Avinashilingam Institute for Home Science and Higher Education for Women

(Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD)
Re-accredited with A++ Grade by NAAC. Recognised by UGC Under Section 12 B
Coimbatore - 641 043, Tamil Nadu, India

Department of Special Education
M.Ed. Special Education (Visual Impairment/Hearing Impairment)
Two Year Programme (with Practical)

Programme Outcomes:

PO1.   Apply the philosophy of Special Education and Inclusive Education among learning enhancement of persons with disabilities

PO2.   Develop scientific Research aptitude and skills to innovate instructional practices for the education of persons with disabilities

PO3.   Integrate and innovative features of assistive technology to cater the needs of the Persons with Disabilities

PO4.   Networking with stakeholders for total rehabilitation and sustainable development

PO5.   Showcase competency in screening, assessment and planning educational and rehabilitative programme

PO6.   Demonstrate the use of TLM, assistive devices, rehabilitative devices and assistive technology for Persons with Disabilities

PO7.   Enrich the knowledge and skills required to design curriculum , teaching strategies and functional assessment to improve teaching learning process

PO8.   Mobilize the community and technology resources to enhance the quality of life of Persons with Disabilities

PO9.   Enable the persons with disabilities to develop self-identity and to advocate their rights

PO10.   Demonstrate the work efficiency forprofessional ethics

PO11.   Engage with the life long learning to an inspiring teacher educator, special educator, administrator, entrepreneur and rehabilitation professional.

Programme Specific Outcomes:

PSO1.   Identify individual differences among students, apply learner centric teaching methods, administer psychological tools, select appropriate assessment strategies and technology to improve learning of students with disabilities and diverse learners in Inclusive School.

PSO2.   Demonstrate skills and competency in research methodologies and field based activities and how research is used for instructional practices for persons with disabilities.

PSO3.   Reflect upon approaches to Teacher Education in Special Education, measure attainment and problem solve to individuals with disabilities and their families.

Scheme of Instruction & Examinations
(for students admitted from 2023-2024& onwards)

Part	Course Code	Title of the Paper	Hrs. of Instruction		Hrs. of Exam	Scheme of Examination		Total	No of Credits
			Theory	Practical		CIA	CE		
Semester I									
I	23MDSC01	Developments in Education and Special Education	5	2	3	30	70	100	4
	23MDSC02	Psychology of Development and Learning	4	3	3	30	70	100	4
	23MDSCV1 (or) 23MDSCH1	**Specialization** Identification, Assessment and Needs of Children with Visual Impairment (or) Identification, Assessment and Needs of Children with Hearing Impairment	5	2	3	30	70	100	5
	23MDSCV2 (or) 23MDSCH2	**Specialization** Curriculum and Teaching Strategies for Children with Visual Impairment (or) Curriculum and Teaching Strategies for Children with Hearing Impairment	4	3	3	30	70	100	5
	23MDSPV1 (or) 23MDSPH1	Specialization Practical I- Visual Impairment (or) Specialization Practical I- Hearing Impairment	-	6	3	100		100	4
II		Adult Education / Community Engagement and Social Responsibility	1	1					

Part	Course Code	Title of the Paper	Hrs. of Instruction		Hrs. of Exam	Scheme of Examination		Total	No of Credits
			Theory	Practical		CIA	CE		
	Internship in Clinics/Institutes – 1 week during semester break*								
	Semester II								
I	23MDSC03	Research Methodology and Statistics	3	2	3	30	70	100	4
	23MDSC04	Curriculum Design and Development	3	2	3	30	70	100	4
	23MDSC05	Inclusive Education	3	2	3	30	70	100	4
	23MDSCV3 (or) 23MDSCH3	**Specialization** Application of Advanced Technology and Persons with Visual Impairment (or) Assistive Devices and Services for Individuals with Hearing Impairment	5	2	3	30	70	100	5
	23MDSPV2 (or) 23MDSPH2	Specialization Practical II -Visual Impairment (or) Specialization Practical II -Hearing Impairment	-	6	3	100	-	100	4
	23MDSI01	**Inter Disciplinary Course:** Therapeutics and Assistive Devices	4	1	3	30	70	100	4
	23MDSC06	Mini Project	-	1	-	100	-	100	2
II	23MDXAE1/ 23MXCSR1	Adult Education / Community Engagement and Social Responsibility	1	1	Remarks				2
	Internship at Special/Inclusive Schools - 2 weeks during summer vacation**								

Part	Course Code	Title of the Paper	Hrs. of Instruction		Hrs. of Exam	Scheme of Examination		Total	No of Credits
			Theory	Practical		CIA	CE		
		Semester III							
I	23MDSC07	Perspectives in Teacher Education - In-service and Pre-service	4	2	3	30	70	100	4
	23MDSC08	Educational Evaluation	4	3	3	30	70	100	4
	23MDSC09	Teacher Education (*Self Study Course*)	1	-	3	30	70	100	4
	23MDSE1A (or) 23MDSE1B	**Elective** Educational Technology (or) Educational Management	3	2	3	30	70	100	4
	23MDSCV4 (or) 23MDSCH4	**Specialization** Adulthood and Family Issues Related to Individuals with Visual Impairment (or) Adulthood and Family Issues Related to Individuals with Hearing `Impairment	4	2	3	30	70	100	4
		Multi-disciplinary Course	2	-	3	100	-	100	2
		Professional Certification Course	-	-	-	-	-	-	2
II		Research Colloquium/Seminar	1	-	-	-	-	-	

Part	Course Code	Title of the Paper	Hrs. of Instruction		Hrs. of Exam	Scheme of Examination		Total	No of Credits
			The ory	Practical		CIA	CE		
	23MDSPV3/ 23MDSPH3	**Internship at Special/Inclusive schools** **		3		200	-	200	5
	Field Engagement *		5	-	-	-	-	-	-
	Internship in clinics/institutes*-1week during semester break								
	Semester – IV								
I	23MDSC10	Research Project	-	25	-	100	100	200	8
II	23MDSPV4/ 23MDSPH4	**Field Engagement - Internship as a Teacher**	-	5	-	200	-	200	5
	23MDSPV5/ 23MDSPH5	**Internship in Clinics/Institutes***	-	5	-	100	-	100	5
		Research Colloquium/ Seminar	1	-	-	-	-	-	
	Total Marks							2500	98

Internship in Clinics/Institutes at the end of 1st & 3rd Semester (1+1week). The marks will be added and given at the end of 4th Semester under Course code 23MDSPV5/23MDSPH5

- Internship in Special/Inclusive Schools at the end of 2nd Semester during summer vacation. The marks will be added and given at the end of 3rd Semester under Course code 23MDSPV3/ 23MDSPH3

- Field Engagement during 3rd and 4thSemester 23MDSPV4 / 23MDSPH4

- Other course to be undergone by the students:

- MOOC Course - 2 to 4 credits

Other courses offered by the Department

Multi-disciplinary Course - 23MDSM01 - Guidance and Counselling

Inter Disciplinary Course - 23MDSI01 - Therapeutics and Assistive Devices

Professional Certificate Course

23MDSPC1 - Implementing Response to Intervention in Elementary Schools (RTI): Multi-Tier Approach

23MDSPC2 - Teaching Strategies for Students with Learning Disabilities

Note:**Total Credits to earn the degree is 98+2**

Developments in Education and Special Education

Course Objectives
To enable the students to:
1. trace development of general and special education system for PwDs in India
2. comprehend the implications of recommendations made by the various Committees and Commissions for general and special developments educational in India
3. understand important quality related issues which need to be taken into account for revision/ development of new education policy
4. overview current trends and future perspectives in education
5. identify development indicator for individual and national development

Unit 1 An Overview of Development of Education System   (15+6) 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
                                                                                                        (15+6) 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.   (15+6) Hours

3.1   National Legislations (RCI Act 1992, PWD Act 1995, National Trust Act, Biwako Millennium Framework
3.2   International Legislations for Special Education and International Organisations (UN - ESCAP, UNCRPD, WHO, UNICEF, NESCO, UNDP, Action Aid, CBM.

3.3   National Policies (POA 1992, SSA, RMSA and RUSA) & Government Schemes and Provisions for Persons with Disabilities

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

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

Unit 4 Quality Issues in Education   (15+6) 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   (15+6) 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.

Course work/Assignments

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

Total Hours: 75(T)+30(P)

Text Books:

1. Kaushal Sharma. (2007). Emerging Trends in Inclusive Education. IVY Publication.
2. Agasthya, R. (1976). A Hand Book of Education in India. Wardha.
3. Chaube, S. N. (2011). A Text Book of Educational Philosophy. Wisdom Press.
4. Lulla, B. P. (1978). Current Trends in Modern Education. Prakash Brothers

References:

1. Bryk, A. (2018). Charting Chicago School Reform: Democratic Localism as a Lever for Change. London, Routledge.
2. Department of Education, NCERT(2002). National Policy on Education, 1986, New Delhi: Seventh All India School Education Survey, Ministry of HRD.

3. Govt. of India. (1992). Report of Core group on Value Orientation to Education. New Delhi: Planning commission.
4. Govt. of India. (1986). National Policy on Education. New Delhi: Ministry of HRD.
5. Govt. of India (1992). Programme of Action (NPE). New Delhi: Ministry of HRD.
6. Govt. of India. (2009). Right to Education: UNESCO's Report on Education for Sustainable Development. New Delhi: Ministry of Law and Justice.
7. Kumar.A. (2003). Environmental Challenges of the 21st Century. New Delhi: APH Publishing Corporation.
8. Levin, H. (2018). Privatizing education: Can the School Marketplace Deliver Freedom of Choice, Efficiency, Equity, and Social Cohesion? London: Routledge.
9. Meltzer, L. (Ed.). (2018). Executive function in education: From theory to practice. New York: Guilford Publications.
10. Ministry of Education. (1964-1966). 'Education Commission "Kothari Commission". Education and National Development. New Delhi:Ministry of Education.
11. Suvarna, K. S., Layton, C., & Bancroft, J. D. (Eds.). (2018). Bancroft's Theory and Practice of Histological Techniques E-Book. Gurgaon, Elsevier Health Sciences.
12. UNDPA. Human Development Reports. New Delhi. Oxford: Oxford University Press.
13. UNESCO. (2004) Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
14. Wiseman, A. W. (Ed.). (2018). Annual Review of Comparative and International Education 2017. UK, Emerald Publishing Limited.
15. Wilmshurst, L., & Brue, A. W. (2018). The Complete Guide to Special Education: Expert Advice on Evaluations, IEPs, and helping kids succeed. London: Routledge.

Web Links:
1. http://www.d.umn.edu/~fguldbra/educ1101/chapter8.html
2. http://www.kkhsou.in/eslm/DIPLOMA/D.El.Ed/2nd%20Year/English/Course%2012D/75-94.pdf
3. http://shodhganga.inflibnet.ac.in/bitstream/10603/11248/11/11_chapter%204.pdf
4. http://content.inflibnet.ac.in/data-server/eacharya-documents/548158e2e41301125fd790cf_INFIEP_72/79/ET/72-79-ET-V1-S1__1_.pdf

Course Outcomes:
On successful completion of the course, the students will be able to:
CO1.   trace the development of educational system in India specific to Special Education
CO2.   seek solutions for the issues and challenges of present day education system
CO3.   transfer knowledge on the Policies and Legislations related to Special Education to the School Authorities and other Stake holders
CO4.   demonstrate quality teaching - learning strategies in classroom environment, and studentassessment
CO5.   critically analyse the current trends in educating the younger generation for national development

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	L			M		L	L	M	M	M	L	H	H
CO 2	H	M		M	L		M	M	H	L	H	H	H	H
CO 3	H	L		H	L		L	M	H	M	M	L	M	M
CO 4	L	L	L		H	H	H	L		M	M	H	H	H
CO 5	M	M		L			M			L	H	H	L	H

Psychology of Development and Learning

Semester I

23MDSC02

Hours of instruction/week: 4(T)+3(P)

No. of credits: 4

Course Objectives

To enable the students to:

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

Unit 1 Overview Educational Psychology   (12+9)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 persons with disabilities
1.5   Contemporary trends

Practicum: Plan and conduct a survey about attitudes /practices regarding one or more of the following: children with disabilities, prenatal development, prenatal hazards, school drop-out, motivation of children.

Unit 2 Understanding the Development of the Learner   (12+9)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

Practicum: Conduct an experiment with Piagetian methods of evaluating cognitive development and submit a report

Unit 3 Cognition and Information Processing   (12+9) 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

Practicum: Analyse any autobiography to explain human development

Unit 4: Motivation, Learning and Personality   (12+9) 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

Practicum: Design a behaviour modification plan for a specific child.

Unit 5: Psychological Aspects of Teaching (12+9) 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

Practicum: Present information on cognitive styles and their effects on learning

Total Hours: 60(T)+45(P)

Text Books:
1. Mangal, S.K (2011). Advanced Educational Psychology 2nd Edition.New Delhi :PHI Learning private Ltd.
2. Purabi Jain. (2012). Educational Psychology. NewDelhi: Wisdom Press
3. Dash, B. (2011). Text Book of Educational Psychology. New Delhi : Wisdom Press.
4. Kumar., B. (2009). Educational Psychology. New Delhi: APH Publishing House.
5. Robinson, S. (2009). Foundations of Educational psychology 2nd Edition. New Delhi: Ane Books.
6. Sharma. (2009). Educational Psychology. New Delhi: APH Publishing House.

References:
1. Anderman, E., &Corno, L. (Eds.). (2013). Handbook of Educational Psychology. London: Routledge.
2. Bernstein, D. (2018). Essentials of Psychology. Boston: Cengage Learning.

3. Chauhan, S.S. (2006). Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Crow, L.D. &Crow.A. (2008). Human Development and Learning. New Delhi: Surjeet Publications.
5. Dandekar, W.N. &Sanyogtala. M. (2002). Psychological Foundations of Education (3rd Ed.). New Delhi: McMillan India Ltd.
6. Daniels, H. & Edwards, A. (2004). Psychology of Education. New York: Routledge.
7. Kincheloe, L. & Horn Jr, R. A. (2007). The Praeger Handbook of Education and Psychology. New Delhi: Atlantic Publishers & Distributers (p)Ltd.
8. Meltzer, L. (Ed.). (2018). Executive Function in Education: From Theory to Practice. Guilford Publications.
9. Sluckin, W. (2018). Early Learning in Man and Animal. London:Routledge.
10. Wixted, J. T. (2018). Stevens' Handbook of Experimental Psychology and Cognitive Neuroscience, Developmental and Social Psychology (Vol. 4). New Jersey: John Wiley & Sons.

