Revised SCHEME OF EXAMINATION FOR M.Ed(Special Education) Visual Impairment (VI) Specialization TWO YEAR PROGRAME (To be implemented from the session 2025-2026).

Total Credits: 80
Total Marks: 2000

Marks Distribution: 15 Internal,   **60 External (Theory)**

Time : 03.00 Hours

Semester-I

Course Code	Course Name	Credits	Hours	Internal Marks	External Marks	Total Marks
25SEPG201CPC1	Developments in Special Education	3	90	15	60	75
25SEPG201CPC2	Psychology of Learning and Development	3	90	15	60	75
25SEPG201SDVIT1	Identification, Assessment, and Needs of Persons with Visual Impairment	3	90	15	60	75
25SEPG201SDVIT2	Curriculum and Teaching Strategies for Persons with Visual Impairment	3	90	15	60	75
25SEPG201SDVIP1	Practicals related to Disability	8	240	0	200	200
Total	-	20	600	60	440	500

*conducted by External Examiner as assigned by COE, MDU.

Semester-II

Course Code	Course Name	Credits	Hours	Internal Marks	External Marks	Total Marks
25SEPG202CPC3	Research Methodology and Statistics	3	90	15	60	75
25SEPG202CPC4	Curriculum Development & Educational Evaluation	3	90	15	60	75
25SEPG202SDVIT3	Adulthood and Family Issues of Persons withVisual Impairment	3	90	15	60	75
25SEPG202SDVIT4	Therapeutics and Assistive	3	90	15	60	75

Course Code	Course Name	Credits	Hours	Internal Marks	External Marks	Total Marks
	Devices for Visual Impairment					
25SEPG202SDVIP2	Practicals related to Disability	8	240	0	200	200
Total	-	20	600	60	440	500

*conducted by External Examiner as assigned by COE, MDU.

Semester-III

Course Code	Course Name	Credits	Hours	Internal Marks	External Marks	Total Marks
26SEPG203CPC5	Equitable and Inclusive Education	3	90	15	60	75
26SEPG203CPC6	Perspectives in Teacher Education	3	90	15	60	75
26SEPG203CPC7A 26SEPG203CPC7B 26SEPG203CPC7C	(Select any One) A.Educational Management B.Educational Technology C.Guidance and Counseling	2	60	10	40	50
26SEPG203ESE1	Employability Skills and Constitutional Values	2	60	10	40	50
26SEPG203SDVIP3	*Field Engagement/Internship related to Visual Impairment **Specialization***	8	240	0	200	200
26SEPG203SDVIP4	*Dissertation **(*Synopsis -D1)***	2	60	20	30	50
Total	-	20	600	60	440	500

*conducted by External Examiner as assigned by COE, MDU.

Semester-IV

Course Code	Course Name	Credits	Hours	Internal Marks	External Marks	Total Marks
26SEPG204SDVIP5	*Field Engagement/Internship related to Visual Impairment*	8	240	0	200	200
26SEPG204SDVIP6	*Dissertation (D2)*	12	360	0	300	300
Total	-	20	600	0	500	500

*conducted by External Examiner as assigned by COE, MDU.

Internship Breakdown

Internship Component	Credits
Teacher Preparation	4

Research Publication	2
Assisting Teacher	2
Total	8

Overall Summary

Semester	Credits	Internal Marks	External Marks	Total Marks
Semester I	20	60	440	500
Semester II	20	60	440	500
Semester III	20	100	470	500
Semester IV	20	0	500	500
Grand Total	80	220	1850	2000

MAHARSHI DAYANAND UNIVERSITY ROHTAK
(A State University established under Haryana Act No. XXV of 1975)
'A' Grade University Accredited by NAAC

Semester 1

Course Name: Developments in Education and Special Education
Course Code: 25SEPG201CPC1

Credits 03Max. Marks: 75

Contact Hours: 90(Theory:60, Internal:15)

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and will carry 12 marks. It will comprise of 3 short answer type notes of 3.5 marks each to be selected from the entire syllabus.

- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit, long answer type questions will carry 12 marks each.

Introduction

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

Learning Outcomes:

AftercompletingthisCourse,thelearnershouldbeableto:

- DescribedevelopmentofeducationsysteminIndia;
- Explainthedevelopmentofspecialeducationsystemin India;
- Discusstheimplications ofinternationalandnationallegislations,policiesand programs on promotion of education of persons with disabilities
- Analyzetheopportunities,challengesandbarriersthatindividualswithdisabilities experience in educational institutions;
- Criticallyexaminetheperspectivesinspecialandinclusiveeducation.

Unit1:
OverviewofEducation:It'sDimensionsand Development

1. Aimsofeducation:educationassocialsub-system
2. Dimensionsofeducation:educationasinvestment,educationandhumanrights, education for ethical development
3. Educationaspurposiveandcontinuousprocess,educationforculture:socio-cultural changes
4. Developmentofeducationduringancientand Vedicperiod,Medievalperiod,Pre-independence period
5. Developmentofeducationpost-independenceperiod(includinggrowthofschooleducation) and educational reorganization

Unit2:

OverviewofSpecialEducationinIndia

1. Tracing Education for Persons with Disabilities in India: historical perspective of education of persons with disabilities in India (starting from Vedic and epic literature) and development during 20th century
2. Post-independence period (including constitutional provision and directive principles) and changing models of disability and emerging concept of education for person with disability (right based approach)
3. Changingperspectivesineducationofpersonswithdisabilitiesfromsegregationto inclusive;
4. Accessandenrolment:natureandseverityofdisability,typesofschoolsattended, growth of schools; identification, early intervention as facilitator for educational access
5. Impactoftechnologicaladvancesandresearchesinspecialandinclusive education

Unit3:

DevelopmentofSpecialEducation:ContributionofLegislations&Policies

1. Contribution of key international instruments in development of special education: UNESCO convention against discrimination, convention of the rights of persons with disabilities 2006, Review of efforts made by international organization: UNESCAP, UNICEF, WHO, UNDP, Sustainable Development Goal 4
2. Contribution of Indian legislations in development of special education for promoting education of person with disabilities: Rehabilitation Council of India Act, 1992, PWD Act 1995; National Trust Act 1999; RTE Act 2009; Rights of Persons with Disabilities Act 2016,
3. Review of various national commissions, policies on education (NEP 1986, POA 1992, NEP 2020); Review of national policies with respect to persons with disability (2006) and draft national policy on persons with disabilities (2022)
4. Review of national program to promote education of persons with disabilities: IEDS, DPEP, SSA, RMSA, SMSA, NIOS and its implication on education of persons with disabilities,
5. Currents Trends and Future Perspectives in Special and inclusive Education: Inclusive classrooms-collaboration of general and special education teachers, connecting early intervention and pre-school education with successful of inclusive and special schooling, integrating technology and acknowledging twice exceptional (2E) children

Unit4:

Challengesand   Perspective

inEducationofPersonswithDisabilities

1. Equality of Opportunities and Education and persons with disabilities, socially economically disadvantaged groups, commitment to the education of all through schooling regardless of ability: Identifying issues and addressing challenges. Identifying issues and addressing challenges to promote enrolment and retention of children with disabilities,
2. Accessibility: need and significance; improving accessibility of -built environments: classroom, laboratories, playground, canteen and other areas of school, accessibility in communication, reading and writing,
3. Adaptation and reasonable accommodation in teaching learning process, learning resources and support: Identifying issues and addressing challenges
4. Status of support systems and resources for special and inclusive education: issues and challenges; required support system to meet diverse learning need of individuals, support and resources for home-based education.
5. Quality Issues in Special and Inclusive Education: Quality education leads to quality learning outcome vis-à-vis gross enrolment, teacher education vis-à-vis quality special and inclusive education.
6. Quality assurance in special and inclusive education: measures to prevent exclusion, assessing inclusion- inclusion index, assessing quality of inclusive practices.Qualityassessmentof specialschool andhome-basedschooling,futureof qualityassurance in special and inclusive education: auditing and accreditation of special and inclusive institutions

Coursework/Practical/FieldEngagement

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

Transaction

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

RecommendedReadings

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

Dimitriadi,S.(2014).Diversity,specialneeds,andinclusioninearlyyeareducation.SAGE India.

Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, New Delhi.

Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014).Including Children with Special Needs: Primary Stage. NCERT, New Delhi

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

NationalUniversityofEducationalPlanningandAdministration(2014).EducationforAll Towards

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

Tilak J.B.G (2018).EducationanddevelopmentinIndia:criticalissuesinpublic policyand development. Springer Singapore.

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

UNESCO(2009).ReportonEducationforsustainable development.

Course Name: Psychology of Development and Learning
Course Code: 25SEPG201CPC2)

Credits 03Max. Marks: 75
Contact Hours: 90(Theory:60, Internal:15)

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and will carry 12 marks. It will comprise of 3 short answer type notes of 3.5 marks each to be selected from the entire syllabus.

- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit, long answer type questions will carry 12 marks each.

