Evaluation & Review (12 Hours)

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

Unit 5: Current Trends in Evaluation (12 Hours)

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

Transaction & Evaluation

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

Practicum

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

Essential Readings

- Airasian, P.W. (1991). Classroom Assessment. Mc Graw-Hill, New York.
- American Educational Research Association, American Psychological Association, and National Council on Measurement and Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.
- American Federation of Teachers, National Council on Measurement in Education, and the National Education Association. (1990). Standards for teacher competence in educational assessment of students. Washington, DC: Author.
- Gipps, (1996). Assessment for learning. In Little, A. and Wolf, A. (eds) Assessment in transition: Learning, monitoring and selection an international perspective. Oxford Pergamon Press, London.
- Gronlund, N.E., & Linn, R. (1990). Measurement and evaluation in teaching (6th Edition). Macmillan, New York.
- Hamayan, (1995). Approaches to alternative assessment. "Annual Review of Applied Linguistics," 15, 212-226.
- Headington (2003). Monitoring, Assessment, Recording, Reporting & Accountability. II-Ed, David Fulton Pub. , London.
- Hibbard, K. M. and others. (1996). A teacher's guide to performance-based learning and assessment. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mathew, S. (2005). Evaluation: curricular strategies and adaptations for children with hearing impairment. Kanishka: New Delhi.
- Mathew, S. & Mishra, A. (2010). Knowledge based evaluation of students with hearing impairment. Journal of NCED, 2(1), 26-33.
- Mathew, S. (2010). Educational Evaluation .Curriculum and teaching strategies for CWHI. MED SEDE (HI) Manual, IGNOU, New Delhi.
- Mehrens, W. A., & Lehmann, I. J. (1991). Measurement and evaluation in psychology (IVED).Harcourt Brace College Publishers, New York.
- NSW syllabuses: Assessment for, as and of Learning. Retrieved from syllabus.bos.nsw.edu.au/support.../assessment-for-as-and-of-learning on 10.4.2015
- Programme evaluation and review technique. Retrieved from <http://www.inc.com/encyclopedia/program-evaluation-and-review-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

Course Code & Title	ELECTIVE - EDUCATIONAL TECHNOLOGY		
PSEE31	Semester III	Credits: 4	Hours: 60
Cognitive Level	K2: Understand K3: Apply K4: Analyze K6: Create		
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • Apply appropriate instructional strategies through technology • Develop appropriate instructional media • Integrate ICT in teaching - learning and evaluation 		

Unit 1: Educational Technology (12 Hours)

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

Unit 2: Instructional Technology (12 Hours)

- 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 3: Instructional and Interactive Learning (12 Hours)

- 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 4: ICT For Inclusion (12 Hours)

- 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 5: Recent Trends in Technology (12 Hours)

- 5.1 Online Learning
- 5.2 Blended Learning

Course Code & Title	ELECTIVE - EDUCATIONAL MANAGEMENT		
PSEE31	Semester III	Credits: 4	Hours: 60
Cognitive Level	K2: Understand K3: Analyze K4: Analyze K6: Create		
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • Understand fundamental areas of management • Explain required management skills • Apply management skills in appropriate scenario 		

Unit 1: Foundations in Educational Management (12 Hours)

- 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 2: Total Quality Management in Education (12 Hours)

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

Unit 3: Human Resource Management (12 Hours)

- 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 4: Educational Management Information Systems (EMIS) (12 Hours)

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

Unit 5: Financial Management (12 Hours)

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

Transaction

Lectures, Field visits, Self-study

Course Work/ Field Work

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

Suggested Readings

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

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

Course Code & Title	ELECTIVE - GUIDANCE AND COUNSELING		
PSEE31	Semester III	Credits: 4	Hours: 60
Cognitive Level	K2: Understand K3: Apply K4: Analyze		
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • Understand the concepts of guidance and counselling • Analyze the problems of students in contemporary world • Analyze problems of Children with Disabilities 		

Unit 1: Education and Career Guidance (12 Hours)

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

Unit 2: Vocational Guidance (12 Hours)

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

Unit 3: Fundamentals of Counselling (12 Hours)

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

Unit 4: Group approaches in Vocational Counselling and Guidance (12 Hours)

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

Course Code & Title	EPC II - ADVANCED YOGA		
PSEF31	Semester III	Credits: 4	Hours: 60
Cognitive Level	K2: Understand K3: Apply K4: Analyze		
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • Understand about functions of body • Understand about mental and physical health • Understand and apply Yoga in life for holistic development 		

Unit 1 : Functions of Body (12 Hours)

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

Unit 2: Yoga as Therapy (12 Hours)

Physical exercise - Food and Medical practices - Yogic Therapy Through Modern Understanding - General Metabolism and Dietetics - Homeostasis

Unit 3: Mind and Health (12 Hours)

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

Unit 4: (12 Hours)

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, Asthang Yoga - Yogic therapies and modern concept of Yoga - Naturopathy, Hydrotherapy

Unit 5: Yoga and Mental Health (12 Hours)

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

Course Code & Title	EPC III - Techno Pedagogy - ICT		
PSEF32	Semester III	Credits: 2	Hours: 30
Cognitive Level	K2: Understand K3: Apply K4: Analyze		
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • Gain knowledge about relevance of technology in present day education • Understand challenges in integrating ICT in education • Apply ICT in teaching learning Process 		

Unit : 1 Concept of ICT (6 Hours)

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 : 2 ICT in Classroom instruction (6 Hours)

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 :3 Network and Internet (6 Hours)

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 : 4 ICT and Teaching Learning (6 Hours)

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 : 5 ICT and Virtual Education (6 Hours)

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.

Practical III: Internship as a Teacher Trainer

Course Code: PSEP31

Credits: 4

Hours: 120

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

Course Code & Title	Spl IV - ADULTHOOD AND FAMILY ISSUES		
PSES41	Semester IV	Credits: 4	Hours: 60
Cognitive Level	K2: Understand K3: Apply K4: Analyze		
Learning Objectives	The Course aims to <ul style="list-style-type: none"> • Understand development in adulthood • Understand the issues in adulthood with reference to disability • Understand and provide family training to adults with disability 		

Unit 1: Human Growth & Development in Adulthood (12 Hours)

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

Unit 2: Family and Adult with Intellectual Disability (12 Hours)

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

Unit 3: Gender, Sexuality and Marriage Related Issues (12 Hours)

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

Unit 4: Disability Issues – Community (12 Hours)

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

Unit 5: Adulthood and Family Training (12 Hours)

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

Practicum/ Assignment/ Engagement (Any One)

- To conduct awareness and orientation programme on various adulthood issues for parents

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

Essential Readings

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

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	PO							PSO					
	1	2	3	4	5	6	7	1	2	3	4	5	
CO1	S	S	M	S	M	M	S	S	S	S	S	S	M
CO2	S	S	S	S	S	S	M	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	M	S	S	S	S	S	S

DISSERTATION

Course Code: PSED41

Credits: 16

Hours: 480

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.

Practical IV: Field Engagement/Internship

Course Code: PSEP41

Credits: 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. Make class visits to support the student when the regular teacher teaches and collaborate
8. with the class teachers
9. Evaluate the child and write a report
10. After completion of the internship, the marks will be submitted by the head of the organisation as per format sent by the institute/college.