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

Course Outcomes:
On successful completion of the course, the students will be able to:
CO1. discusspsychological principles and their application in specific context of education and special education
CO2. illustrate the significance of growth and development on learning.
CO3. analyze the cognitive process in learning of an individual
CO4. apply the concept of motivation, learning processes and theories of personality in teaching learning process
CO5. describe psychological aspects in various teaching - learning situation

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M					M			M		H		
CO 2		L		L						L				M
CO 3	M			M			L				L	M		
CO 4	L						M			L	M	H	L	
CO 5	M	L		L			M			L			L	

Specialization: Identification, Assessment and Needs of Children with Visual Impairment

Semester I   Hours of instruction/week: 5(T)+2(P)
23MDSCV1   No. of credits: 5

Course Objectives
To enable the students to:
1. trace the historical development of visual impairment and discuss the attitudinal change of society over time
2. understand the causes and implications of different eye disorders
3. develop skills to identify and assess children with blindness, low vision, and children with visual impairment and multiple disabilities

Unit 1 Evolving Concept and Definition of Visual Impairment   (15+6) Hours

1.1   History of visual impairment
1.2   Attitudinal and behavioural change of the society towards persons with visual impairment
1.3   Paradigm shift from charity through medical and social to right based approach
1.4   Factors affecting changing societal attitude and policy perspectives with reference to persons with visual impairment: Self-help movements, Service delivery organizations, Judiciary and quasi-judicial bodies,UN Bodies, and media
1.5   Classification of visual Impairment: WHO, International Classification of Functioning, Disability and Health (ICF), and domestic legislations.

Practicum: Prepare a questionnaire to identify the approach followed by an inclusive school towards the education of children with disabilities

Unit 2 Eye Disorders: Etiology and Implications   (15+6) Hours

2.1   Neurological causes of visual impairment: cortical visual impairment
2.2   Disorder related to refraction: myopia, hyperopia, presbyopia, astigmatism
2.3   Disorders related to receptive aspects of the eye: retinal detachment, retinitis pigmentosa, Retinopathy of prematurity, optic atrophy, aniridia, and macular degeneration, and albinism
2.4   Muscular and related disorders: nystagmus, strabismus, amblyopia
2.5   Vitamin A deficiency, cataract, glaucoma, corneal ulcer, trachoma, and colour blindness.

Practicum: Visit an eye hospital/primary health centre/compository rehabilitation camp and observe persons with different eye disorders and write a report

**Unit 3 Identification and Assessment Procedures of Children with Blindness and Low
          Vision   (15+6) Hours**

3.1   Methods and tools for assessment of children with blindness: Functional Skills Inventory for the Blind, Oregon project for visually impaired and Pre-schoolers, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept development for blind children, Reading Preference Test, Cornell Medical Index on Visually Handicapped children

3.2   Identification of children with low vision and psychosocial implications of low vision

3.3   Functional vision assessment: selection of methods and tools for functional vision assessment of persons with low vision: low vision assessment by Jill Keeffe, Lea Tests

3.4   Concept and methods of visual efficiency training

3.5   Preparation of teacher made tools for functional assessment of vision and skills.

Practicum: Prepare and administer a teacher made tool for functional assessment of vision and visual skills of a child with low vision and submit a report

Unit 4 Identification and Assessment Procedures of Children with Visual Impairment and Multiple Disabilities   (15+6) Hours

4.1   Concept of children with visual impairment and multiple disabilities

4.2   Role of multidisciplinary team of professionals in assessment of children with VI&MD

4.3   Functional assessment methods and tools for VI&MD: physical, vision, hearing, tactual, and communication skills assessment

4.4   Implications of vision loss in adapting available tools of assessment for persons with visual impairment

4.5   Preparation of teacher made tools for functional assessment of VI&MD.

Practicum: Prepare and administer a teacher made tool for functional assessment of vision, hearing, tactual, communication and functional skills of children with VI&MD and submit a report

Unit 5 Needs of Persons with Visual Impairment   (15+6) Hours

5.1   Infancy and early childhood: early stimulation and early intervention

5.2   School age: placement alternatives, collaboration of special and regular teacher

5.3   Transition Period: self-identity, self-esteem, and self-image

5.4   Vocational Development: emerging job opportunities

5.5   Adulthood issues: sexuality and marriage, recreation and leisure; geriatric groups: disintegrating family system, social security, CBR and community support

Practicum: Critically analyse any psychological test you have studied for its applicability and identify items to be adapted for the persons with visual impairment in Indian context.

Total Hours: 75(T)+30(P)

Text Books:

1. Frampton, M. E. (2006). Education of the Blind: A Study of Methods of Teaching the Blind. Cosmo Publications
2. Juurmaa, J. (1967). Ability Structure and Loss of Vision. American Foundation for the Blind.
3. Mukhopadhyay, S.(1989). Source Book for Teaching of Visually Impaired. New Delhi:National Council of Educational Research and Training
4. Sharma, A. (2003). Achievement of Visually Handicapped.New Delhi: Sarup and Sons.
5. Singh.V.P. (2004). Education of the Blind and Visually Impaired. New Delhi: Sarup and Sons.

References:

1. Bhan, S. &Swarup, S. (2010). Functional Skills Inventory for the Blind. Mumbai: National Association for the Blind.

2. Bhandari, R. & Narayan J. (2009).Creating Learning Opportunities: A Step by Step Guide to Teaching Students with Vision Impairment and Additional Disabilities, including Deaf Blindness. New Delhi: Voice and Vision.

3. Dimri,A. (2002). Preparation of Norms of WISC-R (Verbal) for the Visually Handicapped. Dehradun: NIVH.

4. Hyvarinen, L. & Jacob N. (2011).What and How Does this Child See: Assessment of Visual Functioning for Development and Learning. Finland: Vistest Ltd.

5. Lueck,A.H. (2004). Functional Vision- A Practitioner guide to Evaluation & Intervention. New York: AFB Press.

6. Magee, L. (2018). Psychosocial Issues in PediatricOculoplastic Conditions. In PediatricOculoplastic Surgery (pp. 291-296). Switzerland, Springer, Cham.

7. Magnusson, C., Hedvall, P. O., &Caltenco, H. (2018). Co-designing Together with Persons with Visual Impairments. In Mobility of Visually Impaired People Switzerland, Springer, Cham.

8. Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low Vision. Coimbatore: International Human Resource Development Centre for the Disabled.

9. Moore, L. (2018). The Everything Parent's Guide to Children with Special Needs: A Reassuring, Informative Guide to Your Child's Well-being and Happiness. New Delhi, Everything Books.

10. Sacks. S. Z. &Silberman, R.K. (2005). Educating Students who have Visual Impairments with other Disabilities, Maryland: Paul H Brookes.

11. Salvia, J., Ysselduke, J.E. &Bolt,S. (10Ed) (2007), Assessment in Special & Inclusive Education. USA: Houghton Mifflin.

12. Scheiman,M., Scheiman,M. &Whittaker,S.G. (2007), Low Vision Rehabilitation, SLACK Incorporated: USA.

13. Wilmshurst, L., & Brue, A. W. (2018). The Complete Guide to Special Education: Expert Advice on Evaluations, IEPs, and Helping Kids Succeed. London.,Routledge.

Web Links:

1. https://www.youtube.com/watch?v=TPfU-knqxGU

2. http://sped.wikidot.com/visual-impairments

3. http://www.perkinselearning.org/videos/webcast/strategies-assessing-and-teaching-students-visual-and-multiple-disabilities

Course Outcomes:

On successful completion of the course, the students will be able to:
CO1.   identify various types of disorders in children with visual impairment
CO2.   use appropriate methods and tools for assessment of children with blindness
CO3.   prepare and administer a teacher made tool for functional assessment of children with visual impairment and multiple disabilities
CO4.   critically examine the needs arising at different stages of development for children with visual impairment
CO5.   acquire skills to plan and implement vision efficiency training for children with low vision

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	L			M		L	L				M		
CO 2			M				M	M				M		L
CO 3	M	L	M		M	M	H			L		M	L	
CO 4	M	L	M	L	M	M	L	M	M				L	L
CO 5		M		L	M	M	M	L		M	M		M	L

Specialization: Identification, Assessment and Needs of Children with Hearing Impairment

Semester I   Hours of instruction/week: 5(T)+2(P)
23MDSCH1   No. of credits: 5

Course Objectives
To enable the students to:
1. understand audiological evaluation and reflect its application in education of CWHI
2. identify speech of children and reflect its use in evaluation of CWHI
3. explore various issues related to assessment of language and communication of CWHI

Unit 1 Audiological Assessment, Identification and Addressing Needs   (15+6) Hours

1.1   Overview and need of various audiological assessment
1.2   Choice and selection of audiological tests according to age and functional abilities of the child
1.3   Overview of audiological assessment of children with additional/ associated disabilities
1.4   Selection of modality / method of management (auditory, speech reading vs manual communication) based on aided performance (aided audiogram & speech identification)
1.5   Recommendation of educational set-up (special, partial integration vs inclusive education) based on aided performance (aided audiogram & speech identification) as one of the factors

Practicum: Compiling a set of 10 aided audiograms and aided speech identification scores for selection of modality, method of communication and educational set-up.

Unit 2 Speech Assessment, Identification and Addressing Needs   (15+6) Hours

2.1   Overview of acoustics of speech; Classification of speech sounds based on major acoustic cues
2.2   Compare and contrast speech development in typical developing children and CWHI
2.3   Phonological errors as a function of audiogram configuration (flat, gradually sloping and steeply sloping) and degree of hearing loss
2.4   Selection of appropriate strategies, material, and equipment for teaching speech
2.5   Need for use of regional language based speech assessment tests

Practicum: Review two IEP records and reflect upon the role, responsibilities and team approach

Unit 3 Language& Communication Assessment, Identification and Addressing Needs
                                                            (15+6) Hours
3.1   Parameters of selecting medium of instruction for CWHI: Language/s used at home, school & society
3.2   Language assessment of the deaf: Challenges and concerns (standardized versus teacher made tools; Setting norms of children 'with' versus 'without' disability; modality dependent nature of language; measuring receptive language; identifying measurable indicators)
3.3   Biological foundations and research in early language experiences in the past two decades: From input to uptake

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

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

Practicum: Reflections on changing trends in language assessment beyond syntax (semantics & pragmatics)

Unit 4 Educational Assessment, Identification and Addressing Needs   (15+6) Hours

4.1 Concept & principles of educational assessment

4.2 Scope & priorities in educational assessment

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

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

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

Practicum: Compiling of recently developed speech tests in India and critically analysing them

Unit 5Team Approach in Assessment, Identification & Assessing Needs (15+6) Hours

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

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

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

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

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

Practicum: Visit an educational assessment clinic / centre and review the different tools available for educational evaluation of children with hearing impairment.

Total Hours: 75(T)+30(P)

Text Books:

1. Bernstein, D. K. (1997). Language and Communication Disorders in Children. AllynAndBacon.USA.

2. Easterbrooks, S. R. (2002). Language Learning in Children Who Are Deaf and Hard of Hearing Multiple Pathways. AllynAndBacon.USA.

3. Grunwell, Pamela. (1995). Developmental Speech Disorders: Clinical Issues and Practical Implications. Delhi: Aitbs Publishers.

4. Reddy, L.G. (2004). Languages Disorders and Intervention Strategies: A Practical Guide to the Teachers. New Delhi: Discovery Publishing House.

5. Shulman, B. B. (2010). Language Development: Foundations, Processes, and Clinical Applications. Burlington: Jones and Bartlet Publishers

References:

1. Eggermont, J. J. (2017). Hearing Loss: Causes, Prevention, and Treatment. Cambridge: Academic Press.
2. Hardman, M. L., Drew, C. J., & Egan, M. W. (2017). Human exceptionality: School, community, and family. Canada: Nelson Education.
3. Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.
4. Mansfield, J. (2017). Effective Communication with People who Have Hearing Difficulties: Group Training Sessions. London: Routledge.
5. Martin, F. N. & Clark, J.G. (2012). Introduction to Audiology. 11th Ed. Boston: Pearson Education.
6. Nerbonne, M. A. &Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th Ed. Boston: Pearson Education.
7. Northern, J. L. & Downs, M. P. (2002). Hearing in Children. (5th Ed.) Philadelphia: Williams & Wilkins
8. Sataloff, R. T. &Sataloff, J. (2005). Hearing Loss. (4[th]Ed.). London: Taylor & Francis.

Web Links:

1. https://consensus.nih.gov/1993/1993hearinginfantschildren092html.htm
2. https://www.infanthearing.org/coordinator_orientation/section2/10_asha_guidelines.pdf
3. https://www.in.gov/isdh/files/Assessment_Guideline__finalized_January_2015.pdf

Course Outcomes:

On successful completion of the course, the students will be able to:

CO1. interpret audiograms and assess the educational needs of children with different types and degrees of hearing loss

CO2. evaluate the speech of children with hearing impairment

CO3. use appropriate strategies, material, and equipment for teaching speech

CO4. utilize appropriate methods, techniques & tools for educational assessment of children with hearing impairment

CO5. promote team approach in assessment and identification of needs of children with hearing impairment

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M	M	M	M	M	M	L	L	L	L	H	L	L
CO 2	M	L	M	L	H	M	M	L	M	M	M	M	H	M
CO 3	M	L	M	M	M	H	M	L	M	M	M	M	H	M
CO 4	M	L	M	M	M	M	H	L	M	M	M	M	M	H
CO 5	M	M	M	M	M	M	M	M	L	H	M	M	M	H

Specialization: Curriculum and Teaching Strategies for Children with Visual Impairment

Semester I   Hours of instruction/week: 4(T)+3(P)
23MDSCV2   No. of credits: 5

Course Objectives

To enable the students to:

1. understand the importance of various basis to curriculum development
2. critically examine an expanded core curriculum for children with visual impairment on the basis of situational analysis
3. adapt the school curriculum keeping in mind the principles of curriculum adaptation in different curricular skill areas

Unit 1 Basic Curriculum Areas and Skills   **(12+9) Hours**

1.1   Curricular skills related to cognitive domain
1.2   Curricular skills related to psychomotor domain
1.3   Curricular skills related to affective domain
1.4   Core curriculum, collateral curriculum, and support curriculum
1.5   Curriculum adaptation: Need and principles

Practicum: Identify and present various curricular domains in the given chapter from a text book

Unit 2 Introduction to Expanded Core Curriculum   **(12+9) Hours**

2.1   From plus curriculum to expanded core curriculum
22   Philosophical basis
2.3   Psychological basis
2.4   Sociological basis
2.5   Ethical considerations

Practicum: Adapt the school curriculum in any one subject keeping in mind the principles of curriculum adaptation

Unit 3 Steps in Expanded Core Curriculum Development   **(12+9) Hours**

3.1   Assessment of needs with reference to accessing school curriculum
3.2   Designing a need based curriculum: situational analysis for selection ofskills and method of teaching
3.3   Developing a collaborative curriculum
3.4   Implementation of the curriculum
3.5   Critical evaluation of the curriculum

Practicum: Design the curriculum for a child with visual impairment

Unit 4 Strategies for Teaching   **(12+9) Hours**

4.1   Specific teaching strategies: task analysis, co-activity, pre teaching, self -verbalization, direction giving, generalization, feature enhancement, and use of kinaesthetic movement

4.2   Teaching reading to students with visual impairment: Reading aloud, peer reading, organic reading, and whole language approach

4.3   Strategies for writing skills: guided and independent writing

4.4   Strategies for teaching math: concrete, experiential, role play, and origami

4.5   Strategies for teaching use of ICT: demonstration, verbal instruction, and peer tutoring

Practicum: Develop a lesson plan for a child with visual impairment on a particular topic

Unit 5 Approaches to Curriculum Development for Visual Impairment and Multiple Disabilities   **(12+9) Hours**

5.1   Ecological

5.2   Multisensory

5.3   Thematic

5.4   Functional

5.5   Experiential

Practicum: Develop a thematic curriculum for a child with visual impairment and multiple disabilities

Total Hours: **60(T)+45(P)**

Text Books:

1. Frampton, M.E. (2006). Education of the Blind: A Study of Methods of Teaching the Blind. New Delhi: Cosmo Publications.