Introduction

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

Learning Outcomes:

1. Describemultipledimensionsoflearner'sdevelopmentanditsimplicationsonlearning
2. Reflectontheprocessoflearningfromthepointofviewofdifferenttheoreticalperspectives
3. Gainsystematicknowledgeaboutmotivationanditsinfluenceon learning
4. Conceptualizedifferenttheoriesoflearningandcreativity
5. Recognizetheconceptofpersonalityandmethodsofassessingpersonality
6. Applytheknowledgeandskillsgainedinthiscoursetoenhancethelearninganddevelopmentof persons with special needs

Unit1
Educational Psychologyand UnderstandingtheDevelopmentoftheLearner

1. Educational psychology:Nature,scope,Principlesofeducationalpsychology. MethodsofEducationalPsychology:Observation,Experimentalmethod,Correlational, Clinical and Case Study
2. Applicationsofeducationalpsychologytopersonswithdisabilitiesand trendsinEducationalPsychology
3. Development–ConceptanddimensionsofDevelopment:Physical,Intellectual,Emotional,Social, Language and Moral dimensions. FactorsaffectingGrowthand Development
4. TheoriesofDevelopment:Intellectualdevelopment–**Bruner,**Psychosocial development-**Eriksonand**MoralDevelopment-**Kolhberg.** Methodsofstudyingdevelopment:Longitudinal,Cross-sectional,Cohortsequence**,**Typesofdevelopmentaldelays:Cognitiveskills,Socialandemotionalskills,Spe

echand languageskills and Gross and Fine motor skills

Unit2:

LearningandMotivation

1. Conceptandnatureoflearning
2. TheoriesofLearningandtheireducationalimplications:Lewin'sfieldtheory,Gagne'stheoryof Learning and Donald Norman'sInformation Processing theory
3. TransferofLearning:TypesandTheories-TheoryofIdenticalElementsandTheoryof Generalization – Educational implications of transfer learning
4. Motivation:Typesofmotivation:IntrinsicandExtrinsic-Factorsfacilitating motivation
5. TheoriesofMotivation(Maslow,McClelland)andtheireducational implications

Unit3:

Intelligenceand Creativity

Intelligence:Nature& meaning
1. TheoriesofIntelligence:Two-factorTheory(Spearman),MultifactorTheory(Thurstone), Structure of Intellect (Guildford) and Multiple Intelligence Theory (Howard Gardner)
2. AssessmentofIntelligence:Verbal,Non–Verbal,Performance,IndividualandGroup
3. Creativity-Concept,Characteristics,StepsofCreativity –FactorsInfluencingCreativity
4. TheoriesofCreativity:Taylor'sLevelofcreativityandArieti'sTheory -Measurementof Creativity

Unit4:

Personality&GroupDynamics

1. Personality:Concept&Nature-FactorsInfluencingPersonality
2. TheoriesofPersonality:TypeApproach(Galen,Sheldon,Kretschmer,Jung),TraitApproach: (Allport, Cattell, Big Five Theory), Type-cum-Trait Approach (Eysenck), Psychoanalytical Approach (Sigmund Freud) and Humanistic Approach (Maslow, Carl Rogers)
3. MeasurementofPersonalityinEducationalsettings:ToolsandTechniques
4. GroupDynamics&Leadership-GroupDynamicsCharacteristicsandTypeofGroups - Educational Significance of Group Dynamics
5. QualitiesofGoodEducational Leadership.

Coursework/Practical/FieldEngagement
1. Identify a child with developmental delay in early intervention programme.Prepare and implement programme that can help the child make progress. Submit the report of the intervention programme undertaken by the student learner.
2. Choose an appropriate skill to teach a student with special need.While teaching the skill, observe if the child is physically and intellectually capable of learning the skill, how this learningmotivatethechildandhowsuccessfulhe/sheinlearningtheskill.Makeareportand submit
3. ExplorethedifferencesbetweenIntrinsicandExtrinsicmotivationwiththehelpofexamples and discuss in the classroom
4. Visitinclusive/specialschoolandobservecreativeskillsofchildrenwithspecialneedand also plan

programme to enhance the creative skills of two children with special needs

5. 2.Administerandinterpretindividualtestintelligence–oneforchildwith nondisabledand childwithspecial needs

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

RecommendedReading

1. Aggarwal,J.C.(2009).ChildDevelopmentandtheProcessofLearning,ShipraPublication,Delhi
2. Aggarwal,J.C.(2008).EssentialsofEducationalPsychology(2ndEdition)VikasPublishing House Pvt, Ltd., New Delhi.
3. Anderman,E.,&Corno,L.(Eds.).(2013).HandbookofEducationalPsychology.London:Routledge.
4. Bernstein,D.(2018).EssentialsofPsychology.Boston:CengageLearning.
5. Bichkard,M.H.(2000).MotivationandEmotion:AnInteractiveProcessModel.InR.D. Ellis,N.Newton (Edn). The Caldron of Consciousness. Pp.161-178. J.Benjamins.
6. Bower,G.H. and Hilgard, E.R(1981).Theoriesof learning.PrenticeHall, Inc.EnglewoodCliffs, New Jersey.
7. Chauhan, S.S. (2006). Advanced Educational Psychology. New Delhi:Vikas Publishing House Pvt. Ltd.
8. Chauhan.S.S.(2007).AdvancedEducationalPsychology(7thEdition),VikasPublishingHouse Pvt. Ltd. New Delhi.
9. Crow,L.D.&Crow.A.(2008).HumanDevelopmentandLearning.NewDelhi: Surjeet Publications.
10. Dandekar,W.N.&Sanyogtala.M.(2002).PsychologicalFoundationsofEducation(3rdEd.). New Delhi:McMillan India Ltd.
11. Daniels,H.&Edwards,A.(2004).PsychologyofEducation.NewYork:Routledge.
12. Guilford,J.P.(1967).NatureofHumanIntelligence,NewYork:McGrawHill
13. Kincheloe,L.&HornJr,R.A.(2007).ThePraegerHandbookofEducationandPsychology. New Delhi:Atlantic Publishers & Distributers (p)Ltd.
14. Meltzer, L. (Ed.). (2018). Executive Function in Education: From Theory to Practice. GuilfordPublications.
15. Sluckin,W.(2018).EarlyLearninginManandAnimal.London:Routledge.
16. Wixted,J.T.(2018).Stevens'HandbookofExperimentalPsychologyandCognitive Neuroscience, Developmental and Social Psychology (Vol. 4). New Jersey: John Wiley & Sons.

WebLinks:

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

http://www.ncert.nic.in/announcements/oth_announcements/pdf_files/NLEPT_Catalogue.pdf

Semester 1

Course Name:
Identification,AssessmentandNeedsofPersonswithVisualImpairment
Course Code: 25SEPG201SDVIT1

Credits 03Max. **Marks: 75**
Contact Hours: 90(Theory:60, Internal:15)

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and will carry 12 marks. It will comprise of 3 short answer type notes of 3.5 marks each to be selected from the entire syllabus.

- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit, long answer type questions will carry 12 marks each.

Learning Outcomes:

Aftercompletingthecourseteachereducatorswillbeableto

- Trace the historical development of visual impairment and discuss the attitudinalchange of society over time.
- Describethecausesandimplicationsofdifferenteyedisorders.
- Criticallyexaminetheneedsarisingatdifferentstagesofpersonswith visual impairment.
- Developskillstoidentifyandassesschildrenwithblindness,lowvision,and childrenwith VIMD.
- Developskillstoplanandimplementvisionefficiencytrainingforchildren withlow vision.

Unit1:

EvolvingConceptandDefinitionofVisualImpairment

1. Paradigm shift from charity through medical and social to right-based approach; WHO-ICF Model
2. Criticallyunderstandingtheprocessofseeinganditsaspects
3. Definitions&ClassificationofVisual Impairment:WHO,RPwDAct201
4. Psychosocialimplicationsoflowvision&blindness;Attitudinalandbehavioral changeofthesocietytowardspersonswithvisual impairment
5. Factors affecting changing societal attitude and policy perspectives withreference to persons with visual impairment: Self-help movements, Service delivery organizations, Judiciary and quasi-judicial bodies, UN Bodies, andmedia

NeedsofPersonswithVisualImpairment

6. Infancyandearlychildhood:earlystimulationandearlyintervention
7. Schoolage:placementalternatives,collaborationofspecialandregularteacher
8. TransitionPeriod:self-identity,self-esteem,andself-image

9. VocationalDevelopment:EmergingJobOpportunities

Unit2:
EyeDisorders:EtiologyandImplications

1. Neurologicalcausesofvisualimpairment:corticalvisualimpairment
2. Disorderrelatedtorefraction:myopia,hyperopia,presbyopia,astigmatism
3. Disorders related to receptive aspects of the eye: retinal detachment, retinitis pigmentosa, Retinopathy of prematurity, optic atrophy, aniridia, macular degeneration, and albinism
4. Muscularandrelateddisorders:nystagmus,strabismus,amblyopia
5. Vitamin A deficiency, cataract, glaucoma, corneal ulcer, trachoma, and colourblindness

Unit3:
IdentificationandAssessmentProceduresofChildrenwithBlindnessand Low Vision

1. ScreeningandIdentificationofchildrenwithblindnessandlowvisionat school
2. Methodsandtoolsforclinicalassessmentofchildrenwithvisualimpairment
3. Methodsandtoolsforpsychologicalassessmentofchildrenwithvisualimpairment
4. FunctionalVisionAssessment:NeedsandStrategies
5. Conceptandmethodsofvisualefficiencytraining

Unit4:
IdentificationandAssessmentProceduresofChildrenwithVisual Impairment Having Additional Disabilities

1. ConceptofChildrenwithVisualImpairmentHavingAdditionalDisabilities
2. RoleofaMultidisciplinaryteamofprofessionalsin assessment
3. Functionalmethodsandtools:physical,vision,hearing,tactual,andcommuni cation skills assessment
4. Implicationsofvisionlossinadaptingavailabletoolsofassessmentforpersons with Visual impairment
5. Preparation of teacher-made tools for functional assessment of VisualImpairment Having Additional Disabilities

CourseWork/Practical/FieldEngagement(AnyThree)

- Prepare a questionnaire to identify the approach followed by an inclusive school towards the education of children with disabilities
- Visit an eye hospital/primary health centre/ compository rehabilitation camp and observe persons with different eye disorders and write a report
- Prepareandadministera teachermadetoolforfunctionalassessmentofvisionand visual skills of a child with low vision and submit a report
- Prepare and administer a teacher made tool for functional assessment of Vision, Hearing, Tactual, Communication and functional skills of children with VIMDand submit a report
- 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

RecommendedReadings

- Aitken,S.,Buultjens,M.,Clark,C.,Eyre,J.T.(2000),TeachingChildrenwho are Deaf blind. David Fulton Publisher: London,

- Barraga,N.C.(1980).SequencesofVisualDevelopment.UniversityofTexas. Austin.

- Bhan, S., & Swarup, S. (2010). Functional skills inventory for the blind. National association for the blind,Mumbai.

- Bhandari,R.,&NarayanJ.(2009).Creatinglearningopportunities:astepby step guidetoteachingstudentswithvisionimpairmentandadditional disabilities, including deafblindness. Voice and vision: India.

- Corn, A. L., & Koenig, A.J. 2000. Foundation of Low Vision: Clinical & Functional Perspective. AFB Press, New York.

- HolbrookM.C.&KoenigA.J.(Eds.)(2000).FoundationsofEducation,Vol I: History and Theory of Teaching Children and Youths with Visual Impairments, (2ndEd): AFB Press, New York.

- Hyvarinen, L., & Jacob, N. (2011). What and how does this child see: assessment of visual functioning for development and learning. Vistest Ltd. Finland.

- Kundu,C.L.(2000).StatusofDisabilityinIndia.RehabilitationCouncilof India, New Delhi.

- Mani, M.N.G. (1992). Concept development of blind children. SRK Vidyalaya. Coimbatore.

- Mani, M.N.G. (1993). Concept Development of Blind Children: A ResearchStudy. Shri Ramakrishna Mission Vidyalaya. Printing Press. Coimbatore.

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

- Mukhopadhyay,M.,Jangira,N.K.,ManiM.N.G.,&RoyChoudary,M.(1988).Source BookForTrainingTeachersOfVisuallyImpaired.NCERT.New Delhi.

- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind, NIVH Dehradun.

- NIEPVD (2023). Screening Checklist for Vision Difficulties in Students. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun

- NIEPVD(2016).VisualDisability:AResourceBookforTeachers,National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun

- NIEPVD (2016). Visual Disability: A Resource Book for Teachers, Vol.2, National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun

- Punani,B.,&Rawal,N.(1993).Handbook:VisualImpairment.AshishPublishing House, New Delhi.

- Reynolds,C.R.,&Janzen,E.F.(Ed.)(2007).EncyclopediaofSpecial

Education. Vol. I A-D, John Wiley, Canada.

- Sacks.S.Z.,&Silberman,R.K.(2005).EducatingStudentswhohave Visual Impairments with other Disabilities, Paul H Brookes, Maryland.

- Salvia,J.,Ysselduke,J.E.,&Bolt,S.(2007),AssessmentinSpecial& Inclusive Education. Houghton Mifflin: USA.

- Scheiman,M.,Scheiman,M.,&Whittaker,S.G.(2007).LowVision Rehabilitation, SLACK Incorporated: USA.

- Scholl,G.T.(Ed.)(1986).Foundationsoftheeducationforblindandvisuallyhandicapped children and youth: Theory and Practice. AFB Press. New York.

Semester 1

Course Name: Curriculum and Teaching Strategies for Persons with Visual Impairment
Course Code: 25SEPG201SDVIT2

Credits 03 Max. Marks: 75

Contact Hours: 90(Theory:60, Internal:15)

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and will carry 12 marks. It will comprise of 3 short answer type notes of 3.5 marks each to be selected from the entire syllabus.

- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit, long answer type questions will carry 12 marks each.

Introduction

The development of specialized curriculum and teaching strategies for children with visual impairments is not merely an educational adaptation but a profound commitment to inclusivity and equitable learning opportunities. Visual impairment poses unique challenges to a child's educational journey, requiring thoughtful and tailored approaches to ensure access, engagement, and optimal learning outcomes. Crafting a curriculum that caters to the specific needs of these students involves more than adapting existing materials; it necessitates a comprehensive understanding of diverse learning styles, alternative modes of communication, and the integration of assistive technologies.

Learning Outcomes:

On Completion of the Course the student will be able to

- Appreciate the importance of various basics to curriculum areas and skills
- Acquire knowledge on expanded core curriculum for children with visual impairment on the basis of situational analysis.
- Understand the steps in Expanded Core Curriculum Development and skill in implementation of the curriculum and its evaluation.
- Demonstrate skill in using the Strategies for Teaching and Critically examine approaches to curriculum development for VIAD
- Develop a curriculum that is accessible to students with visual impairments and using ICT and assistive technology to promoting inclusivity in the learning environment.

UNIT1:

Basic Curriculum Areas and Skills:

1. Curricular skills related to cognitive domain, psychomotor domain, and affective domain
2. Core curriculum, collateral curriculum, and support curriculum – Concept and meaning
3. Approaches to Curriculum - Child Centered, Activity Centered and Holistic
4. Curricular Areas as per National Curriculum Framework
5. Curriculum adaptation: Need and principles.

UNIT II:

Introduction to Expanded Core Curriculum:

1. Philosophical basis, Psychological basis of Curriculum
2. From plus curriculum to expanded core curriculum
3. Introduction and Orientation to Unified English Braille, Mathematical & Scientific Notations
4. Orientation and Mobility Teaching Approaches
5. Ethical considerations in curriculum Adaptations

UNIT III:

Steps in Expanded Core Curriculum Development:

1. Assessment of needs with reference to accessing school curriculum
2. Designing a need-based curriculum: situational analysis for selection of skills and method of teaching
3. Developing a collaborative curriculum planning
4. Implementation of the curriculum – Challenges and Strategies
5. Curriculum Evaluation – Formative and Summative Evaluation, Recent trends in Curriculum Evaluation – Grades, Norms, CCE, Teacher Made Test, and Differentiated Evaluation for PwD in Inclusive Set up

UNIT IV:

Strategies for Teaching and Approaches to Curriculum Development

1. Specific teaching strategies (task analysis, co-activity, pre teaching, self-verbalization, direction giving, generalization, feature enhancement, and use of kinaesthetic movement)
2. Teaching reading and writing Skills to students with visual impairment – (Reading aloud, peer reading, organic reading, and whole language approach) - Strategies for writing skills –guided and independent writing
3. Strategies for teaching math –(concrete, experiential, role play, and origami)
4. Strategies for teaching Science – (Tactile Diagrams, Adapted Science Laboratory and Technological inclusion)
5. Strategies for teaching Social Science – (Tactile Maps, Tactile Compass and Adapted Teaching Learning Materials) VIAD-Curriculum adaptations as per needs of VIAD
6. Approaches to Curriculum Development for VIAD: Ecological–Multisensory Thematic– Functional-Experiential
7. Curriculum adaptations and accomodations in teaching and learning process of VIAD

Practicum/Hands on Training

- Design practical activities that engage multiple senses, allowing students to explore and understand concepts through touch, sound, and smell.
- Building and organizing an accessory for enhancing sensory efficiency
- Create materials for preschoolers with visual impairments to help them prepare themselves for reading.
- Collaborate with special education professionals to create ILPs that outline specific adaptations, accommodations, and goals for each student.
- Create lesson plans for children with visual impairments to learn ECC.
- Ensure changes to a chapter in a secondary level textbook of your choice to make it accessible to students with visual impairments. Transform one map and one diagram from the secondary classes into an audiovisual format.
- Provide training on the use of assistive technologies such as screen readers, magnifiers, and braille displays.
- View the updated athletic regulations and guidelines created by several organisations (such as the World Blind Cricket Association, Indian Blind Sports Association, Indian

Blind Sports Committee, Indian Chess Federation, and others) for individuals with vision impairments.