2. Mukhopadhyay, Sudesh. (1989). Source Book for Teaching of Visually Impaired. New Delhi: National Council of Educational Research and Training.

3. Vijayan, P.&Naomi,V. G. (2005). Handbook: Education of Visually Impaired Children with Additional Disabilities. New Delhi: Rehabilitation Council of India.

References:

1. Bhan, S. &Swarup, S. (2010). Functional Skills Inventory for the Blind. Mumbai: National Association for the Blind.

2. Bhandari, R. & Narayan J. (2009).Creating Learning Opportunities: A Step by Step Guide to Teaching Students with Vision Impairment and Additional Disabilities, including Deaf blindness. New Delhi: Voice and Vision.

3. Dimri,A. (2002). Preparation of Norms of WISC-R (Verbal) for the Visually Handicapped. Dehradun: NIVH.

4. Hyvarinen, L. & Jacob N. (2011).What and How Does this Child See: Assessment of Visual Functioning for Development and Learning. Finland: Vistest Ltd.

5. Lueck,A.H. (2004). Functional Vision- A Practitioner Guide to Evaluation & Intervention. New York: AFB Press.

6. Magee, L. (2018). Psychosocial Issues in PaediatricOculoplastic Conditions. In PaediatricOculoplastic Surgery (pp. 291-296). Switzerland, Springer, Cham.
7. Magnusson, C., Hedvall, P. O., &Caltenco, H. (2018). Co-designing together with persons with visual impairments. In Mobility of Visually Impaired People Switzerland, Springer, Cham.
8. Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low Vision. Coimbatore: International Human Resource Development Centre for the Disabled.
9. Moore, L. (2018). The Everything Parent's Guide to Children with Special Needs: A Reassuring, Informative Guide to your Child's Well-being and Happiness. New Delhi, Everything Books.
10. Sacks. S. Z. &Silberman, R.K. (2005). Educating Students Who have Visual Impairments with other Disabilities, Maryland: Paul H Brookes
11. Scheiman,M., Scheiman,M. &Whittaker,S.G. (2007), Low Vision Rehabilitation, SLACK Incorporated: USA.
12. Wilmshurst, L., & Brue, A. W. (2018). The Complete Guide to Special Education: Expert Advice on Evaluations, IEPs, and Helping Kids Succeed. London,Routledge.

Web Links:
1. https://research-education-edu.blogspot.in/2014/08/types-of-curriculum.html
2. http://www.khayma.com/muhannad/Dr%20Amer%20lectures/curriculum%20lectures%20en/curriculum%20concepts%20nature%20and%20purposes.pdf
3. http://www.dsnetworkaz.org/PDF/PREP/part_vi.pdf

Course Outcomes:
On successful completion of the course, the students will be able to:
CO1.   Gain knowledge on various curricular domains
CO2.   adapt curriculum to meet the needs of children with visual impairment
CO3.   design a need based curriculum for children with visual impairment
CO4.   apply appropriate teaching strategy in teaching reading, writing, and math
CO5.   critically examine approaches to curriculum development for visual impairment and multiple disabilities

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	L			M	M	H	L				M	L	L
CO 2	M	M	L		M	M	H	M	L	L	L	M	M	
CO 3	L	M	L	M	M	M	M	L		L		L	M	
CO 4	L	M	M	L	M	M	H	M	M	L	L	H	L	
CO 5	M	L	L		M	M	M	L				M	L	L

Specialization: Curriculum and Teaching Strategies for Children with Hearing Impairment

Semester I   Hours of instruction/week: 4(T)+3(P)
23MDSCH2   **No. of credits: 5**

Course Objectives
To enable the students to:
1. describe the curricular needs , framework and practices that emerge with paradigm shift in education
2. explain the bases, types and strategies of curricular adaptations
3. understand the concept and strategies in differentiated instructions

Unit 1 Curricular Needs at Different Levels   **(12+9) Hours**

1.1   Paradigm shift in education: school, teacher, learner &curriculum for 21st century
1.2   Causes of learning difficulties in children with hearing impairment
1.3   Differential curricular needs of early and late intervened children with hearing impairment
1.4   Curricular framework for Early Intervention & Early Childhood Education
1.5   Domains of development facilitating the school readiness for inclusive education
Practicum: Select a text of your choice and adapt the content in terms of knowledge, language , presentations illustrations

Unit 2 Curricular Adaptation   **(12+9) Hours**

2.1   Bases of curricular adaptations & decision making
2.2   Step wise curricular approach and its adaptation
2.3   Types of accommodations, modifications and its applications
2.4   Strategies of adaptation of text of different school subjects
2.5   Adaptation in evaluation
Practicum: Write an essay on the Montessori curriculum and its relevance to children with hearing impairment

Unit 3 Differentiated Instruction   **(12+9) Hours**

3.1   Relevance & Concept
3.2   Elements of differentiated instruction (Knowing the learner, assessing the learner, school climate, instructional strategies, adjustable assignments)
3.3   Need assessment & Decision making
3.4   Learning pyramid
3.5   Mastery level learning
Practicum: Profile the current level of functioning of literacy (one child)

Unit 4 Literacy Development & Teaching Strategies   (12+9) Hours

4.1   Deafness & literacy issues;
4.2   Theories of literacy development and their applications
4.3   Processes involved in reading & writing
4.4   Processes involved in speaking, listening & signing in literacy development
4.5   Meta cognitive strategies & instructional practices
Practicum: Present an article published after 2011 in an indexed journal on literacy

Unit 5Research& Development in Literacy   (12+9) Hours

5.1   Research in literacy: An overview
5.2   Priority areas of research
5.3   Identifying the gaps in literacy research
5.4   Readings in Researches on literacy development at different levels in the past two decades
5.5   Evidence based practices in literacy development
Practicum: Review any two recent researches in special education and report the same in detail.

Total Hours: 60(T)+45(P)

Text Books:
1. Greer, R. D. (2008). Verbal Behavior Analysis: Inducing and Expanding New Verbal Capabilities in Children with Language Delays. Boston: Pearson Education.
2. Jolliffe, Wendy. (2012). Teaching Systematic Synthetic Phonics in Primary Schools. London: Sage Publications
3. Oyiborhoro, John M A. (2005). Aural Rehabilitation for People with Disabilities. California: Elsevier Academic Press.

References:
1. Beattie, R.G. (2001). Ethics in Deaf Education: The First Six Years. New York: Academic Press Inc.
2. Headington (2003).   Monitoring, Assessment, Recording, Reporting & Accountability. 2ndEd.London: David Fulton.
3. Manley, G. A., Gummer, A. W., Popper, A. N., & Fay, R. R. (Eds.). (2017). Understanding the Cochlea (Vol. 62). Switzerland, Springer.
4. Martin, F. N. Clark, J.G. (2012). Introduction to Audiology. 11thEd. Boston: Pearson Education.
5. Mathew, S. (2005). Evaluation: Curricular Strategies and Adaptations for Children with Hearing Impairment. New Delhi: Kanishka Publications.
6. Mathew, S. (2010).   Educational Evaluation .Curriculum and Teaching Strategies for CWHI. MED SEDE (HI) Manual, New Delhi : IGNOU
7. Owens, R.E. (2012). Language Development: An introduction (8th ed.) Boston: Pearson
8. Paul, P.V. Whitelaw, G.M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Boston: Jones and Bartlett Learning.
9. Rehabilitation Council of India (2007). Status of Disability in India - 2007:   Hearing Impairment and Deaf-blindness. New Delhi: Rehabilitation Council of India.

10. Snoddon, K., & Underwood, K. (2018). The Social Relational Model of Deaf Childhood in Action. In The Palgrave Handbook of Disabled Children's Childhood Studies (pp. 85-100). London: Palgrave Macmillan.
11. Waldman, D., & Roush, J. (2010). Your Child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.
12. Watson, D., Jones, A., & Potter, H. (2018). Expressive Eyebrows and Beautiful Bubbles: Playfulness and Children with Profound Impairments. In The Palgrave Handbook of Disabled Children's Childhood Studies (pp. 177-190). Palgrave Macmillan, London.
13. Wilmshurst, L., & Brue, A. W. (2018). The Complete Guide to Special Education: Expert Advice on Evaluations, IEPs, and Helping Kids Succeed. London,Routledge.

Web Links:
1. https://research-education-edu.blogspot.in/2014/08/types-of-curriculum.html
2. http://www.khayma.com/muhannad/Dr%20Amer%20lectures/curriculum%20lectures%20en/ curriculum%20concepts%20nature%20and%20purposes.pdf
3. http://www.dsnetworkaz.org/PDF/PREP/part_vi.pdf

Course Outcomes:

On successful completion of the course, the students will be able to:

CO1. devise curricular adaptation to meet the needs of individuals with hearing impairment

CO2. utilize meta cognitive strategies and instructional practices to develop literacy among children with hearing impairment

CO3. explain the processes and theories of literacy development

CO4. application of differentiated instructional strategy in classroom situation

CO5. critically examine the gaps in literacy research

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	L	M	L	M	H	M	L	L	M	M	L	H	M
CO 2	M	M	M	L	M	M	M	M	L	M	M	M	M	M
CO 3	M	L	M	M	M	M	M	M	L	M	M	M	M	L
CO 4	M	M	M	M	M	M	M			M	M	M	M	M
CO 5	M	H	L	M	M	M	M	L		M	M	M	H	M

Specialization Practical I – Visual Impairment

Semester I
23MDSPV1

Hours of instruction/week: 6(P)
No. of credits: 4

Course Objectives
To enable the students to:
1. observe the signs and symptoms for identification of visual impairment
2. prepare age appropriate lesson plans to suit the various needs of children with visual impairment
3. train children with visual impairment to use of the assistive devices for effective learning of concepts

S.No.	Task	Settings	Specific activities	Hrs	Marks
1	Vision stimulation training	Schools/Low vision centres	• Prepare lesson plans for vision stimulation training for children aged 2 years. (2 plans) • Prepare lesson plans for vision stimulation training for children aged 5 years. (2 plans) • Prepare lesson plans for vision stimulation training for children aged 12 years.	18	20
2	Screening for vision loss using checklists	Inclusive school/ clinic	• Administer a checklist having signs and symptoms of vision loss and behavioral observation on primary school children (20 children)	12	15
3	Use of assistive devices	Special school	• Observe & train the use of assistive devices	12	15
4	Lighting, contrast & colour	Special school / Inclusive school	• Get trained to optimize learning through providing appropriate lighting & other facilities.	13	15
5	Home training and counseling	Eye clinic/ Special school/ inclusive school	• Based on the visual abilities of children, prepare activities for training (2 children) • Counsel family regarding visual efficiency training to foster the use of residual vision for DLS, O&M.	13	10
6	Use of Apps	Clinic	• Use of free downloadable apps for CWVI	10	15
7	Psychological Assessment	Clinic / School	• Observe, undertake and interpret results of psychological test on assessment of intellectual functioning by using Bhatia Battery / WISC-Indian Adaptation.	12	10
			Total	**90**	**100**

Course Outcomes:

On successful completion of the course, the students will be able to:

CO1.   prepare lesson plans for vision stimulation training for children aged 2 to 12 years

CO2.   screen children with vision loss using the checklist

CO3.   train children with vision loss to use assistive devices

CO4.   carryout and interpret the results of psychological tests to the visually impaired

CO5.   use of the softwares, apps in education and rehabilitation of children with visual impairment

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M		M		M	M	M	M				M		L
CO 2	M		M		H	M	M	M	L	L	L	M	M	
CO 3	M	L	M	L	M	M	M	M	L	L	L	M	M	
CO 4	M	L	L	L	H	M	M	M			L	M	M	
CO 5	M	M	M	L	M	H	M	H	L			M		M

Specialization Practical I – Hearing Impairment

Semester I
23MDSPH1

Hours of instruction/week: 6(P)
No. of credits: 4

Course Objectives

To enable the students to:

1. understand the procedure for audiometry and interpret the results for education and rehabilitation of children with hearing impairment
2. optimize residual hearing through proper use of hearing aids and training on listening
3. prepare lesson plans for teaching speech to the hearing impaired
4. identify assistive technology for measuring outcomes of phonation and articulation
5. examine intellectual functioning of hearing impaired through psychological assessment

S.No.	Task	Settings	Specific activities	Hrs	Marks
1	Observing behavioural audiological tests in children	Audiological Clinic	• Conditioned play audiometry (2 children of 3 years and above) • Speech audiometry: Open-set testing (2 children of 5 years and above)	12	5
2	Observing physiological and electro-physiological testing	Audiological Clinic	• Immittance audiometry (2 children) • Otoacoustic emission (2 children) • Auditory Evoked potentials (2 children)	12	5
3	Observing hearing aid trail and measurement of outcome	Audiological Clinic	• Hearing aid selection (digital and analogue) • (2 children each) • Measurement of aided audiogram (2 children) • Measurement of aided speech detection / identification (2 children)	7	5
4	Use aided audiogram and speech identification scores to make recommendations	Audiological Clinic	• Making recommendations regarding mode of training and educational placement using aided audiogram and Speech audiometry (10 children in different age groups)	7	20

5	Listening training	AudiologicalClinic	• Prepare lesson plans for listening training for children aged 2 years. (2 plans) • Prepare lesson plans for listening training for children aged 5 years. (2 plans) • Prepare lesson plans for speech reading training for children aged 6 years.	8	10
6	Troubleshooting hearing aids	Special School	• Carrying out Ling's 6 sound test (2 children) • Troubleshooting hearing aids (2 children)	10	10
7	Observing phonation evaluation	Speech clinic	• Evaluation of phonation in normal hearing children and CWHI (2 each)	6	10
8	Observing articulation evaluation	Speech Clinic	• Evaluation of articulation in normal hearing children and CWHI (2 each)	6	10
9	Home training and counselling	Speech & Hearing clinic / Special school / inclusive school	• Based on the auditory, speech and language abilities of children, prepare home training activities (2 children) • Counsel family regarding home training activities to improve listening skills, articulation and language.	10	10
10	Use of Apps for Speech outcomes	Clinic	• Use of free downloadable apps for measuring outcomes of phonation and articulation of CWHI	6	5
11	Psychological Assessment	Clinic / School	• Observe, undertake and interpret results of psychological test on assessment of intellectual functioning by using Bhatia Battery / WISC-Indian Adaptation.	6	10
			Total	**90**	**100**

Course Outcomes:

On successful completion of the course, the students will be able to:

CO1.   recommend the mode of training and educational placement using aided audiogram and Speech audiometry

CO2.   prepare lesson plans for listening training for CWHI aged 2-5 years

CO3.   critically analyse the phonation and articulation in hearing children and CWHI

CO4.   counsel and guide the family regarding home training activities to improve listening skills,articulation and language

CO5.   interpret the results of psychological tests to the hearing impaired

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H	H	M	H	H	L			H	H	H	H	H
CO 2	H	L	M		M	H	H	L		H	L	H	M	L
CO 3	M	L	M		H	M	M			M	L	M	L	L
CO 4	H	H	L	H	L	L		M	L	H	M	H	M	L
CO 5	M	L			H					L	L	H	L	M

Adult Education

Semester I &II   **Hours of instruction/week: 1(T)+1(P)**
23MDXAE1   **No. of credits: 1**

Course Objectives
To enable the students to:
1. expose them to community work through adult education
2. provide opportunities to plan adult education program
3. undertaking research on adult education issues and challenges

Unit 1 Literacy and Role of Various Agencies to Eradicate Illiteracy in India   **(3+3) Hours**

Functional Literacy, Non-formal Education, Formal Education, emergence of NEAP and NLM. Literacy Level in India-Rural, Urban. Men, Women literate population in Tamil Nadu and Coimbatore. NLM, Technology Mission, Technology Demonstration. District, Voluntary Agencies: Government Universities: NSS, Adult Education Department, Our University - NSS Voluntary

Unit 2 Methods of Adult Education Program   **(3+3) Hours**

Motivational techniques. Individualized Instruction, Workshop, Group discussion, Preparation and use of Audio-visual Aids, News Paper, Booklet, Pamphlet, Dramatization, Puppet Show, Folk Drama, Dance etc.