- Utilize technology such as screen readers and audio descriptions to enhance content accessibility.
- Collaborate with local institutions, businesses, and community organizations to organize field trips that are accessible and meaningful for children with visual impairment.

RecommendedReadings

- Aggarwal,J.C.(2005).Curriculumdevelopment2005.ShipraPub.Delhi.
- Bhandari, R., & Narayan J. (2009). Creating learning opportunities: a step by step guidetoteachingstudentswithvisionimpairmentandadditionaldisabilities,including deaf-blindness. Voice and vision: India.
- Bishop,V.E.(2004).TeachingVisuallyImpairedChildren:VirginiaE.Bishop;witha Foreword by Natalie C. Barraga; Drawings by Charles Denzler and Virginia Bishop; Computer Graphics and Charts by Liz Broussard. Charles C Thomas Publisher.
- Biwas, P.C. (2004). Education of children with Visual Impairment: in inclusive education. Abhijeet Publication, Delhi.
- Chiu, Y. T., & Wild, T. (2023). Incorporating the expanded core curriculum into science. British Journal of Visual Impairment, 41(1), 162-168.
- Cox, P. R., & Dykes, M. K. (2001). Effective classroom adaptations for students with visual impairments. *Teaching Exceptional Children*, *33*(6), 68-74.
- French, S., & Swain, J. (1997). From a different view point: the lives and experiences of visually impaired people. Jessica Kinsey Pub, London.
- Grover , U., & Chaudhari. M. (2009). Curricular Strategies. Kanishka Publication, New Delhi.
- Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory and motor impairment. Cambridge Uni. Press, New York.
- Iqbal, K., & Ashraf, S.(2023). Perspective chapter: the barriersin inclusive set-up for students with visual impairment at higher education level-Pakistan scenario. In Higher Education-Reflections From the Field. IntechOpen.
- Jahanzaib, M., Fatima, G., & e Nayab, D. (2021). Review of Single National Curriculum with Perspective of the Education of Children with Visual Impairment at Primary Level in Punjab Pakistan. *Journal of Business and Social Review in Emerging Economies*, *7*(3), 547-560.
- Jain,P.(2006).Curriculum&teaching.KanishkaPublication,NewDelhi.
- Joyce, B., Weil, M., & Calhoun, E. (2009). Model of teaching. PHI learning Pvt. New Delhi.
- Koehler, K. E., & Wild, T. A. (2019). Students with visual impairments' access and participation in the science curriculum:Views of teachers of students withvisualimpairments. *Journal of Science Education for Students with Disabilities*, *22*(1), 8.
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.
- Mangal. S.K. (2007). Educating exceptional children-an introduction to special education. PHI Learning Pvt. New Delhi.
- Montenegro-Rueda, M., Fernández-Batanero, J. M., & Fernández-Cerero, J. (2023). Impact of ICT on university students with visual impairment. British Journal of Special Education,50(1), 28-48.

- NIEPVD (2022). Expanded Core Curriculum (in Hindi). National Institute of Empowerment of Persons with Visual Disability (Divyangjan), Dehradun
- Ravenscroft, J. (Ed.). (2019). The Routledge handbook of visual impairment. Routledge.
- Salisbury, R. (Ed.). (2007). Teaching pupils with visual impairment: A guide to making the school curriculum accessible. Routledge.
- Salisbury, R. (Ed.). (2007). *Teaching pupils with visual impairment: A guide to making the school curriculum accessible*. Routledge.
- Scholl, G.T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Vijayan, P., & Victoria, G. (2009). Education of visually impaired children with additional disabilities. Kanishka Publication, New Delhi.

Weblink
- https://www.trinity.edu/directory/departments-offices/collaborative
- https://www.pathstoliteracy.org/
- https://www.coursera.org/learn/teach-children-with-visual-impairment
- https://www.afb.org/
- https://nfb.org/
- https://www.perkins.org/
- https://www.nfb.org/programs-services/education
- https://www.tsbvi.edu/
- https://www.pathstoliteracy.org/

SEMESTER-I

Course Name: PreparationOfBrailleMaterialInBookFormat
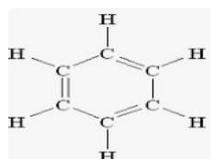## Course Code: 25SEPG201SDVIP1

CourseCode:Area E1(a)(VI)   **Credits:4**
Contact Hours:120   **Max. Marks:100**

Briefdescription:ThispracticumwillcoveruseofBrailleforLiterary,Mathand Sciencesubjects:

(**1**) PreparationofBraille materials**:**
- TwoEnglishlessonatHighschoollevelusingGrade2Braille
- TwoMathlessonatGradeIXusingNemethCode
- TwolessonsusingScientificNotation
  a. ChemicalNames(e.g2,2-Dimethylpropane,CUO,HCl)
  b. ChemicalFormulae(e.g O   H   Fe   Cl   Uub
  c. ElectronicConfiguration(e.gNa(2.8.1),Mg [Ne]35^2
  d. ChemicalEquations&SetoutFormulae(e.gBaSo$_4$↓)
  e. StructureFormulae(e.gH$_3$C-CH$_3$)
  f. StructureContainingRings-e.g

Onlyexamplesaregiven.StudentteachershouldlearnallnotationsusedinGrade IX Book.

Course Name:

AssessmentofOrientation&MobilitySkillsofVisually Impaired Persons and Intervention
Course Code: 25SEPG201SDVIP1

CourseCode:Area E1(b)(VI)   **Credits:4**
Contact Hours:120   **Max. Marks:100**

- AssessSightedGuideTechniques
- AssessCaneTechniques
- AssessSearchTechniques
- AssessEatingTechniqueUsingClock-wisedirection
- AssessO&Mskilloflow visionperson

   Intervention:byteachingalltheaboveskillstoone/twovisuallyimpaired person

- Recordtheassessmentprocedureandintervention strategies

SEMESTER-II

Course Name: Research Methodology and Statistics
Course Code: 25SEPG202CPC3

Credits 03Max. Marks: 75

Contact Hours: 90(Theory:60, Internal:15)

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and will carry 12 marks. It will comprise of 3 short answer type notes of 3.5 marks each to be selected from the entire syllabus.

- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit, long answer type questions will carry 12 marks each.

Introduction:

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

Learning Outcomes:

Aftercompletingthecoursethelearnerwillbeableto:

- Describetheconcept,meaningandmethodsofresearchineducationandspecial education.
- Developanunderstandingoftheresearchprocessandacquirecompetenciesfor conducting a research.
- Applysuitablemeasuresfordataorganizationand analysis.
- Abletointerprettheresultsandpresentresearch report
- Shouldbeawareofthewritingprocessforthepaperofresearchandhowitwas published in a reputable publication

Unit1:

IntroductiontoResearch

1. Research:Concept,Meaning,andimportanceofresearch.NeedforResearchinEducationandSpecial Education
2. Methods of Research. ResearchDesign –Concept,meaningandTypes–Featuresofgoodresearch design
3. Descriptive/Analytical,Applied/Fundamental,Quantitative/Qualitative, Conceptual/Empirical,Historical,Longitudinal,Cross-sectional,Ethnographicand clinical studies
4. ResearchProposalWriting .ResearchReporting–Types-Stepsinreportwriting– PrecautionsandImportance - Chapterization, Writing, Bibliography Format
5. EthicalissuesinResearchandResearchPublications–Ethicalissuesrelatedto publishing: Plagiarism and self plagiarism.Article Publication: Layout of a Research Paper- Journals in Education and SpecialEducation – h-index, i10 index - SCI & SSCI indexed Journals

Unit 2:

Process of Research

1. IdentificationandformulationofResearchProblem,LiteratureReview,ResearchGap Analysis,Formulationofhypothesis,datacollection,dataanalysisand reporting
2. Hypothesis–Concept,Meaning,Definition,Types
3. SampleandSamplingTechniques,SamplingFrame,SampleError
4. Variables–Concept,meaning,typesofvariables;Threatsin Research
5. ProcessofToolConstruction-Itemselection,establishingnorms,tryout,pilotstudy, item analysis; Standardization of Tool – Establishing Reliability & Validity

Unit3:

DataAnalysis

1. Data–Typesofdata:PrimaryandSecondarydata,DataCollection:Methodsand Organization of data: Array, Frequency, Grouped distribution

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

3. ParametricandNonParametrictests –Conceptandmeaning

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

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

<div align="center">**Unit4:**</div>

InferentialStatistics

1. InferentialStatistics –Studentt-test,ANOVA, ANCOVA

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

3. Correlation: Product Moment, Biserial-r, point – biserial, Phi-Coefficient, Regression Analysis
4. StatisticalSoftwarePackages,SPSS,Jamovi,Amosetc.,
5. Graphicalrepresentationofdata–BarDiagram,PieChart,Scatterdiagram,line Diagram, Doughnut, Bubble, Radar
6.