Unit 3 Organizing Adult Education Program and Its Evaluation   **(3+3) Hours**

Planning: Selection of Volunteers, Selecting the Area- target groups, Fact finding in selected areas. Conducting Adult Education programs: Organizing Classes, Facilities in centre, Mobilization of resources, Linkage with social inputs, Efforts for better family living of the learners. Norms set up by NLM, Records and Registers of center and learners; Achievement of learners.

Unit 4 Research in Adult Education   **(3+3) Hours**

Concept, Selection of the Problem, Research Design, Interpretation of Research Findings. Action Research Project.

Unit 5Follow-Up Program   **(3+3) Hours**

Need for follow-up action, Provision of Literature, Wall Newspapers, local libraries, JSN and libraries, Provision for Follow-up action through linkage with all developmental programs of health, Sanitation, Nutrition, Socio-Economic improvement through nationalized banks and self-employment.

         Total Hours: 15(T) +15(P)

References:

1. Pandya.R (2010), Adult and Non Formal Education. New Delhi: Gyan Books Pvt. Ltd.
2. Ramabrahman, I, (2005), Adult Education: Policy and Performance. New Delhi: Gyan Books Pvt.Ltd.
3. Gupta, N.L. (2000), Education, Culture and Human Values. New Delhi:Gyan Books Pvt. Ltd.
4. Pandey, V.C., (2005), Literacy and Non-Formal Education. New Delhi: Gyan Books Pvt. Ltd.
5. Rajenra Prasad, D., (2008), Adult Education. New Delhi: APH Publishing Corporation.

Journals:

1. Current Trends in Adult Education. New Delhi:Sarup& Sons.
2. International Journal of Adult and Life Long Education : International Institute of Adult and Life Long Education
3. The Indian Journal of Adult Education. New Delhi: Indian Adult Education Association (IAEA).
4. Development of Adult, Continuing and Non-Formal Education in India. New Delhi Concept Publishing Company.

Course Outcomes:

On successful completion of the course, the students will be able to:

CO1.   understand the role of various agencies to eradicate illiteracy in India
CO2.   apply various motivational techniques for Adult Education
CO3.   plan and organize Adult Education Program in local community
CO4.   identify problems in Adult Education and conduct Action Research
CO5.   follow-up action related to problems and issues encountered.

Internship in Clinics/Institutes

Semester I   **Duration : 1week**
                                                    No. of credits*

Course Objectives:

To enable the students to

1. observe the signs and symptoms for identification of visual/hearing impairment
2. understand the process of optometry/audiometry
3. explain the importance of observation for the interpretation of case

Task	Settings	Specific activities	Duration	Marks 50
Visual Impairment				
Observing vision tests in young children and adolescents	Opthalmology clinic	• BehaviouralObservation (2 children) • Observing clinical assessment of vision (2 children)	1 week (during I semester break)	25
Observing Optometry department	Optometry clinic	• Observing the process of optometry for selection of suitable optical aids.		25
Hearing Impairment				
Observing behavioural audiological tests in children below the age of 2 years	Audiological clinic	• Behavioural Observation Audiometry (2 children) • Visual Reinforcement Audiometry (2 children)	1 week (during I semester break)	25
Observing behavioural audiological tests in children between 2 to 5 years	Audiological clinic	• Conditioned play audiometry (2 children) • Speech audiometry (Clsed-set testing) (2 children)		25

• **Marks and the credits will be added and given at the end of 4thSemester**

Course Outcomes:

On completion of the course the students will be able to

CO1. screen children with vision loss/hearing loss

CO2. examine the process of optometry/audiometry

CO3. learn observation techniques on behavioural and audiological tests

CO4. critically examine the case report

CO5. apply appropriate devices on basis of severity

Research Methodology and Statistics

Semester II   **Hours of instruction/week: 3(T)+2(P)**
23MDSC03   **No. of credits: 4**

Course Objectives
To enable the students to:
1. develop a conceptual understanding of research, its need and ethical research practices
2. describe sampling methods, measurement and its appropriate uses
3. apply statistical techniques for analysis of data
4. explain the methods and techniques of qualitative research
5. define and develop a research proposal using specific research designs

Unit 1 Scientific Knowledge and Research   (9+6) 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
Practicum: Review a research paper published in refereed journal

Unit 2 Types and Methods of Research   (9+6) 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
Practicum: Prepare and present a research proposal

Unit 3 Methods of Quantitative Analysis   (9+6) 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
Practicum: Review a text book and submit a report

Unit 4 Qualitative Research Methods and Analysis   (9+6) 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
Practicum: Analyse a set of data using computer application

Unit 5 Preparing Research Proposal & Report   (9+6) 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
Practicum: Prepare a research proposal

Total Hours: 45(T)+30(P)

Text Books:
1. Best, J.W. &Khan,J.V. (2003). Research in Education. USA: Prentice-Hall Inc.
2. Cohen,L., Manion, L . & Morrison, K. (2007). Research Methods in Education. New York: Routledge.
3. Gall, M.D., Gall, J.P. &Borg,W.R. (2007). Educational Research. U.S.A: Pearson.
4. Gupta, S.P. (2008), Statistical Methods. New Delhi: Sultan Chand & Sons Educational Publishers.
5. Krishnaswamy, O.R. (1993), Methodology of Research in Social Science. New Delhi: Himalaya Publishers.

References:

1. Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). Introduction to Research in Education. US, Cengage Learning.
2. Berg, B.L. and Lune, H (2011) Qualitative Research Methods for the Social Sciences. New Delhi: Pearson Publication.
3. Bernard, H. R. (2017). Research Methods in Anthropology: Qualitative and Quantitative Approaches. Maryland., US., Rowman& Littlefield.
4. Gravetter, F. J., &Forzano, L. A. B. (2018). Research Methods for the Behavioural Sciences. US.,Cengage Learning.
5. Green, J., &Thorogood, N. (2018). Qualitative Methods for Health Research. New Delhi, Sage.
6. Gupta, S. (2003) Research Methodology and Statistical Techniques. New Delhi: Deep & Deep Publishing.
7. Mukherji, P., &Albon, D. (2018). Research Methods in Early Childhood: An Introductory Guide.New Delhi: Sage Publications.
8. Potti, L.R. (2004) Research Methodology. Thiruvananathapuram: Yamuna Publications
9. Silverman, D. (2012) Qualitative Research New Delhi: Sage Publication
10. Singh, A. K. (2004).Tests Measurement and Research Methods in Behavioral Science. New Delhi: Tata McGraw-Hill Publishing.

Web Links:

1. https://www.spss-tutorials.com/spss- what-is- it
2. https://onlinecourses.science.psu.edu/stat100/node/18
3. http://epgp.inflibnet.ac.in/ahl.php?csrno=12
4. socsccybraryamu.ac.in/index.php/video-lectures/video- lectures/items/view/0187

Course Outcomes:

On successful completion of the course, the students will be able to:

CO1. describe the types, methods and process of research
CO2. identify research problems in the field of special education
CO3. demonstrate expertise in writing research proposals
CO4. analyse and interpret data and submit a report
CO5. compute data using applications

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H	L		L		M			H	H	H	H	H
CO 2	H	H	L				L	L		M	M	M	H	M
CO 3	H	H	L	L		M		H		M	M	L	H	M
CO 4	H	H						L	M	H	H	M	H	H
CO 5	H	H								M	H	L	H	H

Curriculum Design and Development

Semester II   **Hours of instruction/week: 3(T)+2(P)**
23MDSC04   **No. of credits: 4**

Course Objectives

To enable the students to:
1. understand different components of curriculum
2. analyse various approaches to curriculum development
3. explain and demonstrate curriculum differentiation

Unit 1 Nature of Curriculum   (9+6) 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

Practicum: Write a 2000 word essay describing a curriculum in action in an inclusive school

Unit 2 Approaches & Types of Curriculum Development   (9+6) 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

Practicum: 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

Unit 3 Principles of Curriculum Construction   (9+6) Hours

3.1   Curriculum and 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
Practicum: Analyse a text book and describe the method followed in its construction

Unit 4 Curriculum Development & Instructional Design　　　　　(9+6) Hours

4.1　　Differentiation of curriculum
4.2　　Pedagogical theories and curriculum transaction
4.3　　Material and instructional adaptations
4.4　　Stages in curriculum development
4.5　　Assessment and evaluation
Practicum: Draft a plan for curriculum transaction

Unit 5Critical Issues in Curriculum　　　　　(9+6) 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
Practicum: Browse on recent trends and issues in curriculum

Total Hours:　45(T)+30(P)

Text Books:
1. Aggarwal, D. (2007):　Curriculum Development:　Concept, Methods and Techniques. New Delhi. Book Enclave.
2. Hale, J.A.(2008). A Guide to Curriculum Mapping : Planning, Implementing, and Sustaining the Process. USA: Crowin Press
3. Prasad, J. (1997). Advanced Curriculum Construction. New Delhi: Kanishka Publishers

References:
1. Alexander R. J. (2001) Culture and Pedagogy:　International Comparisons in Primary Education. Oxford and Boston:　Blackwell.
2. Daniels, H and Porter J. (Eds.) (2011),Educational Theories, Cultures and Learning:　A Critical Perspective. London:　Routledge.
3. Ornstein, A. C., Pojak, E. F. & Ornstein, S. B. (2006). Contemporary Issues in Curriculum. New York: Allyn& Bacon.
4. 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.
5. Wiles, J. (2009) Leading Curriculum Development. USA:Corwin Press.
6. Wiles, J.W. & Joseph, B. (2006):　Curriculum Development:　A Guide to Practice. Pearson Publication.
7. Wiggins, G &McTighe, J(2005) Understanding by Design(2nd Ed), Alexandria, VA:　Association for Supervision and Curriculum Development.

Web Links:
1. http://www.unom.ac.in/asc/Pdf/CURRICULUM%20DESIGN%20AND%20DEVELOPMENT-1.pdf
2. http://www.ncl.ac.uk/ltds/resources/curriculum/
3. http://www.flinders.edu.au/teaching/teaching-strategies/curriculum-development/a-curriculum-process.cfm

Course Outcomes:

On successful completion of the course, the students will be able to:

CO1.   define and identify different components of curriculum

CO2.   design curriculum using different approaches and types to meet the needs of children with disabilities

CO3.   construct Universal Design for Learning

CO4.   adapt curriculum for children with disabilities

CO5.   critically analyse the issues in curriculum

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	L	M	M	M	M	M	M		M	M	L	M	M
CO 2	M	L	M	M	H	M	M	M	L	M	M	L	M	M
CO 3	M	H	M	M	M	M	M	M		M	M	M	M	M
CO 4	M	M	M	M	M	H	M	M		M	M	H	M	M
CO 5	L	M	M	L	M	M	M	M	L	M	M	M	M	M

Inclusive Education

Course Objectives
To enable the students to:
1. summarize the philosophical, sociological and rights perspective of inclusive education
2. examine policies promoting Inclusive education
3. analyse barriers in inclusion & promote inclusive growth
4. explain various ways and means of building inclusive environment
5. plan inclusive education programme for diverse learners

Unit 1 Perspectives in Inclusive Education   (9+6) 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
Practicum: Study the impact of UNCRPD on RTE's provisions for children with disabilities

Unit 2 Covenants and Policies Promoting Inclusive Education- A Critique   (9+6) 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 on Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)
2.3   International Framework: 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 Education (2014), 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)
Practicum: Review of research in any one area in inclusive education and highlight its implications for the practitioner

Unit 3 Building Inclusive Schools   (9+6) 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

Practicum: Develop a differentiated lesson with content, process, and products adapted to suit a specific learner

Unit 4 Building Inclusive Learning Environments   (9+6) 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, cooperative learning

4.6   Collaborations-Models of collaboration, Working with Parents, Managing Conflict, Co-teaching-Mentoring and Coaching

Practicum: Implement the lesson plan in a regular school using one of the models of collaborative teaching. Write your reflections in a journal.

Unit 5 Planning for Including Diverse Learning Needs   (9+6) 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

Practicum: Suggest ways to accommodate gifted children in an inclusive school.

Total Hours: 45(T)+30(P)

Text Books:

1. Jha M.M. (2010). From Special to Inclusive Education in India Pearson Education

2. Mete. J. (2016). Inclusive Education. New Delhi. Kanishka Publishers

3. Mustafa, K M. (2016). Inclusive Education: Thought and Practice. New Delhi. A P H Publishing

4. Singh.M, (2016) Inclusive Education: Education is Our Right. New Delhi. Ane Books

5. Sharma, K. (2007).Emerging Trends in Inclusive Education. New Delhi. IVY Publication

6. Sharma, B.(2011). Inclusive Education. New Delhi. Kanishka Publishers, Distributors

References:

1. Armstrong, F., Armstrong, D., & Barton, L. (2016). Inclusive Education: Policy, Contexts a Comparative Perspectives. London:Routledge

2. Berry, B., Daughtrey, A., &Weider, A. (2010). Teacher leadership: Leading the Way to Effecti Teaching and Learning. Washington, DC: Centre for Teaching Quality

3. Carter, E. W., Cushing, L. S.,& Kennedy, C. H. (2009). Peer Support Strategies: Improving ⁄ Students' Social Lives and Learning. Baltimore, MD: United Paul H. Brookes.

4. Clough, P., & Corbett, J. (2000) Theories of Inclusive Education, London: Paul Chapm Publishing, Sage
5. Curran, C. M., & Petersen, A. J. (2017). Handbook of Research on Classroom Diversity and Inclusive Education Practice. IGI Global.
6. Jha, M. M. (2002) School Without Walls: Inclusive Education for All Oxford: Heinemann
7. Jorgensen, C. M., Mc Sheehan, M. &Sonnenmeier, R. M. (2009) Essential Best Practices in Inclusive Schools
8. O'Hanlon, C. (Ed.). (2017). Inclusive Education in Europe. Routledge.
9. Peterson, M. &Hittie, M. (2009) Inclusive Teaching: The Journey towardsCreating Effective Schools for All Learners. Merrill.
10. Sailor, W., McCart, A. B., & Choi, J. H. (2018). Reconceptualizing Inclusive Education through Multi-Tiered System of Support. Inclusion, 6(1), 3-18.
11. Skidmore, D. (2004) Inclusion: The Dynamics of School Development, Open University Press, UK
12. Watkins, A., &Ebersold, S. (2016). Efficiency, Effectiveness and Equity within Inclusive Education Systems. In Implementing Inclusive Education: Issues in Bridging the Policy-Practice Gap Emerald Group Publishing Limited.

Web Links:
1. www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus.../special_ed_final1.pdf
2. unesdoc.unesco.org/images/0018/001866/186611e.pdf
3. https://www.onlinejournal.in/IJIRV2I7/194.pdf
4. unesdoc.unesco.org/images/0022/002284/228491e.pdf
5. unesdoc.unesco.org/images/0022/002221/222124e.pdf

Course Outcomes:
On successful completion of the course, the students will be able to:

CO1. analyze the research evidences on efficacy and best practices associated with inclusive education

CO2. restate the covenants and policies promoting Inclusive Education

CO3. administer wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively

CO4. demonstrate inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, leadership and working in teams to promote inclusion

CO5. adapt classroom environment for inclusive education of diverse learners

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	H			L		L		L	`L			`M	
CO 2	M			L					H	M	L		L	
CO 3	L		M			H				M		H		
CO 4			M	M			L			M	L		M	
CO 5	L				L			H		L				H

Specialization: Application of Advanced Technology and Persons with Visual Impairment

Semester II   Hours of instruction/week: 5(T)+2(P)

23MDSCV3   No. of credits: 5

Course Objectives

To enable the students to:
1. understand various technological devices for promoting quality of life of persons with visual impairment
2. critically analyse suitability/ appropriateness of various technological devices for persons with visual impairment
3. explore various trends in research on technology for persons with visual impairment

Unit 1 Introduction to Technology for the Visually Impaired   (15+6) Hours

1.1   Historical perspective of assistive technology in the rehabilitation of persons with visual impairment
1.2   Concept, need and importance of assistive technology with specific reference to the Indian context
1.3   Types of Assistive Technologies
1.4   Special roles of technology for facilitating empowerment of persons with visual impairment
1.5   Hardware, software, cybernetics and systems, with special reference to persons with visual impairment- An overview

Practicum: Draw up a list of addresses of suppliers of technological devices for persons with visual impairment

Unit 2 Technological Devices-Traditional and Modern for the Education of the Visually Impaired   (15+6) Hours

2.1   Writing Technologies: Braille Slates of different types, Brailler-- mechanical and electrical, computers with screen readers and computer-based screen magnifiers and screen readers for Indian languages, Braille Notetakers and Smart Brailler
2.2   Reading Technologies: Braille, Refreshable Braille Displays, Stand-Alone reading machines, OCR systems, scanner/ camera-based OCR systems, Indian languages scanning software and Text to Speech (TTS), screen readers for phones and tablets, Smart Phone and DAISY players
2.3   Technology for Mathematicsand Science Education: Abacus, Taylor Frame, Geo Kit, measuring tapes-- strengths and limitations; softwares for accessing Mathematics and Science text, hardwares and softwares for making Science Lab accessible: AutomaticStir Station (hardware), Drop Counter(hardware), Sci-Voice (software),Talking Interferential Therapy Machine(hardware), Talking Lab Quest and Talking Logger

2.4 Braille Production Technologies: Sterotyping Machines- mechanical and electrical, Braille translation software with special reference to Indian languages, embossers and printers, Braille labeling systems, tactile diagrams and graphics production devices

2.5 Critical analysis of the devices mentioned under Unit 2.1 to 2.4 in the context of the Indian situation

Practicum: Find out recent gadgets/devices for the education and rehabilitation of the visually impaired.

Unit 3 Technologies for Facilitating Independent Living for Persons with Visual Impairment
(15+6) Hours

3.1 Mobility Devices: canes -- rigid, collapsible, folding and Smart Canes; Global Positioning Systems (GPS), ultra sonic devices, vibrating technologies

3.2 Fitness and Health: Thermometer-- tactile and audio, Talking Blood Glucose Meter, Talking Blood Pressure Device, Talking Medcenter Pill Organizer System, Talking Pedometer, weighing machine- Braille and Talking

3.3 Recreational Devices-- Chess Board, playing cards, adapted Ludo and Snakes and Ladders, adapted Scrabble, adapted puzzles, Talking Chess, audio Cricket Ball and audio Football, adapted Table Tennis/ Show Down, Goleball, adapted Volley Ball

3.4 Home management Devices: audible/ vibratory Liquid Level Indicator, Talking Measuring Cup, Talking Food Thermometer, Talking Kitchen Scale, Talking Microwave Oven, Talking Timer, Braille and Talking Alarm Clocks and Watches, Needle Threader

3.5 Critical analysis of devices mentioned under Unit 3.1 to 3.4

Practicum: Survey the availability and use of technology in one special school and one inclusive school and prepare a critical report.

Unit 4 Employment-Related Technologies for the Visually Impaired
(15+6) Hours

4.1 Braille Shorthand Machine

4.2 Dictaphone

4.3 Dictation Software

4.4 Application of screen reading technologies for promoting/ diversifying employment opportunities

4.5 Making workplaces and available workshop equipment and other machines accessible to persons with visual impairment-- guidelines and principles

Practicum: Analyse critically the efficacy of any two traditional/modern devices from Unit 2 to Unit 4

Unit 5 Procurement and Assessment of Technological Devices for Persons with Visual Impairment
(15+6) Hours

5.1 Sources of availability and maintenance of technology devices

5.2 Resource mobilization for procurement of devices

5.3 ADIP scheme of the Government of India, Department of Empowerment of Persons with Disabilities

5.4   Parameters for assessing efficacy/ suitability of devices in the Indian context

5.5   Recent trends in research on technology for visually impaired

Practicum: Find out the recent schemes for the visually impaired

Total Hours: 75(T)+30(P)

Text Books:

1. Frampton, M. E. (2006). Education of the Blind: A Study of Methods of Teaching the Blind. New Delhi. Cosmo Publications.
2. Juurmaa, J.(1967). Ability Structure and Loss of Vision. American Foundation for the Blind.
3. Pumani, B. (1993). Hand Book: Visual Handicap. New Delhi. Ashish Publishers.
4. Vijayan,P. Ed. (2009). Education of Visually Impaired Children with Additional Disabilities. New Delhi. Kanishka Publishers.
5. Vijay Pratap Singh. (2004). Education of the Blind and Visually Impaired. New Delhi, Publishers.

References:

1. Fernandez, G, Koening. C, Mani. M.N.G &Tensi. S. (1999). See with the Blind. Bangalore: Books for Change
2. Mani. M.N.G. (1997). Amazing Abacus. Coimbatore: S.R.K. Vidyalaya.
3. Proceedings: Asian Conference on Adaptive Technologies for the Visually Impaired (2009). New Delhi: Asian Blind Union
4. Scheiman,M., Scheiman,M. &Whittaker,S.G. (2007). Low Vision Rehabilitation. USA: SLACK Incorporated
5. Singh, J.P. (2003). Technology for the Blind-- Concept and Context. New Delhi: Kanishka Publications.
6. Taraporevala, S &D'Sylva C (Eds). (2014); Equip Your World- A Synoptic View of Access Technology for the Visually Challenged, Dehradun: .NIVH.

Web Links:

1. https: //www.afb.org/prodmain.asp
2. http://www.independentliving.com/products.asp?dept=141&deptname=New-Products
3. http: //shop.lighthouseguild.org
4. https: //www.afb.org/prodmain.asp

Course Outcomes:

On successful completion of the course, the students will be able to:

CO1.   identify the assistive technology available for the visually impaired

CO2.   illustrate various devices to facilitate the education of persons with visual impairment

CO3.   facilitate persons with visual impairment for independent living using technology

CO4.   provide solutions to make workplace disabled friendly using technology

CO5.   gain knowledge on recent technology availability for persons with visual impairment

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1		L		L	L	M	M	H		L		L	L	H
CO 2		M	M	L		H		M				M		H
CO 3	L	M		M	M	H	L	M		L			L	M
CO 4	L	M	L	M		M	M	M	M	H	L	M		M
CO 5	L		M	L	L	M	L	M	L				L	M

Specialization: Assistive Devices and Services for Individuals with Hearing Impairment

Semester II
23MDSCH3

Hours of instruction/week: 5(T)+2(P)
No. of credits: 5

Course Objectives

To enable the students to:

1. be aware about individual and group listening devices used by CWHI in schools
2. understand the use of assistive devices & methods in the management of CWHI in schools / clinics
3. familiarize with present and future technologies, research developments and evidence based practices facilitating the education of CWHI

Unit 1 Schemes& Services for Individuals with Hearing Impairment   (15+6) Hours

1.1   Schemes for persons with disabilities of various ministries/departments of central and state government in early intervention, rehabilitation, education and employment;
1.2   Schemes for availing aids and appliances: ADIP and other schemes;
1.3   Services for individuals with hearing impairment: Types, availability, coverage and quality;
1.4   Delivery of services; Role of various stakeholders, planning, implementing, collaboration, challenges and issues;
1.5   Appraisal of services: Methods of measuring outcomes and suggesting plan of action

Practicum: Compare the application of technology in classroom teaching between a developing and a developed country

Unit 2 Listening and Assistive Devices in Audiological Management   (15+6) Hours

2.1   Hearing aids: Overview to hearing aids; Overview to electro-acoustic characteristics and need to study same; Importance of ear moulds and its modifications
2.2   Cochlear implants: Overview to cochlear implants; Need and importance for regular mapping;
2.3   FM systems: Components, Functioning, Types, Advantages and disadvantages
2.4   Induction loop systems & Hardwire systems: Components, Functioning, Types, Advantages and disadvantages
2.5   Criteria for recommendation of one device over the other; Role of special educators in measuring outcome of listening devices

Practicum: Undertake a survey of available services in your locality and reflect on their status for individuals with hearing impairment. Prepare a report.

Unit 3 Assistive Devices in Management of Language & Communication   (15+6) Hours

3.1   Meta level understanding of use of technology for language development
3.2   Access to whole language: Challenges of communication options and use of technology for ways to overcome
3.3   Use and availability of social media for sign language users: Communicative, educational and social purposes
3.4   Orientation to web based Curriculum Based Measurement (CBM) tools
3.5   Tele captioning of popular media and its role in literacy development

Practicum: Analysis of electro-acoustic characteristics of 5 hearing aids and write a report

Unit 4 Technology& Methods in Management of Speech (15+6) Hours

4.1   Parameters measured in phonation and suprasegmental aspects of speech using advanced technology and their application
4.2   Need and methods to analyse and to correct articulation of speech
4.3   Selecting management techniques for phonation and suprasegmental aspects of speech
4.4   Selecting management methods for facilitating articulation in CWHI
4.5   Methods to improve speech intelligibility; Measurement of outcome

Practicum: Use social media to link with individuals with deafness and submit report on your experience. Measure the speech intelligibility of two children with hearing impairment.

Unit 5Assistive Devices in Educational Management   (15+6) Hours

5.1   Impact of technology on education: Present & Future
5.2   Assistive technologies for personal and educational purposes: Devices & Processes and their application
5.3   Mainstream Technologies: Universal Design; its Concept, Principles & product design
5.4   Research & Developments in Educational technology: national & international
5.5   Evidence Based Practices

Practicum: Interaction with a Deaf adult to find out role of technology in his/her social life. Write your reflections. Compare schemes available in your state / country with any state / country

Total Hours: 75(T)+30(P)

Text Books:
1. Bamford. (1994). Hearing Impairment, Auditory Perception and Language Disability: Studies in Disorders of Communication. Aitbs Publishers.
2. Grunwell, Pamela. (1995). Developmental Speech Disorders: Clinical Issues and Practical Implications. Aitbs Publishers.
3. Haynes, W.O., (2006). Communication Disorders in the Classroom: An Introduction for Professionals in School Settings. Jones and Bartlet Publishers.
4. Jerry L.N, (1991). Hearing in Children. Lippincott Williams and Wilkins.
5. Vijay Pratap Singh. (2004). Educating Deaf Child, New Delhi, Sarup Publishers.
6. Webster, Alec. (1986). Deafness, Development and Literacy. Methuen and Co. Ltd.

References:
1. Andersson,C. (2014).Assistive Technology for the Hearing-impaired, Deaf and Deafblind . Amazon Publishers.
2. Rod G.B, (2001). Ethics in Deaf Education: The First Six Years. New York: Academic Press Inc.
3. Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. San Diego: Plural Publishing.
4. Harvey.D (2001). Hearing Aids. New York: Thieme Medical Publications.
5. Krumenacker, S. (2014). Hearing Aid Dispensing Training Manual. San Diego: Plural Publishing.
6. Kumar,K. L. (2009).Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers, Amazon Publishers.
7. Mathew,S.M. (2012), Technology for Persons with Hearing Impairment. Status of Disability in India -2012, NewDelhi: RCI
8. Owens, R.E. (2012). Language development: An introduction (8th ed.) Boston: Pearson
9. Stewart,D.A.&Kluwin,T.N. (2001).Teaching Deaf & Hard of Hearing Students : Content , Strategies & Curriculum. London : Allyn&Baccon
10. Waldman, D., & Roush, J. (2010). Your Child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.
11. Taylor, Brian Mueller, H. Gustav (2011). Fitting and Dispensing Hearing Aids. San Diego: Plural Publishing.