Transaction

Lectures,Handsonexercises,Demonstrations,Readingandreflecting,

Course work/Practical/Field Engagement

- FieldVisitstoResearch Institutions

- WorkshopsandTrainingSessions

- Project(s)(Group/SmallGroup/Individual)

- FieldTripsandSiteVisits

- Analyzeasetofdatausingcomputer application

- Assignment(s)(Group/SmallGroup/Individual)

Recommendedreadings
- BasicResearchandStatisticsBookMaterial,Dr.B.R.AmbedkarOpenUniversity, Hyderabad, 2020
- Berg&Lune(2011),QualitativeResearchMethodsfortheSocialSciences, Pearson Publication, Boston.
- BernardOstle(2012),StatisticsinResearch:BasicConceptsandTechniquesfor Research Workers, Literary Licensing, LLC
- Best, J. W., & Kahn, J. V. (1996). Research in Education Prentice-Hall of India, NewDelhi.
- Bogdan&Biklen(2007),Qualitativeresearchforeducation:Anintroductiontothe methods (5thed). Pearson, Boston.
- C.R.Kothari(2004),ResearchMethodologyMethods&Techniques,NewAge International (P) Limited, Publishers, New Delhi
- ChaitanyaKumar(2021),BasicResearchMethodsandStatisticsforSocialSciences Kindle Edition, Insha Publications
- Cohen,J.(1988).StatisticalPowerAnalysisfortheBehavioralSciences.Academic Press, New York.
- Dooley,D.(1997).SocialResearchMethods.Prentice-HallofIndia,New Delhi.

- DuncanCramer(1996),BasicStatisticsforSocialResearch:Step-by-StepCalculations & Computer Techniques Using Minitab
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication, London.
- Grewal,P.S.(1990).MethodsofStatisticalAnalysis.SterlingPublishers,NewDelhi.
- Guptha,S.(2003).ResearchMethodologyandStatisticalTechniques.Deep&Deep Publishing, New Delhi.
- JitendraKumaret.al.(2022),BasicResearchMethodologyandStatistics,ThakurPublication Private Limited
- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
- Lipsey(1990),DesignSensitivity:StatisticalPowerforExperimentalResearch, Sage Publications, Newbury Park, CA.
- Nancy et. al. (1999) Basic Research Methods and Statistics : An Integrated Approach: An integrated approach, S.Chand (G/L) & Company Ltd Publishers
- P.K.Mohanty&S.K.Patel(2019),BasicStatistics2ndEdition,Scientific Publishers
- Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananathapuram.
- Robertet.al.(2012)BasicStatisticsforSocialResearch:38(ResearchMethodsforthe Social Sciences), Jossey-Bass Publication

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

SEMESTER-II

Course Name: CurriculumDevelopmentandEducationalEvaluation
Course Code: 25SEPG202CPC4

Credits 03Max. **Marks: 75**

Contact Hours: 90(Theory:60, Internal:15)

Note: Paper Setter will set 09 questions in all, out of which students will be required to attempt 05 questions.

- Question no. 1 will be compulsory and will carry 12 marks. It will comprise of 04 short answer type notes of 03 marks each to be selected from the entire syllabus.

- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit, long answer type questions will carry 12 marks each.

Introduction

Changes in society constantly demand new knowledge and skills and require the continuous development of our educational system. This course will provide the learner the foundational know-how and theoretical underpinning of curriculum development from design and implementation to evaluation. Furthermore, education is a continuous process which begins with evaluation and ends with evaluation. This course intends to orient the learners with the foundation, scope and practices followed in educational evaluation. The course also takes the learnersonestepaheadbybuildinganunderstandingofthecontemporaryevaluationpractices as well as programme evaluation.

Learning Outcomes:
Aftercompletingthecourse,thelearnerswillbeableto

- Analysevariousfoundations,theories,approaches,andmodelsofcurriculum development
- Demonstratetheuseofdifferentapproachesandmodelstoevaluateacurriculum
- Explainthekeyconcepts inevaluationanddescribethedevelopmentsin evaluation
- Describethescopeofevaluationineducation
- Describetheuseof evaluationasaneffectivetool inteaching-learningprocess
- Describetheways andmeansofevaluationofprogrammes

Unit1:
CurriculumDevelopmentandCurriculum Design
1. History,process,andprinciplesofcurriculumdevelopment
2. Typesofcurriculumdesign:Subjectcentered,Learnercentered,Integrated,Core
3. Foundationsofcurriculumdevelopment:Philosophical,Psychological,Sociological, Political & Economic
4. TheoriesofCurriculumdevelopment:Structureoriented,Value-oriented,Content oriented & Process-oriented

5. Scientificandnon-scientificperspectives,approaches,andmodelsofcurriculum development

Unit2:

CurriculumEvaluation

1. ImportanceandNeedofcurriculumevaluation
2. AgenciesandProcessesofcurriculumevaluation
3. Approachestocurriculumevaluation:Scientificandhumanistic,Intrinsicandpay-off, Formative and summative
4. Modelsofcurriculumevaluation
5. Stakeholdersincurriculumevaluation

Unit3:

FoundationsofEducational Evaluation

1. Meaningofeducationalmeasurement,educationalevaluation,andtheirrelationship
2. Evolutionofthefunctionsofeducationalevaluation:Measurement,transparency, accountability, learning & decision making
3. Scope of educational evaluation: problem solving, accountability, knowledge construction,capacitybuilding,organizationallearning&advocacyandcommunication
4. Principlesofeducationalevaluation
5. Typesofeducationalevaluation:Process,outcomes&Holistic

Unit4:

ConceptsandProcesses:EducationalEvaluation

1. Evaluationoflearning,forlearningandaslearning-Contexts,needandnature
2. Types of evaluation: Knowledge based, performance based, alternative and authentic andToolsofevaluation:Roleplay,conceptmaps,interviews,writingsamples,projects, exhibitions, reflective journals, rubrics, rating scales
3. Equity&fairnessinevaluationincludingadaptationsand accommodations
4. Concept,need,goals, tools and techniques of Evaluationofinstructionalprogram and its techniques
5. Reliability,validity,andsensitivityinprogramevaluation. Reviewingoutcomes

Transaction

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

CourseWork/Practical/Field Engagement

- Writea2000wordessay describingthecurriculuminactioninaninclusive school
- Interviewvariousstakeholdersofacurriculumtounderstandtheirperspectivesabout the various elements of a curriculum
- Designrubricsforevaluatingstudentlearninginforanytwoareasoflearning/subjects
- Observe and prepare a report on evaluation practices at any two levels in (i) a Mainstreamand(ii)aSpecialschool.Criticallyanalyzetheevaluationpractices.
- Attendaprogrammeand submitanevaluativereportonthesame

RecommendedReadings

- Aggarwal,D.(2007).Curriculumdevelopment:Concept,MethodsandTechniques.Book Enclave, New Delhi.
- AudreyNicholls,A.,Nicholls,S.Howard·(2018).DevelopingaCurriculum:APractical Guide. Taylor & Francis.
- Brady,L.&Kennedy,K.(2013).CurriculumConstruction.PearsonHigherEducationAU
- CIET(2006).TheprocessofMakingNationalCurriculumFramework‑2005:AVideo documentary both in Hindi and English, CIET, NCERT, New Delhi.
- Daniels,H.,&Porter,J.(2011).Educationaltheories,Culturesandlearning:Acritical perspective. Routledge, London.
- Endeley,MargaretN.&Zama,MarthaM.A.(2021).PerspectivesinCurriculumStudies. Spears Book.
- Jacobs,H.H.(1997).MappingtheBigPicture:IntegratingCurriculumandAssessmentK‑12 (Professional Development). Association for Supervision & Curriculum Development, Alexandria.
- Karami,H.(2018).FairnessIssuesinEducationalAssessment.Taylor&Francis.
- Moss.A.(2019).CurriculumDevelopmentinElementaryEducation.EDTECH.
- Ornstein,A.C.,Pojak,E.F.,&Ornstein,S.B.(2006).Contemporaryissuesincurriculum. Allyn & Bacon, Boston.
- Scott,D.(2015).NewPerspectivesonCurriculum,LearningandAssessment.Springer International Publishing
- Stufflebeam,D.L.&Kellaghan,T.(Eds).(2012).InternationalHandbookofEducational Evaluation. Springer Netherlands.
- SwarupaRani,J.(2004).EducationalMeasurementandEvaluation.DiscoveryPublishing House
- Talla,M.(2012).CurriculumDevelopment:Perspectives,PrinciplesandIssues.Pearson Education India.
- V.Ravi.(2015).CurriculumDevelopment. Lulu.com
- Waugh,C.K.&Gronlund,N.E.(2013).AssessmentofStudentAchievement. Pearson.
- Westbrook,J.,Durrani,N.,Brown,R.,OrrD.,PryorJ,Boddy,J.,&Salvi,F.(2013). Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries. Final Report. Education Rigorous Literature Review. Department for International Development.
- Wiggins,G.,&McTighe,J.(2005).UnderstandingbyDesign.AssociationforSupervision and Curriculum Development, Alexandria.
- Wiles,J.(2009).LeadingCurriculumDevelopment.CorwinPress,NewJersey.
- Wiles,J.W.,&Bondi,J.C.(2010).CurriculumDevelopment:AGuidetoPractice. Prentice Hall, New Jersey.

- **Web Resources**

- https://oer.pressbooks.pub/curriculumessentials/chapter/chapter-factors-that-influence-curriculum-and-curriculum-evaluation/https://www.sagepub.com/sites/default/files/upm-binaries/44333_12.pdfhttps://discover.hubpages.com/education/Curriculum-Evaluationhttps://www.sciencedirect.com/topics/social-sciences/curriculum-

evaluation

- https://oer.pressbooks.pub/curriculumessentials/chapter/curriculum-design-development-and-models-planning-for-student-learning-there-is-always-a-need-for-newly-formulated-curriculum-models-that-address-contemporary-circumstance-an/#:~:text=Curriculum%20design%20refers%20to%20the,Curriculum%20models%20guide%20these%20processes.https://www.researchgate.net/publication/325088451_Curriculum_Design_and_Developmenthttps://portal.ct.gov/-/media/SDE/Health-Education/curguide_generic.pdf

SEMESTER-II

Course Name: AdulthoodandFamilyIssuesforPersonswithVisualDisabilities
Course Code: 25SEPG202SDVIT3

Credits 03Max. Marks: 75

Contact Hours: 90(Theory:60, Internal:15)

Note: Paper Setter will set 09 questions in all, out of which students will be required to attempt 05 questions.

- Question no. 1 will be compulsory and will carry 12 marks. It will comprise of 04 short answer type notes of 03 marks each to be selected from the entire syllabus.

- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit, long answer type questions will carry 12 marks each.

Introduction

Parents are advocates, teachers, and nurturers for their children. Family members of any personwithvisualimpairmentareatariskforemotionaldifficultiesiftheirsupport systems or coping skills are inadequate. Learners must understand the challenges that areoftenassociatedwithafamilyofapersonwithvisualimpairmentfrombirthtill adulthood focusing on periods of transition. Learners should be able to empower the parents with information regarding the array of educational services and supports available to the families of children with visual impairment.

Learning Outcomes:
Aftercompletingthecourseteachereducatorswillbeableto
- Analyzetheroleoffamilyasasupportsystemfrombirthtoadulthood.
- Discusstheconcernsofthefamilyofapersonwithvisualimpairment.
- Meetthechallengesfacedatdifferentstagesoftransitionofapersonwithvisual impairment.
- DeveloptheskillstoprepareanITPandIFSP.
- Developacriticalunderstandingofschemesforequalopportunities.

Unit1:
RoleofFamilyintheContinuumofSupportSystem
1. Adjustment and accommodation to the birth of a special childandonsetofvisual impairment
2. Organizationandfamilyfunctioning
3. Familyinvolvementininfancyandearlychildhood
4. Familyinvolvementinschoolage
5. Familyinvolvementintransitiontoadulthood

Unit 2:

Transition Issues & Role of Family
1. Understanding Transitions (Social, Physical, Psychological, and Cultural aspects)
2. from home to school and school to college
3. Transition from education to work
4. Individualized Transition Plan (ITP) & Role of Family
5. Maintaining Relationships (Empathy, cue sensitivity, personal space)

Unit 3:

Family Issues in Adulthood
1. Higher Education & Career Education
2. Life Skills Education
3. Sexuality & Marriage
4. Home skills management
5. Connecting and partnering with community members

Unit 4:

Planning Family Support Services
1. Concept, objectives and components of family support services
2. Identifying family needs; Supporting leisure and recreation
3. Family Support for alternative thinking and consequences
4. Family Support for development of self-image & stress management
5. Individualized Family Service Plan (IFSP)
6. Preparing an IFSP in Indian context Family Support in Personal Care & attending community functions
7. Financial management - Money transaction, Budgeting, Banking, Saving
8. Role of educational institute, Self-help groups and society
9. Role of media in awareness and attitude building
10. Schemes for education and independent living (including education and vocational rehabilitation)

Course Work/Practical/Field Engagement (Any Two)

- should develop an individualized transition plan for a given person with visual impairment
- should develop an individualized family service plan for a family of a person with visual impairment
- should critically examine any two schemes under equal opportunity schemes
- should device any media tool or promotion campaign for family awareness or support

Recommended Readings

- Bhandari, R., & Narayan, J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. Voice and vision: India.

- Educational Concessions and Facilities for Blind Students. National Association for the Blind: Mumbai Foundation for the Blind.

- Kirk,S.A.,Gallagher,J.J.,&Anstasiow,N.J.(2000).EducatingExceptional Children. Houghton Mifflin Company: New York

- Lowenfeld,B.(1973).VisuallyHandicappedChildinSchool.AmericanFoundation for the Blind. New York.

- Lowenfeld,B.(1975).TheChangingStatusoftheBlindfromSeparationto Integration. Charles C. Thomas, Springfield.

- Narayan, J., & Riggio, M. (2005). Creating play environment for children.Hilton/Perkins: USA.

- Patil,H.J.(2008).(5Ed).ConcessionfortheBlind.NationalAssociationforthe Blind: Mumbai

- Shah,A.(2008).BasicsinguidanceandCounselling.GlobalVisionPublishing House, New Delhi.

- Smith,D.D.&Luckasson,R.(1995).IntroductiontoSpecialEducation–Teaching in an age of Challenge. (2 Ed). Allyn & Bacon, Boston.

- Fernald,L.D.&Fernald,P.S.(2001).IntroductiontoPsychology(5[th]ed.).A.I.T.B.S Publishers, New Delhi.

- Morgan,C.T.,King,R.A.,Weisz,J.R.,&Schopler,J.(2002).Introductionto Psychology. (7Ed.). Tata McGraw Hill Publishing, New Delhi.

- Kundu,C.L.(2000).StatusofDisabilityinIndia2000,RCI:NewDelhi.

- Lowenfeld,B.(1971).Psychologicalproblemsofchildrenwithimpairedvision, Prentice-Hall, New Jersey.

- Furlong,M.J.,Gilman, R.&Huebner,E.S.(2014).HandbookofPositivePsychologyin Schools. Routledge, New York.

Hilgard,E.R.,Atkinson,R.C.&Atkinson,R.L.(1975).IntroductiontoPsychology(6th ed.) Oxford, New Del

Semester 2

Therapeutics and Assistive Devices for Persons with Visual Impairment
Course Code: 25SEPG202SDVIT4

Credits 03 **Max. Marks: 75**

Contact Hours: 90(Theory:60, Internal:15)

Note: Paper Setter will set 09 questions in all, out of which students will be required to attempt 05 questions.

- Question no. 1 will be compulsory and will carry 12 marks. It will comprise of 04 short answer type notes of 03 marks each to be selected from the entire syllabus.

- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit, long answer type questions will carry 12 marks each.

Introduction

Developments in the sphere of assistive technologies and ICT have opened up a wide array of exciting opportunities and possibilities for persons with visual impairment. These technologies must, now, form the basis of all activities for effective empowerment of the visually impaired.It is, therefore, in the fitness of things that technology solutions should form the subject-matter of the present course. The course familiarizes the M.Ed. students with devices and applications in the fields of education, independent living, employment and related aspects. So extensive, in fact, is the scope and range of technology applications for the visually impaired, today that it is well-neighimpossibletolisteachandeverysolutionhere.Therefore,thecourseseeksto present a representative sampling with a view to providing the students an indication of the trendsanddevelopmentsinthefield. Thecoursealsofocusesonenablingthestudentsto develop the capacity of ascertaining the efficacy of these devices and applications in the Indian conditions.Italsoprovidesthemaninsightonhowtheycouldhelpinresource-mobilizationfor theacquisitionofthesetechnologies,manyofwhichareextremelycostlyfromtheIndian perspective.

Objectives

Oncompletionofthiscourse,thetraineeshall:
• Explaintherelevanceoftechnologyforpersonswithvisual impairment.
• Illustratevariousdevicesandapplications tofacilitatetheeducationofpersonswithvisual impairment.
• Describevarioustechnologicaldevicesforpromotingqualityoflifeofpersonswith visual impairment.
• Criticallyanalysesuitability/appropriatenessforvarioustechnologicaldevicesfor
Persons with visual impairment.
• Discussvarioustrendsinresearchontechnologyforpersonswithvisual impairment.