Web Links:
1. http://sped.wikidot.com/assistive-technology-for-students-with-hearing-impairments
2. https://cid.edu/wp-content/uploads/2013/10/Assistive-Technology-in-the-Classroom.pdf
3. https://www.chs.ca/sites/default/files/mhg_images/CHS003_AccessibilityGuide_EN_APPROVED.PDF

Course Outcomes:
On successful completion of the course, the students will be able to:
CO1.   guide the hearing impaired to avail aids and appliances through various schemes
CO2.   suggest listening and assistive devices in audiological management at schools/institutions
CO3.   analyse the challenges in communication options and facilitate the use of technology to overcome
CO4.   facilitate articulation in children with hearing impairment
CO5.   familiarize with the role of technology in the education of children with hearing impairment

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	L	M	M	M	M	M	H	L	M	L	M	M	L
CO 2	M	L	M	M	M	M	H	L	L	L	L	L	M	L
CO 3	M	M	M	L	H	M	M	M	M	M	M	M	M	M
CO 4	L	L	M	M	M	M	M	M	L	M	L	M	M	L
CO 5	M	M	M	M	M	M	M	M	H	L	M	L	L	M

Specialization Practical II -Visual Impairment

Semester II
23MDSPV2

Hours of instruction/week: 6(P)
No. of credits: 4

Course Objectives
To enable the students to:
1. assess scholastic achievement and literacy achievement of children with visual impairment
2. develop readiness materials and prepare lesson plans to teach plus curricular skills to the visually impaired
3. create awareness on prevention of vision loss to the community

#	Task	Settings	Specific activities	Hrs	Marks (100)
1.	Compilation of tools available for educational evaluation		Collect various tools available for functional vision evaluation & educational evaluation	8	9
2.	Case History		Studying the case history of 5 CWVI with a special focus on educational history of parents and biographic & educational background of CWVI	8	5
3.	Administration of assessment tools	Educational assessment centre/ clinic	Observe the administration of tests related to visual impairment (2 standardized and 4 non standardized) on 5 children and report the findings	9	5
4.	Tools for evaluation of CWVI in other areas like socio emotional maturity		Observe the administration of two tests/checklist/rating scale on CWVI at different levels and report the findings Preschool-1 child Primary-1 child	8	10
5.	Tools for scholastic achievement and literacy achievement		Observe the administration of tests for assessing scholastic achievement and literacy achievement (use of Braille/assistive devices) at different levels. Reading & writing skills. Primary-2 children Secondary -2 children	8	6

#	Task	Settings	Specific activities	Hrs	Marks (100)
6.	Observation of educational evaluation		Observe the educational evaluation of CWVI at different levels and study the findings in different areas CWVI below 5 years: 5 no. CWVI above 5 years : 5 no.	8	10
7.	Conducting educational evaluation		Carryout the educational evaluation of 5 CWVI Primary/secondary-3 Sr.Secondary-2	7	10
8.	Tool development		Develop activities to assess functional vision	9	10
9.	Development of materials for plus curriculum		Develop materials for readiness activities, Braille, DLS and O&M	9	15
10.	Lesson planning		Prepare 3 lesson plans to teach DLS,O&M and Braille and demonstrate any one model lesson plan	9	10
11.	Psychological assessment	Clinic / School	Observe, undertake and interpret results of following psychological test: A. Any test of assessing personality B. Any test of assessing occupational interest and aptitude	7	10
			Total	90	100

Course Outcomes:
On successful completion of the course, the students will be able to:
CO1.　utilize tools available for functional vision evaluation and educational evaluation
CO2.　develop activities for functional assessment of children with visual impairment
CO3.　critically analyse needs, trends and issues with respect to children with visual impairment
CO4.　familiarize in developing teaching learning material for children with visual impairment
CO5.　administer psychological tests to assess personality, occupational interest and aptitude of individuals with visual impairment

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	M	M		M	M	M	M				M	M	L
CO 2	M	L	M	L	M	M	H	M	M			M	M	M
CO 3	M	L	M		M	L	M	M				M	L	
CO 4	M		M		M	H	M				L	M	M	
CO 5	M	L	M	L	M	M	M	L		L	L	M	H	M

Specialization Practical II -Hearing Impairment

Semester II
23MDSPH2

Hours of instruction/week: 6(P)
No. of credits: 4

Course Objectives
To enable the students to:
1. develop materials for pre reading and pre writing skills
2. prepare lesson plans for the hearing impaired
3. administer language assessment for the hearing impaired
4. observe the educational evaluation of hearing impaired at different levels
5. undertake and interpret results of psychological tests on personality, occupational interest and aptitude of the hearing impaired.

#	Task	Settings	Specific activities	Hrs	Marks (100)
1	Compilation of tools available for educational evaluation	Educational assessment centre/clinic	Collect different tools available for evaluation of typically hearing children and those with hearing impairment	7	5
2	Case History		Studying the case history of 5 CWHI with a special focus on educational history of parents , language and biographic & educational background of CWHI	10	10
3	Administration of language assessment Tools		Observe the administration of language tests (2 standardized and 4 non standardized) on 5 children and report the findings	7	10
4	Tools for evaluation of CWHI in other areas like communication, socio emotional maturity		Observe the administration of two tests/checklist/rating scale on CWHI at different levels and report the findings Preschool-1 child Primary-1 child	7	10
5	Tools for scholastic achievement and literacy achievement		Observe the administration of tests for assessing scholastic achievement and literacy achievement at different levels Preschool level -2 children Primary-2 children	7	10

#	Task	Settings	Specific activities	Hrs	Marks (100)
6	Observation of Educational evaluation		Observe the educational evaluation of CWHI at different levels and study the findings in different areas CWHI below 5 years: 5 CWHI above 5 years : 5	8	5
7	Conducting educational evaluation		Carryout the educational evaluation of 5 CWHI Preschool/Primary-3 Secondary-2	8	10
8	Tool development		Develop one tool for assessment of language /school subject	10	10
9	Development of materials for literacy development		Develop materials for developing pre reading and pre writing skills	10	10
10	Lesson planning		Develop 3 lesson plans and demonstrate any one model lesson plan	7	10
11	Psychological assessment	Clinic / School	Observe, undertake and interpret results of following psychological test: A. Any test of assessing personality B. Any test of assessing occupational interest and aptitude	9	10
			Total	**90**	**100**

Course Outcomes:

On successful completion of the course, the students will be able to:

CO1. select and administer the tools available for educational evaluation of CWHI at different levels

CO2. develop materials and use for imparting pre reading and pre writing skills for CWHI

CO3. administer of language tests for children with hearing impairment and interpret the results for education and rehabilitation.

CO4. prepare teaching learning materials for children with hearing impairment

CO5. administer psychological tests to assess personality, occupational interest and aptitude of individuals with hearing impairment

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M	L		H	M	M			H	H	H	M	M
CO 2	H	M	L		H	H	M	L		M	L	H	L	M
CO 3	H	M	L		H	H	M	L		M	L	H	M	M
CO 4	H	M	L		H	H	M	L		M	L	H	M	M
CO 5	M	L			H					L	L	H	L	M

Internship at Special/Inclusive Schools

Semester II

Duration: 2 weeks
(during summer vacation)
No. of credits: *

Course Objectives:
To enable the students to
1. screen for visual/hearing loss
2. evaluate Braille reading/speech intelligibility of children with visual/hearing impairment respectively.
3. manage classrooms to optimise learning for the children with visual/hearing impairment.

#	Task	Settings	Specific activities	Duration	Marks
Visual Impairment					
1	Screening for visual problems	Inclusive School	• Screening for visual defects	1 week	50
2	Evaluating Braille reading speed	Special School	• Evaluating reading skills of non disabled and CWVI (6 each)		50
Hearing Impairment					
1	Screening for articulation problems	Special School	• Screening of articulation of CWHI (4 children)	1 week	50
2	Measuring intelligibility of speech	Special School	• Measuring intelligibility of speech of typically developing children and CWHI (6 each)		50
			Total	**2 weeks**	**100**

**** Marks and Credits will be given at the end of 3rd Semester**

Course Outcomes:
On completion of the course the students will be able to
CO1. screening for visual defects in CWVI
CO2. identify and assess articulation defects of CWHI
CO3. apply the techniques for developing reading skills of non disabled and CWVI
CO4. develop speech intelligibility of non disabled and CWHI
CO5. create appropriate situations for developing speech and language for CWHI

Perspectives in Teacher Education - In-service and Pre-service

Semester III   **Hours of instruction/week: 4(T)+2(P)**
23MDSC07   **No. of credits: 4**

Course Objectives

To enable the students to:
1. gain insight and understand development of Teacher Education with reference to education of children with disabilities
2. familiarize with responsibilities of different organisations in preparation of competent teachers and critically examine it
3. examine importance of in-service programmesfor capacity building to plan and execute it as per specific need and purpose

Unit 1 Understanding Teacher Education (TE) (12+6) 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

Practicum: Prepare a checklist/schedule to collect information on curriculum transaction either in Diploma or B.Ed. in Special Education Courses in any Training Institute.

Unit 2 TE and Education of Children with Disabilities   (12+6) 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

Practicum: Take interview of at least 10 student teachers and analyse the data to suggest improvement in quality of training.

Unit 3 Pre-service Teacher Education of Children with Disabilities   (12+6) 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.

Practicum: Prepare a checklist/schedule to collect information from employer about competency of passed out student teachers.

Unit 4 Continued Teacher Development Program   (14+6) 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.

Practicum: Interview 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.

Unit 5Issues and Challenges in TE for Education of Children with Disabilities(10+6) 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.

Practicum: Browse for recent developments in ICT for TE

Total Hours: 60(T)+30(P)

Text Books:
1. Anand, C.L. (2000). Teacher Education in Emerging India. New Delhi: NCERT.
2. National Council for Teacher Education (NCTE, 1998). Competency Based and Commitment Oriented Teacher Education for Quality School Education : Initiation Document

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

Web Links:
1. https://scholar.google.co.in/scholar?hl=en&as_sdt=0%2C5&q=Teaching+and+Teacher+Behaviour+&btnG=
2. https://scholar.google.co.in/scholar?hl=en&as_sdt=0%2C5&q=Structure+of+Teacher+Education+in+the+Indian+Context&btnG=

Course Outcomes:

On successful completion of the course, the students will be able to:

CO1. reflect on issues and problems related with teacher preparation for education of children with disabilities

CO2. critically analyse the changes in school education for children with disabilities

CO3. evaluate the various components of Pre-service Teacher Education

CO4. Examine the current In-service Teacher Education programme and suggest improvement in the quality of training

CO5. appraise the existing teacher education curriculum and its relevance, issues and challenges

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	L	L	L		L	L	M	M	M	H	L	M	L	L
CO 2	L	L	L	L	L		L	M	L	L	L	L	L	L
CO 3	L	L		L	L	L	L	L		L	L	L		L
CO 4	L	L	L	L	L		L	L	M	L	L	L		M
CO 5	L	L	L	L			L	L	L		L	L		L

Educational Evaluation

Semester III
23MDSC08

Hours of instruction/week: 4(T)+3(P)
No. of credits: 4

Course Objectives

To enable the students to:

1. describe the concept, areas of evaluation and the evolution of evaluation
2. analyze the scope of evaluation in education
3. summarize various tools of educational evaluation
4. describe the concept and techniques of programme evaluation
5. explain the current trends in evaluation

Unit 1 Foundations in Evaluation   (12+9) 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

Practicum: Observe & prepare a report on evaluation practices at any two levels in a mainstream school.

Unit 2 Scope of Evaluation   (12+9) 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

Practicum: Observe & prepare a report on evaluation practices at any two levels in a special school.

Unit 3 Teaching-Learning and Evaluation (12+9) 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

Practicum: Critically analyse the evaluation practices

Unit 4 Programme Evaluation & Review (12+9) 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

Practicum: Develop a format for self-evaluation for teachers in special or mainstream

Unit 5 Current trends in Evaluation   (12+9) 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

Practicum: Develop tools one each for Knowledge based, Performance based & Authentic evaluation for children with disabilities in a subject of your choice.

Total Hours: 60(T)+45(P)

Text Books:
1. Headington (2003). Monitoring, Assessment, Recording Reporting & Accountability. 2ndEd. London: David Fulton Publishing.
2. Mathew, S. (2010). Educational Evaluation .Curriculum and Teaching Strategies for CWHI. MED SEDE (HI) Manual, New Delhi : IGNOU
3. National Council for Teacher Education (NCTE, 1998). Competency Based and Commitment Oriented Teacher Education for Quality School Education : Initiation Document

References:
1. Arora, G.L., Panda &Pranati. (2000). Fifty Years of Teacher Education in India: Post Independence Developments. New Delhi: NCERT.
2. Braden,J.(2001). The Clinical Assessment of Deaf People's Cognitive Abilities. Washington: Galludet University Press.
3. Cropley, A. J., & Dave, R. H. (2014). Lifelong Education and the Training of Teachers: Developing a Curriculum for Teacher Education on the Basis of the Principles of Lifelong Education (Vol. 5). Elsevier.
4. Mathew, S. (2005). Evaluation: Curricular Strategies and Adaptations for Children with Hearing Impairment. New Delhi: Kanishka.

Web Links:
1. https://scholar.google.co.in/scholar?hl=en&as_sdt=0%2C5&q=Teaching+and+Teacher+Behaviour+&btnG=
2. https://scholar.google.co.in/scholar?hl=en&as_sdt=0%2C5&q=Structure+of+Teacher +Education+in+the+Indian+Context&btnG=

Course Outcomes:

On successful completion of the course, the students will be able to:

CO1. explain the key concepts of evaluation and describe the developments in evaluation.

CO2. administer various educational evaluation methods.

CO3. demonstrateprofessional ethics in planning and performing educational evaluation as an effective tool in teaching-learning process.

CO4. mobilize various tools for execution of educational evaluation

CO5. apply skills in educational evaluationwith current trends

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO1		L			M		M					H	M	H
CO2		M			H	L	H				M	H	M	M
CO3	L		L		H		M	M	M	H	H	M	M	H
CO4	L	M	H	M		L		H	M			M	H	H
CO5	M	H	M		H		H					H	H	M

Teacher Education

(Self Study Course)

Semester III   **Hours of instruction per week: 1**

23MDSC09   **No. of credits:4**

Objectives:

To enable the student teacher to:

1. perform them global teacher educators and administrators for changes in the areas of teacher education
2. acquaint students with the need, concept and objectives of teacher education
3. understand the structure, administration, curriculum methodology and evaluation procedure of pre-service and in service teacher training
4. develop an understanding students about various approaches used for teachers, teacher educators and educational administrators
5. understand the trends in teacher education and agencies to develop and implement the concerned policies regarding teacher education in India

Unit I Nature and Scope of Teacher Education

Meaning, Nature, scope, aims and objectives of teacher education in the Indian context, Need and significance of teacher education. Characteristics of teacher education - Relevance, Flexibility, Integration and -Status of teacher education- Innovations in teacher education. Role of NCERT, NCTE, IASE in promoting teacher education.   3

Unit II Teacher Education- Process and Planning

Teacher process at different stages of education, Professional and disciplinary oriented courses in teacher education at UG and PG level. Professional preparation and academic orientation of teacher educators and educational administrators. Teacher Education programmes - Pre-service and In-service training.   3

Unit III Teaching and Teacher Behaviour

Techniques of teacher training – macro teaching – micro teaching, Instructional Methods in Teacher Education- Lecture and discussion, Seminars, Workshops, Group Discussion, Supervised study, Virtual and e-mode Practice teaching in Teacher Education. Demonstrations, Experimentation, Practice teaching and observations, Significance and Supervision of Practice teaching.   3

Unit IV Structure of Teacher Education in the Indian Context

Structure of Teacher Education, Levels, Types-Two year undergraduate, One year post graduate and Four year integrated, Nature and concepts of teacher education curriculum at primary, secondary and college level, Pedagogical theory, Problems in revision of Teacher Education curriculum, Methodology of teaching school subjects, Practice teaching / internship, Other practical work, Socially useful productive work (SUPW) and working with community. Evaluation in Teacher Education.

3

Unit V Research and Teacher Education

Need of Research in Teacher Education and their implications for improving teaching effectiveness, Action Research for quality improvement in Teacher Education, Research on continuing professional development within teacher education, Area of Research in Teacher Education- Teaching Effectiveness, Criteria of admission, Modification of Teacher behaviour, School effectiveness, Curriculum of Teacher Education.

3

Total Hours: 15

Text Books:

1. Anand, C.L. (2000). Teacher Education in Emerging India. New Delhi: NCERT.
2. National Council for Teacher Education (NCTE, 1998). Competency Based and Commitment Oriented Teacher Education for Quality School Education : Initiation Document

Reference Books:

1. Arora, G.L., Panda & Pranati. (2000). Fifty Years of Teacher Education in India: Post Independence Developments, New Delhi: NCERT.
2. Cropley, A. J., & Dave, R. H. (2014). Lifelong education and the training of teachers: developing a curriculum for teacher education on the basis of the principles of lifelong education (Vol. 5). Elsevier.
3. Government of India. (2012). Vision of Teacher Education in India Quality and RegulatoryPerspective, Report of the High-Powered Commission on Teacher Education. New Delhi:Ministry of Human Resource Development.
4. Kelly, A. E., Lesh, R. A., &Baek, J. Y. (Eds.). (2014). Handbook of Design Research Methods in Education: Innovations in Science, Technology, Engineering, and Mathematics Learning and Teaching.
5. Linda Darling-Hammond. (2006). Powerful Teacher Education: Lessons from Exemplary Practice San Francisco:Wiley Eastern.
6. Sansanwal, D.N. (2008). VI Survey of Educational Research, DAVV, 2007-08
7. Siddiqui, M.A., Sharma, A.K., &Arora, G.L. (Eds). (2009). Teacher Education: Reflections Towards Policy Formulation. New Delhi: NCTE.
8. Yadav, K., Khandai, H.K., &Mathur, A. (2011). Innovation in Indian Education System. New Delhi: Shipra Publication.

Web links:

1. https://scholar.google.co.in/scholar?hl=en&as_sdt=0%2C5&q=
2. https://scholar.google.co.in/scholar?hl=en&as_sdt=0%2C5&q=Structure+of+Teacher+Education+in+the+Indian+Context&btnG=

Course Outcomes:

On successful completion of this course, student teachers will be able to

1. acquire the qualities of a global teacher educators and administrators to changes in the areas of teacher education
2. dedisseminate the need, concept and objectives of Teacher Education
3. understand the structure, administration, curriculum methodology and evaluation procedure of pre-service and in service teacher training
4. identify and implement various approaches used for teachers, teacher educators and educational administrators
5. designs trends in teacher education and develop competency in implementing the policies regarding teacher education in India

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO1	H	H	H	M	H	H	H	M		H	H	H	M	H
CO2	H	H			M	H	H	L	M	H	M	H	M	H
CO3	H				M	M	H		H	H	H	M		M
CO4		M				M	M				M		M	H
CO5	M	M	M	H	H	M	H		L	M	M	H	H	M

Elective: Educational Technology

Semester III
23MDSE1A

Hours of instruction/week: 3(T)+2(P)
No. of credits: 4

Course Objectives

To enable the students to:

1. apply appropriate instructional strategies
2. develop appropriate instructional media
3. integrate suitable ICT effectively in teaching-learning-evaluation

Unit 1 Educational Technology   (9+6) 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

Practicum: Prepare an observation reportof classroom teaching based on Flanders Interaction Analysis

Unit 2 Instructional Technology   (9+6) 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 of instructional designs for large group and individual instructions
2.5   Co-operative and individual learning strategies for children with disabilities

Practicum: Prepareandplananeducationaldisplayonabulletinboardusingcharts,diagrams,graphs,posters, cartoonsandcomics.

Unit 3 Instructional and Interactive Learning   (9+6) Hours

3.1 Interactive learning: concept, need and components
3.2 Instructional media for children with special needs
3.3Interactive 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)

Practicum: Prepare a story board in any one unit of a subject for a child with disability.

Unit 4 ICT for Inclusion   (9+6) 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

Practicum: Present a research paper on application of any one recent trend in inclusive education

Unit 5 Recent Trends in Technology   (9+6) Hours

5.1 Online Learning
5.2   Blended Learning
5.3 M-Learning
5.4 MOOC
5.5 OER

Practicum: Seminar on issues in application of ICT in inclusive education

Total Hours: 45(T)+30(P)

Text Books:

1. Bhatt, B. D. and Sharma, S. R. (2003).EducationalTechnologyConceptandTechnique(Modern EducationSeries)NewDelhi: Kanishkapublishers.
2. Horton, W (2001): Designing web-based Training John Wiley & Sons.
3. Kumar, K and Kumar, S (2004). ICT Skill Development. GurusarSadhar: GBD Publications.

References:

1. Bouck, E. C., Flanagan, S. M., & Cosby, M. D. (2018). Apps as Assistive Technology. In Encyclopaedia of Information Science and Technology, Fourth Edition (pp. 266-276). IGI Global.
2. Farmer, L. S. (2018). Educational Technology and Intellectual Property. In Encyclopaedia of Information Science and Technology, Fourth Edition (pp. 2477-2491). IGI Global.
3. Sallis, E & Jones, G (2002) Knowledge Management in Education. London: KoganPvt.Ltd.
4. Santhosh, V. (2009).InformationCommunicationsTechnologyforTeacherEducation. NewDelhi: KanishkaPublishers.
5. Schank, R.C. (2001) Virtual Learning. NewDelhi: McGraw Hill.
6. Shehzad,   A.   (2007).Teacher'sHandbookofEducationalTechnology,NewDelhi: AnmolPubishingPvt.Ltd.
7. Singh, T. (2009). ICT Skill Development. Ludhiana: Tandon Brothers.

8. Smith, P. A., & Bowers, C. (2018). Serious Games Advancing the Technology of Engaging Information. In Encyclopaedia of Information Science and Technology, Fourth Edition US: IGI Global.

9. Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.

10. Venkataiah, N. (2002), Educational Technology.New Delhi: APHPublication Corporation

Web Links:

1. https://www.gse.harvard.edu

2.ttps://www.oecd.org/

3. https://onlinelibrary.wiley.com/doi/pdf/10.1002/kpm.1391.

Course Outcomes:

On successful completion of the course, the students will be able to:

CO1.   analyse the roles of educational technologists in various contexts

CO2.   plan and develop Instructional design for children with disabilities

CO3.   develop interactive learning material for children with disabilities

CO4.   use ICT in curriculum transaction effectively and efficiently

CO5.   implement suitable modality of instruction (Online, Blended, etc.)

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO1	M	M	H	H	M	H	L	H	L	M	M	H	L	L
CO2	M	H	H	M	M		H	M		M	M	H	H	L
CO3		M	H			M	M			M	L	H	M	H
CO4			H			M						M	M	M
CO5		M	H		H	M	M					H	M	M

Elective: Educational Management

Course Objectives
To enable the students to:
1. explain the basic fundamental areas of management
2. enumerate the skills required for capacity building of human resources
3. be equipped with skills to manage data for various information management processes

Unit 1 Foundations in Educational Management   (9+6) Hours

1.1   Definition & Concept: Management as an art, science, organisation, 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
Practicum: Critically analyse the pros and cons of different approaches to management in Special Education Institutions

Unit 2 Total Quality Management in Education   (9+6) 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
Practicum: Observe institution management system and report

Unit 3 Human Resource Management   '   (9+6) 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
Practicum: Collect information on the training facilities pertaining to HRM in the field of Special Education available online

Unit 4 Educational Management Information Systems (EMIS)   (9+6) 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
Practicum: Trace the recent trends in EMIS

Unit 5 Financial Management   (9+6) 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
Practicum: Write a proposal for fund raising of an educational institution

                                        Total Hours: 45(T)+30(P)

Text Books:

1. Bush, T. & and Paul, L. S. (Eds.) (2006) Principles and Practice of Educational Management. New Delhi: A Sage Publications Company
2. Leithwood, K., Jantzi, D. (1999). Changing Leadership for Changing Times.U.K. Open University Press
3. Rayner, S., (2007).Managing Special and Inclusive Education.NewDelhi:Sage Publications Ltd.

References:

1. Ashima, V., Deshmukh, &Naik.A. P (2010). Educational Management. Mumbai. Himalaya Publishing House Pvt Ltd
2. Bhardwaj, K. S., (2014). Human Resource Development in Education. Partridge Publication.
3. Chatterjee, B. K. (2011). Finance for Non - Finance Managers. New Delhi: Jaico Publishing House
4. Dessler. G. (2012). Human Resource management. Amazon Publishers
5. Dimmock, C., (2012). Leadership in Education: Concept, Themes and Impact. New York, Routledge
6. Eacott, S. (2015). Educational Leadership Relationally: A Theory and Methodology for Educational Leadership, Management and Administration. US: Springer.
7. Emerson, K., &Nabatchi, T. (2015). Collaborative Governance Regimes. Georgetown University Press.
8. Entwistle, N. (Ed.). (2015). Handbook of Educational Ideas and Practices (Routledge Revivals). London. Routledge
9. Gunn, S. (2017). Globalisation, Education and Culture Shock. US. Taylor & Francis.
10. Lewls, T. (2012).Financial Management Essentials: A Handbook for NGOs.

11. Mathis, R. L., & Jackson, J. H. (2010). Human resource management (13th ed.)
12. Mukhopadhya.M (2011).Total Quality Management in Education. India, New Delhi, Sage Publications India pvt ltd
13. Morgado, E. M. M., Ortuño, R. A. C., Yang, L. L., &Ferreras-Fernández, T. (2018). Adaptation of Descriptive Metadata for Managing Educational Resources in the GREDOS Repository. In Online Course Management: Concepts, Methodologies, Tools, and Applications. US: IGI Global.
14. Pande. S &Basak. S (2012). Human Resource Management. Text and Cases. India: Amazon Digital South Asia Services, Inc.
15. Rice, M. F. (2015). Diversity and Public Administration. New York: ME Sharpe
16. Sallis, E. (2014). Total Quality Management in Education. London: Routledge.
17. Senge.P. (2007).A Fifth Discipline Resource. Schools that Lead. London: Boston: Nicholas Brealey Publishing
18. Ulrich, D., & W. Brockbank. (2005). The HR Value Proposition. Boston: Harvard Business School Press. (ISBN-13: 978-1591397076 or ISBN-10: 1591397073).

Web Links:
1. https://onlinelibrary.wiley.com/doi/pdf/10.1002/kpm.1391.
2. https://www.gse.harvard.edu
3. https://www.oecd.org/

Course Outcomes:

On successful completion of the course, the students will be able to:

CO1.   critically analyse different approaches to management in Special Education

CO2.   take active part in implementing Total Quality Management in Education

CO3.   plan and organize training programmes for capacity building

CO4.   develop skills required for enhancing institutional quality for sustained development

CO5.   prepare cost effective budgets, proposals and describe ways of managing financial resources

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO1			M	M	M			M		M	M	H		H
CO2	M	H	H	H	H	M	M	M		M	H	H	H	H
CO3				H		H	M	H	M	H	H	H	H	H
CO4	H	H	M	M	M	H	H	M		M	M	H	H	H
CO5		M		M				H		M	M	M	M	

Specialization: Adulthood and Family Issues Related to Individuals with Visual Impairment

Semester III   Hours of instruction/week: 4(T)+2(P)
23MDSCV4   No. of credits: 4

Course Objectives

To enable the students to:

1. describe the issues in the family of a person with visual impairment
2. explain about the challenges faced at different stages of transition of a person with visual impairment
3. analyse family and community issues for persons with visual impairment
4. develop skills to prepare an Individualized Transition Plan and Individuals Family Science Plan
5. restate the provisions for persons with disabilities

Unit 1 Role of Family in the Continuum of Support System (12+6) Hours

1.1   Adjustment and accommodation to the birth of a special child
1.2   Organization and family functioning
1.3   Family involvement in infancy and early childhood
1.4   Family involvement in school age
1.5   Family involvement in transition to adulthood

Practicum: The teacher trainees should develop an Individualized Transition Plan for a childrenwith visual impairment

Unit 2 Unit 2: Transition Issues (12+6) Hours

2.1   Transition from home to school
2.2   Transition from school to college
2.3   Transition from education to work
2.4   Meaning and definition of individualized transition plan (ITP)
2.5   Role of family in developing ITP

Practicum: The teacher trainees should develop an Individualized Family Service Plan (IFSN) for a family of a person with visual impairment

Unit 3 Family Issues in Adulthood (12+6) Hours

3.1   Higher Education
3.2   Career Education
3.3   Life skills Education
3.4   Marriage and home skill management
3.5 Rehabilitation of adventitious visually impaired

Practicum: The teacher trainees should critically examine any two schemes under equal opportunity schemes

Unit 4 Planning Family Support Services   **(12+6) Hours**

4.1   Concept and objectives of family support services
4.2   Components of family support services
4.3   Identifying family needs
4.4   Individualized Family Service Plan (IFSP) under PL 99-457
4.5   Preparing an IFSP in Indian context
Practicum: Prepare an IFSPand evaluate

Unit 5Equal Opportunity Provisions: Schemes and Facilities   **(12+6) Hours**

5.1   Schemes for education of children from pre-school to higher and tertiary education
5.2   Schemes and facilities for vocational training and skill development
5.3   Schemes and statutory provisions to promote employment, self-employment, and livelihoods
5.4   Concessions for persons with visual impairment
5.5   Concept and types of parent family partnerships
Practicum: identify the recent schemes and facilities available for vocational training and skill development

Total Hours: 60(T)+30(P)

Text Books:
1. Chadha, A. (2008). Educating Children with Special Needs. New Delhi. A P H Publishing.
2. Lynda. (2000). Special Educational Needs and Early Years Care and Education. BailliereTindall.
3. Sharma, Anjul. (2003). Achievement of Visually Handicapped, New Delhi, Sarup Publishers
4. Singh.M, (2010). Education of Children with Special Needs. New Delhi. Centrum Press Publication
5. Vijayan, P. (2009). Education of Visually Impaired Children with Additional Disabilities. New Delhi. Kanishka Publication.

References:
1. Bhandari, R. & Narayan, J. (2009).Creating Learning Opportunities: A Step By Step Guide to Teaching Students with Vision Impairment and Additional Disabilities, including Deaf Blindness India: Voice and Vision.
2. Fernald,L.D.&Fernald,P.S. (2001). Introduction to Psychology (5Ed.). New Delhi: A.I.T.B.S Publishers:
3. Furlong, M.J., Gilman, R. & Huebner, E.S. (2014). Handbook of Positive Psychology in Schools. New York: Routledge.
4. Kirk, S.A., Gallagher, J.J. &Anstasiow, N.J. (2000). (9Ed) Educating Exceptional Children. New York: Houghton Mifflin Company.
5. Morgan,C.T.,King,R.A.,Weisz,J.R. &Schopler,J. (2002). Introduction to Psychology. (7thEd.). New Delhi: Tata McGraw Hill Publishing
6. Narayan, J. &Riggio, M. (2005). Creating Play Environment for Children. USA:

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Hilton/Perkins.