Unit1:

IntroductiontoTechnologyfortheVisually Impaired

1. Historicalperspectiveofassistivetechnologyintherehabilitationofpersonswith visual impairment
2. Concept,needandimportanceofassistivetechnologywithspecific referencetothe Indian context
3. TypesofAssistiveTechnologies
4. Specialrolesoftechnologyforfacilitatingempowermentofpersonswithvisual impairment
5. Hardware,software,cyberneticsandsystems,withspecialreferencetopersonswith visual impairment- an overview

Unit2:
TechnologicalDevices–TraditionalandModernfortheEducationofthe Visually Impaired

1. WritingTechnologies:BrailleSlatesofdifferenttypes,Brailler–mechanicaland electrical, computerswith screen readersand computer-based screen magnifiersand screenreadersforIndianlanguages,RefreshableBrailleDisplaysandSmartBrailler

2. ReadingTechnologies:Braille,RefreshableBrailleDisplays,Stand-Alonereading 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, Smart phone based OCR applications for English and Indian languages
3. TechnologyforMathematicsandScienceEducation:Abacus,TaylorFrame,TactileGeometry Kit, measuring tapes-- strengths and limitations; soft-wares for accessing Mathematics and Science text, hardwares and softwares for making Science Lab accessible:AutomaticStirStation(hardware),DropCounter(hardware),Sci-Voice (software),Talking Interferential Therapy Machine(hardware), Talking Lab Quest and Talking Logger, Talking Scientific & Graphic calculator, Desmos-Website for accessible graphing, Fixed volume pipette, talking vernier calliper
4. BrailleProductionTechnologies:SterotypingMachines-mechanicaland electrical, BrailletranslationsoftwarewithspecialreferencetoIndianlanguages,embossers and printers, Braille labeling systems, tactile diagrams and graphics production devices
5. Criticalanalysisofthedevicesmentionedunder Unit2.1to2.4inthecontextofthe Indian situation

Unit3:
TechnologiesforFacilitatingIndependentLivingforPersonswithVisual Impairment

1. Mobility Devices and applications : canes - rigid, collapsible, folding and Smart Canes; Global Positioning Systems (GPS), ultra sonic devices, vibrating technologies, navigational applications using GPS
2. FitnessandHealth:Thermometer-tactileandaudio,TalkingBloodGlucoseMeter, Talking Blood Pressure Device, Talking Medcenter Pill Organizer System, Talking Pedometer, Talking oximeter, weighing machine- Braille and Talking
3. RecreationalDevices-ChessBoard,playingcards,adaptedLudoandSnakesand Ladders, adapted Scrabble, adapted puzzles, Talking Chess, audio Cricket Ball and audio Football, adapted Table Tennis/ Show Down, Goleball, adapted Volley Ball, accessible games on smart phones and computers.
4. HomemanagementDevices:audible/vibratoryLiquidLevelIndicator,Talking Measuring Cup, Talking Food Thermometer, Talking Kitchen Scale, Talking Microwave Oven, Talking Timer, Braille and Talking Alarm Clocks and Watches, Needle Threader, Talking labeller
5. Criticalanalysisofdevicesmentionedunder Unit3.1to3.4

Unit4:
Employment-relatedTechnologiesfortheVisually Impaired

1. BrailleShorthandMachine
2. Dictaphone
3. Dictation Software
4. Applicationofscreenreadingtechnologiesforpromoting/diversifyingemployment opportunities
5. Makingworkplacesandavailableworkshopequipmentandothermachines accessible to persons with visual impairment– Guidelines and Principles Sources of availability and maintenance of technology devices
6. ADIP scheme of the Government of India, Department of Empowerment of Persons with Disabilities
7. Recent trends in research on technology for visually impaired including artificial intelligence

CourseWork/Practical/Field Engagement

a. Assignment(s)(Group/SmallGroup/Individual)

• Analyzecriticallytheefficacyofanytwotraditional/moderndevices from Unit2to Unit4
• Drawup alistof addressesofsuppliersoftechnologicaldevicesforpersonswith visualimpairment
• Surveytheavailabilityand useoftechnology inonespecial schoolandoneinclusive schoolandprepareacritical report

b. Visit(s)(Group/SmallGroup)
Visitthe available nearestresource center of assistive technologiesfor visuallyimpaired students.
c. HandsonTrainingofOCRsoft-waresusing Smartphones.

EssentialReadings

- Taraporevala,S.,&D'Sylva,C.(2014).*EquipYourWorld:ASynopticViewof Access Technology for the Visually Challenged*. Joint Publication of NIVH, Dehradun & XRCVC, Mumbai.

- Mani.M.N.G.(1997).AmazingAbacus.S.R.K.VidyalayaColony, Coimbatore.

- Singh,J.P.(2003).*TechnologyfortheBlind-ConceptandContext*,Kanishka Publication, New Delhi.

- Proceedings:AsianConferenceonAdaptivetechnologiesfortheVisuallyImpaired (2009). Asian Blind Union, New Delhi.

RecommendedReadings

- Fernandez,G.,Koening.C.,Mani.M.N.G.,&Tensi,S.(1999).*SeewiththeBlind*. Books for Change, Banglalore.

- Scheiman,M.,Scheiman,M.,&Whittaker,S.G.(2007).*LowVisionRehabilitation*. SLACKIncorporated,New Jersey.

- https://www.afb.org/prodmain.asp

- http://www.independentliving.com/products.asp?dept=141&deptname=New-Products

- http://shop.rnib.org.uk

- http://shop.lighthouseguild.org

- Hersh.M&Johnson.M(2014).*AssistiveTechnologyforVisuallyImpairedandBlind People*. Springer Publications.

- Manduchi.R&SriKurniawan(2013).*AssistiveTechnologyforBlindnessandLow vision*. Taylor & Francis. ISBN-13:978-1138073135

- Charley(2023).*CHATGPTforBeginners:UnlockAI'sPowerwithRevolutionaryText GenerationTechnologyforPersonalandProfessionalGrowth*.

- Taraporevala&D'sylva(2014).*Equipyourworld:ASynopticviewofaccess technologies for the visually challenged*. Published by NIVH

Web Resources:

- Punani, B., & Rawal, N. (2000). *Handbook for Visually Impaired. Blind Peoples' Association,*AhmedabadRetrievedonlineon22/11/2023fromhttps://bpaindia.org/wp-content/uploads/2021/02/Handbook-Visual-Impairment.pdf

- Joshi.H(YNK).*AManualonTaylorframe*.(Hindi).Retrievedonlineon22/11/2023from https://bpaindia.org/wp-content/uploads/2020/11/A-Manual-on-Taylor-Frame-Developed-by-Mr.-Hurshad-U-Joshi..pdf

- NIEPVD(2020).*EffectiveSchoolsforStudentswithVisualDisabilities(QualityIndicators and Parameters)*. NIVH Dehradun. Retrieved online on 22/11/2023 from https://nivh.gov.in/pdfdoc/qualityindicators.pdf

- Mathur.G(2020).*LowVision:ManifestationandManagement*.PublishedbyNIEPVD. Retrieved online on 22/11/2023 from https://nivh.gov.in/pdfdoc/bookvi.pdf

- SG ENABLE (2023). *Enabling Guide.*Retrieved online on 22/11/2023 from .https://www.enablingguide.sg/im-looking-for-disability-support/assistive-technology/at-visual-impairment

- PerkinsSchoolfortheBlind(2023).*AtoZAssistiveTechnologyforLowVision*.Available online onhttps://www.perkins.org/resource/z-assistive-technology-low-vision/

- RNIB (2023).*Amazon Echo*. Retrieved online on 23/11/2023 from

https://www.rnib.org.uk/living-with-sight-loss/assistive-aids-and-technology/everyday-tech/technology-in-the-home/amazon-echo/

- Screen Readers with Special Reference to Indian Languages; Magnifying Software, and Open Source Software.Available online at https://ugcmoocs.inflibnet.ac.in/assets/uploads/1/19/465/et/P14_M11200218101002022121.pdf

- Braille translation software. Retrieved online on 23/11/2023 from https://ugcmoocs.inflibnet.ac.in/assets/uploads/1/19/467/et/P14_M13200218101002024949.pdf

- NCERT(YKN).*NCERTinitiativesforInclusiveandAccessibleEducation.* Retrieved online on 23/11/2023 from https://ncert.nic.in/accessibility.php

XRCVC (2020*). Accessible E-content Creation. Standards and Guidelines*. Retrievedonline   on   24/11/2023   from   http://xrcvc.org/docs/Accessible%20E-Content%20Creation%20Standards%20and%20Guidelines.pdf

Semester-II

Course Name: VisionAssessmentforEducationalPurposesandVisionRehabilitation
Course Code: 25SEPG202SDVIP2

CourseCode:Area E2(a)(VI)   **Credits:4**
Contact Hours:120   **Max. Marks:100**

Briefdescription:Thispracticumwillcover2 areas:

(1) **VisionAssessmentforEducationalPurposes(120hours)**
   - Identify two low vision students- Review his/her medical record and interpret the pathology on type of vision loss viz Central vision loss/ Peripheral vision loss/ Blurred vision.
   - Screen ofhis/hervisual impairment in: Distancevision, Nearvision, Field of vision, Contrast sensitivity, and Colour vision and record the response using the format of Lea/ Jill Kefee
   - Prepare an IEP including the seating in the classroom, lighting requirement, size of print required for reading, magnification requirement Braille requirement if need be, and motivation and psychological support.
   - Interventionusingallneededtechniquesanddevices
   - Record the assessment and intervention procedure and the progress of the students and submit the record.
   - Determine the reading medium for these students which depends on the structure of impairment and its implications. Decide if the students need Print , Large print or Braille or both Print and Braille

Course Name: VisionRehabilitation
Course Code: 25SEPG202SDVIP2

CourseCode:Area E1(a)(VI)   **Credits:4**

Contact Hours:120   **Max. Marks:100**

Aimstohelpthelowvisionindividualstooptimisehis/herresidual/limited vision

a. **Vision Stimulation:**help the infant/ Child who has severe visual impairmenttolearntoseevisionusingsimplevisionstimulationactivities.

b. **Assessment of Functional Vision and training to use the residualvision** – Use Jill Keefee's functional vision assessment tool. Select two persons with low vision. Prepare the functional vision assessment kit following the preparation procedure for assessment. Train the person to enhance the visual skills

c. This practicum involves preparation vision stimulation kit, Functional vision assessment kit and functional vision training kit.

d. Maintainrecordfortheseareas and submit

SEMESTER-III

Course Name: Equitable and Inclusive Education
Course Code: 26SEPG203CPC5

Credits 03 Max. Marks: 75

Contact Hours: 90(Theory:60, Internal:15)

Note: Paper Setter will set 09 questions in all, out of which students will be required to attempt 05 questions.