7. Patil, H.J.(2008). (5Ed). Concessions for the Blind. Mumbai: National Association for the Blind.
8. Shah, A. (2008). Basics in Guidance and Counselling. New Delhi: Global Vision Publishing House.

Web Links:

1. https://www.ucl.ac.uk/bartlett/casa/sites/bartlett/files/migrated-files/paper114.pdf
2. https://link.springer.com/chapter/10.1007/978-1-4757-5375-2_20
3. https://academic.oup.com/gerontologist/article/45/6/747/553034

Course Outcomes:

On successful completion of the course, the students will be able to:

CO1. analyse the role of family as a support system from birth to adulthood

CO2. develop individualized transition plan (ITP) for individuals with visual impairment

CO3. provide guidance to marriage and home skill management for individuals with visual impairment

CO4. prepare individualized family service plan(IFSP) for visually impaired

CO5. develop a critical understanding of schemes for equal opportunities

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	L	L	L	M	L		L	M			L	L		H
CO 2	M	M	L	M	H	H	M	M	L	M	M	H	L	M
CO 3	L	L	M	M	M	L	M	H	M	L	M	H		M
CO 4	M	M	L	M	H	H	M	M	L	M	M	H	L	M
CO 5	L	M	L	H	M	M	M	M	H		M	L	L	M

Specialization: Adulthood and Family Issues Related to Individuals with Hearing `Impairment

Semester III
23MDSCH4

Hours of instruction/week: 4(T)+2(P)
No. of credits: 4

Course Objectives

To enable the students to:

1. appreciate the importance of planning and implementing transition services for preparing adolescents towards adulthood
2. explain strategies developing independent living skills and preparing them for gainful employment
3. understand communication, cultural and family issues to reflect in planning of services

Unit 1 Transition from Adolescence to Adulthood   (12+6) Hours

1.1   Transition: Concept and challenges as perceived by deaf adolescents and their families
1.2   Domains of transition: Educational, independent living, social-cultural and employment;
1.3   Factors influencing transition: Academic and personal achievement, aspiration & motivation, interaction & complexities, environmental barriers, late deaf adults; concept of self and self-efficacy
1.4   Role of support and facilitators: Family, peers, community; agencies and environmental support
1.5   Planning and implementing transition services

Practicum: Prepare a poster on family advocacy

Unit 2 Independent Living   (12+6) Hours

2.1   Concept and its importance
2.2   Money management and related financial skills;
2.3   Health and physical fitness skills,
2.4   Life skills: Social-etiquette and mannerism
2.5   Leisure time, hobbies and recreational activities

Practicum: Hold a mock interview session and write your reflections upon it

Unit 3 Higher Education, Vocational Education & Employment   (12+6) Hours

3.1   Higher Education: Need, scope, status of higher education
3.2   Vocational education: Need, scope, status of vocational education
3.3   Selecting suitable higher education & vocational streams
3.4   Career choices: job seeking skills and facing interviews
3.5   Work adjustment skills; Job related social skills

Practicum: Interview a family to identify 'need and support' for individuals with hearing impaired.

Unit 4 Community and Cultural Issues   (12+6) Hours

4.1   Diversity in Deaf World

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

4.3   Legal issues regarding communication accessibility;

4.4   Views of cochlear implantees and hearing aid users towards Deaf culture;

4.5   Facilitating societal inclusion of individual with hearing impairment.

Practicum: Have a focused group discussion Deaf culture in India, and submit a reflective essay on the same

Unit 5 Family Issues   (12+6) Hours

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

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

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

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

5.5   Advocacy at family and individual levels; Strategies

Practicum: Prepare pamphlet regarding financial management for the deaf adult

Total Hours: 60(T)+30(P)

Text Books:

1. Dash, N. (2005). Essentials of Exceptionality and Special Education. Chennai. Atlantic Publishers.
2. Easterbrooks, S.R. (2002). Language Learning in Children Who Are Deaf and Hard of Hearing Multiple Pathways. New York. Allyn and Bacon.
3. Maitra, K., (2008). Inclusion Issues and Perspectives. New Delhi. Kanishka Publication.
4. Narasimhan, M.C., (1987). Disability: A Continuing Challenge, New Delhi, Wiley Eastern.
5. Northern, Jerry L. (1991). Hearing in Children. Lippincott Williams and Wilkins.

References:

1. Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). Teaching the Teachers: Preparing Educators to Engage Families for Student Achievement. Cambridge, MA: Harvard Family Research Project.
2. Dunst.C, Trivette.C&Deal.A (1996). Enabling & Empowering Families. Principles & Guidelines for Practice. Cambridge, MA: Brookline Books.
3. Gregory. S, Bishop. Jand Sheldon. L, (1999), Psychological Perspectives of Deafness. New York. Cambridge University,
4. Scheetz Nancy, A. (2000). Orientation to Deafness. UK: Allyn and Bacon

5. Ed Par Ila, (1966). Cultural Diversity and the Deaf Experiences. USA: Cambridge University Press.
6. Christensen, K.M.& Gilbert, L.D.(1993). Multicultural Issues in Deafness. New York: Longman
7. Parasins, L.A.(1996). Cultural and Language Diversity and Deaf Experience. New York: Cambridge University Press
8. Narayansamy, S,Kamraj , J. &Rangasayee,R (2006) Family, Community and the Hearing Impaired Child. New Delhi: Kanishka Publishers
9. Annable G., Walters, C., Strensta, D., Symanzik, S, Tuuuyb. l, Sterwer, N (2003) Students with Disabilities, Transition from Post-Secondary Education to Work. Winnipeg, Manitoba: Canadian Centre for Disability Studies.

Web Links:
1. https://ilearn.careerforce.org.nz/mod/book/tool/print/index.php?id=53
2. http://etheses.lse.ac.uk/1497/1/U111456.pdf
3. https://dspace.nal.gov.au/xmlui/bitstream/handle/123456789/456/Psychosocial%20 Development_Main%20Document_IJA_revised_clean.pdf?sequence=1

Course Outcomes:
On successful completion of the course, the students will be able to:
CO1. provide awareness regarding family, peers, community, agencies and environmental barrier transition services from adolescence to adulthood of individuals with hearing impairment
CO2. support individuals with hearing impairment on independent living
CO3. guide individuals with hearing impairment for higher education and career choices
CO4. facilitate societal inclusion of individual with hearing impairment
CO5. facilitate social inclusion of individuals with hearing impairment and familiarize advocacy at family and individual levels

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PSO 2	PSO 3
CO 1	M	L	L	L	M	L	M	L	L	M	L	M	M	L
CO 2	L	L	M	L	L	M	L	L	L	L	L	M	L	L
CO 3			L	M	L	L	L	L	M	L	L	L	L	L
CO 4	L	L	L	M	L	L	M	M	M	L	L	L	L	M
CO 5	L	L	L	M	L	L	M	M	M	L	L	L	L	M

Internship at Special/Inclusive schools

Semester III   Hours of instruction/week: 3(P)
23MDSPV3/2MDSPH3   No. of credits: 5

Course Objectives
To enable the students to:
1. screen for visual/hearing loss
2. evaluate Braille reading/speech intelligibility of the children with visual/hearing impairment respectively
3. manage classrooms to optimise learning for the children with visual/hearing impairment

#	Task	Settings	Specific activities	Hrs	Marks
Visual Impairment					
1	Classroom seating arrangement	Special school / Inclusive School	• Suggesting modifications for classroom seating arrangements based on the visual conditions of the individuals to optimize visual learning for the low vision children (1 inclusive school and 1 special school).	45	50
2	Training in mobility skills	Special school / Inclusive School	• Preparing maps and fostering mobility through O&M training.		50
Hearing Impairment					
1	Room acoustics	Special school / Inclusive School	• Suggesting modifications for classroom acoustics to optimize auditory and visual reception of speech (1 inclusive school and 1 special school).	45	50
2	Screening for hearing loss using checklist	Inclusive school/ Clinic	• Administer a checklist having signs and symptoms of hearing loss and behavioural observation on primary school children (20 children)		50
			Total Hours	45	100

II Semester   -   100
III Semester -   100

Total   -   200

Course Outcomes:
On successful completion of the course, the students will be able to:
CO1.   suggest modifications for classroom seating arrangements for visually impaired
CO2.   explain acoustics need for children with hearing impairment
CO3.   provide O&M training to visually impaired
CO4.   select appropriate devices for screening vision/hearing loss.
CO5.   administer a checklist to screen hearing loss among primary school children

FIELD ENGAGEMENT

Semester III

Hours of instruction/week: 5

No. of credits: ***

Course Objectives:

To enable the students to

1. understand the routine of the teacher training institutes
2. create awareness about inclusive education of children with disabilities
3. understand the operational plans of the teacher training institutes

#	Task	Educational settings	Specific activities	Hrs	Marks
1	Understanding the Organization	Teacher training institute offering diploma /degree teacher training programme	Understanding the organization's vision, mission & its programs and activities	6	5
2	Understanding the operational plans		Study the calendar of activities, schedules, distribution of work assigned to the teaching, clinical and administrative staff.	10	5
3	Coordination support		Support the coordinator in implementing the activities based on the approved calendar of activities & other schedule; Observing the regularity & punctuality of students , Supporting the students in filling up examination forms and other procedures of the Institute / University	21	15
4	Teaching support		Assisting the faculty members in planning & preparing the lectures through PPTs & reference materials, Demonstration of practical based activities, preparing TLM, assisting faculty in supervising practical based activities/lesson planning, undertaking at practice teaching schools/clinical set up	22	40
5	Library support		Supporting the students & faculty members in identifying offline and online resources including reference books and journals	8	15
6	Mainstream / General school placement	Inclusive school	Visit a school and create awareness about inclusive education of children with disabilities through PPT and prepare a report Study the readiness (facilitators& barriers)of the school in promoting inclusive education using a tool	8	20
			Total	75	100

*** The marks and the credits will be added and given at the end of the 4th semester

Course Outcomes:

On completion of the course the students will be able to

CO1. plan the calendar of activities and schedule of a special/inclusive school

CO2. prepare teaching learning material for the education of children with special needs

CO3. collect online and offline resources for students in the teaching-learning process

CO4. create awareness about inclusive education of children with disabilities among school authorities

CO5. acquire knowledge on planning the programmes for special / inclusive school.

Internship in Clinics/Institutes

Semester III   **During semester break**
                                                        No. of credits*

Course Objectives:

To enable the students to

1. teach Braille to visually impaired/speech reading to hearing impaired
2. understand the process of optometry/audiometry
3. acquaint knowledge in interpretation of report

Task	Settings	Specific activities	Duration	Marks 50
Visual Impairment				
Observing and learning	Institutes	• Learning of Unified English Braille (UEB) literary code and use of advance Braille Mathematics and Science Code.	1 week (during I semester break)	25
Observing, learning and teaching	Institutes	• Teaching of ICT tovisually impairedstudents 5 classes		25
Hearing Impairment				
Observing behavioural audiological tests in children below the age of 2 year	Audiological Clinic	• Immittance audiometry (2 children) • Otoacoustic emission (2 children) • Auditory Evoked potentials (2 children)	1 week (during I semester break)	25
• Observing hearing aid trail and measurement of outcomebetween 2 to 5 years • Use aided audiogram and speech identification scores to make recommendations • Listening training	Audiological Clinic	• Hearing aid selection (digital and analogue) (2 children each) • Measurement of aided audiogram (2 children) • Making recommendations regarding mode of training and educational placement using aided audiogram and Speech audiometry (10 children indifferent age groups • Prepare lesson plans for listening training for children aged 2 to 5 years. (2 plans) • Prepare lesson plans for speech reading training for children aged 6 years		25

• **The marks and the credits will be added and given at the end of 4th Semester**

Course Outcomes:

On completion of the course the students will be able to

CO1. identify children with visual impairment

CO2. identify children with hearing impairment

CO3. teach ICT to visually impaired

CO4. train speech reading to hearing impaired children

CO5. recommend mode of training and educational placement

Field Engagement - Internship as a Teacher

Semester IV   Hours of instruction/week: 5(P)
23MDSPV4 / 23MDSPH4   No. of credits: 5

Course Objectives

To enable the students to:

1. understand the requirements of coordination in pre-service education
2. demonstrate practical to the pre service trainees
3. support learning to the pre service trainees

#	Task	Specific activities	Hrs (75)	Marks (100)
1	Coordination support	Support the coordinator in implementing the activities based on the approved calendar of activities & other schedule; Observing the regularity & punctuality of students, Supporting the students in filling up examination forms and other procedures of the Institute / University	11	10
2	Teaching support	Assisting the faculty members in planning & preparing the lectures through PPTs & reference materials, Demonstration of practical based activities, preparing TLM, assisting faculty in supervising practical based activities/lesson planning, undertaking at practice teaching schools/clinical set up	13	25
3	Learning support	Coaching support to weak performers for achieving the content mastery	13	15
4	Library support	Supporting the students & faculty members in identifying offline and online resources including reference books and journals	13	10
5	Evaluation support	Assist faculty in developing tests, observing internal test/ examination activities, evaluating class test papers & reporting under faculty supervision. Supporting the coordinator & faculty members in compiling marks for calculation of IA	13	10
6	Research Support	Preparing a research proposal for the organization under guidance of faculty based on their needs and available resources.	12	30
		Marks for Field Engagement during 4thSemester	**75**	**100**

III Semester	-	100
IV Semester	-	100
Total	-	200

Course Outcomes:

On successful completion of the course, the students will be able to:

CO1.   plan calendar of activities &other schedule with respect to the institution

CO2.   plan and conduct practical based activities for children with special needs

CO3.   coach weak performers for achieving the content mastery

CO4.   identify offline and online resources for teaching learning process

CO5.   evaluate the learning outcomes of the pre service trainees

Internship in Clinics/Institutes

Semester IV   **Hours of instruction/week: 5(P)**
23MDSPV5 / 23MDSPH5   **No. of credits: 5**

Course Objectives
To enable the students to:
1. create community awareness on disability
2. identify the recent trends in the education of disabled
3. critical analyse the needs, trends and issues with respect to disabilities

Task	Settings	Specific activities	Duration	Marks (100)
Advocacy	Clinics/ Institutes	1. Create community awareness on disability	15 Hours	20
		2. Suggest an implementation programme for restoring rights of persons with disability.	15 Hours	20
		3. Participate in 2 camps and create awareness on prevention & treatment.	15 Hours	20
		4. Support the adult disabled through community participation (CBR,SHG)	15 Hours	20
		5. Critical analysis of needs, trends and issues with respect to disabilities.	15 Hours	20
		Total	**75 Hours**	**100**

I Semester   -   **50**

III Semester -   **50**

IV Semester   -   **100**

Total   -   **200**

Course Outcomes:
On successful completion of the course, the students will be able to:
CO1.   promote rights of persons with disability
CO2.   plan and organize camps to create awareness on prevention of disability
CO3.   encourage community participation to support adult disabled
CO4.   familiarize in needs, trends and issues with respect to disabilities
CO5.   identify community resources for supports to persons with disabilities.