- Question no. 1 will be compulsory and will carry 12 marks. It will comprise of 04 short answer type notes of 03 marks each to be selected from the entire syllabus.

- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit, long answer type questions will carry 12 marks each.

Introduction

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

Learning Outcomes:

Aftercompletingthecourselearnerswillbeableto:

- Explain the philosophical, sociological and humanistic perspectives of equitable and inclusive education.
- Developskillstoexploreandanalyzetheexisting barriersfacedbythelearnersinthe schools so as to resolve with best possible solutions in facilitating accessibility
- Plan out change in school eco-system and school cultureto adopt attitudes of valuing individuals, fostering a climate of equity and mutual respect, and requisite practicesto implement inclusive education.

Unit1:

PerspectivesofEquitableandInclusiveEducation

1. HistoricalperspectiveofEquitableandInclusiveeducationgloballyandinIndia
2. Approachestodisabilityandservicedeliverymodels
3. Principlesofequityandinclusiveeducation
4. Keydebatesinspecialandinclusiveeducation
5. Researchevidenceonefficacyandbestpracticesassociatedwithinclusiveeducation

Unit 2:

Covenants and PoliciesandGuidelinesPromoting Inclusive Education- A Critique

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

2. Conceptualizinganddesigningroadmapsforinclusionthroughinternationalframeworks:Sala manca Framework (1994),BiwakoMillennium FrameworkofAction (2002)

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

4. Contemporarynationalframeworks:SamagraShiksha-AnIntegratedScheme for School Education and Framework for Implementation, 2022; National Guidelines and Implementation Framework on Equitable and Inclusive Education (2023)

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

Unit3:
InclusiveSchools,InclusiveLearningandTeachingPractices

1. IdentifyingbarrierstoInclusion-Attitudinal,SystemicandStructural. EnsuringPhysical,AcademicandSocialAccess

2. AssistiveTechnology. Emergingrolesofteachers- facilitator,leadership,reflectiveteacher,counselor, agent of change. WholeSchoolDevelopmentand collaborations

3. Diverselearnersandtheirlearningstylesandbasicconsiderationsforlearningand teaching in inclusive classrooms

4. Differentiatedinstruction(DI) and Universal DesignofLearning(UDL):Conceptandstrategiesforclassroomteaching

5. Planningandimplementinglessons, assessment,evaluationandexaminationsininclusiveclassroom

Unit4
AdaptationandAccommodationforIncludingDiverseLearningNeeds

1. Reasonableaccommodation:conceptandimplications

2. Adaptationsandaccommodationsforchildrenwithsensoryimpairments

3. Adaptationsandaccommodationsforchildrenwithneuro-developmentaldisabilities

4. Adaptations and accommodations for children with intellectual and developmental disabilities

5. Adaptations and accommodations for childrenwithchronichealth impairments and children with multiple disabilities

Transaction

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

CourseWork/Practical/FieldEngagement

- DevelopareflectivepaperoninternationalandnationalperspectiveofEquitableand Inclusive Education.
- Review of research in any one area in inclusive education and highlight its implications for the practitioner
- Explorethechallengesinimplementationoftherecommendationsofdifferent national guidelines and suggest strategies to implement them effectively.
- DevelopalessonbasedonprinciplesofUniversalDesign foraclassofyour choice.
- Implementthelessonplanaboveinaregularschoolusingoneofthe modelsofcollaborative teaching. Write your reflections in a journal.

RecommendedReadings

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

DoSEL (2022). National Curriculum Framework for Foundational Stage 2022. Department of School Education and Literacy, Ministry of Education), New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/NCF_for_Foundational_Stage_20_October_2022.pdf

- DoSEL (2022). Samagra Shiksha- An Integrated Scheme for School Education and FramewokforImplementation,DepartmentofSchoolEducationandLiteracy,Ministry of Education, New Delhi.

- DoSEL (2023). National Curriculum Framework for School Education 2023. , Department of School Education and Literacy, Ministry of Education), New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/ncf_2023.pdf

- DoSEL (2023). National Guidelines and Implementation Framework on Equitable and Inclusive Education, Department of School Education and Literacy, Ministry of Education, New Delhi.

- DoSEL(2009). The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development (now Ministry of Education), New Delhi. https://www.indiacode.nic.in/bitstream/123456789/13682/1/rte_act_2009.pdf

- Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.

- MHRD (1968). National Policy on Education, 1968. Ministry of Human Resource Development (now Ministry of Education), New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf

- MHRD(1986). National Policy on Education 1986. Ministry of Human Resource Development (now Ministry of Education), New Delhi. https://ncert.nic.in/pdf/nep/npe86.pdf

- MSJE (2006). National Policy for Persons with Disabilities 2006. Ministry of Social Justice and Empowerment, Government of India, New Delhi.

- Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press,New Delhi.

- National Trust (1999). THE NATIONAL TRUST FOR THE WELFARE OF PERSONS WITH AUTISM, CEREBRAL PALSY, MENTAL RETARDATION AND MULTIPLE DISABILITIES ACT, 1999. https://thenationaltrust.gov.in/upload/uploadfiles/files/act-englsih.pdf

- RCI(1992). The Rehabilitation Council of India Act 1992. https://www.indiacode.nic.in/bitstream/123456789/1977/1/199234.pdf)

- Report of the Education Commission 1964-66, https://archive.org/details/ReportOfTheEducationCommission1964-66D.S.KothariReport

- Sharma,U.(2005).**IntegratedEducationinIndia:ChallengesandProspects,** DisabilityStudiesQuarterly,Winter2005,Volume25,No.(1)

- UN-ESCAP (2003). Biwako Millennium Framework for Action towards an Inclusive, Barrier Free and Right-based society for Persons with Disabilities in Asia and the Pacific. http://undocs.org/E/ESCAP/APDDP/4/REV.1

UNESCO(1994).TheSalamancaStatementandFrameworkforActiononSpecial Needs Education. World Conference on Special Needs Education: Access and

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

- UNESCO(1960). United Nations Educational, Scientific and Cultural Organization Convention against Discrimination in Education Adopted by the General Conferenceat its eleventh session, Paris, 14 December 1960. https://adsdatabase.ohchr.org/IssueLibrary/UNESCO%20Convention%20against%20Discrimination%20in%20Education.pdf
- United Nations Convention on the Rights of Persons with Disabilities, http://www.un.org/esa/socdev/enable/rights/convtexte.htm 6 December 2006

WEF (2015). Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, World Education Forum (UNESCO, UNICEF, Wor

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Course Name: Perspectives in Teacher Education
Course Code: 26SEPG203CPC6

Credits 03Max. Marks: 75

Contact Hours: 90(Theory:60, Internal:15)

Note: Paper Setter will set 09 questions in all, out of which students will be required to attempt 05 questions.

- Question no. 1 will be compulsory and will carry 12 marks. It will comprise of 04 short answer type notes of 03 marks each to be selected from the entire syllabus.

- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit, long answer type questions will carry 12 marks each.

Introduction

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

Learning Outcomes:

AftercompletingthisCourse,thelearnershouldbeableto:

- Describethelinkagebetweenteachereducationandqualityschool education;
- Trace the history and developments with respect to teacher preparation for education of children with disabilities;
- Discussthequalityteacherpreparationprocessin specialandinclusiveeducation;
- Explainpre-serviceteacherpreparationinspecial andinclusiveeducation;
- Appreciateimportanceofprofessionaldevelopmentandin-serviceprogrammesand develop capacity to plan and execute it as per specific need and purpose;

Unit1:
HistoricalPerspectives and Understanding of TeacherEducationin Context of SpecialandInclusive Education

1. Concept of teaching, teacher and teacher education: Need and scope of teacher education and objectives of teacher education. Teacher education in pre-independence and post-independence India; Changing concept of teacher education in India
2. Structure and Agencies of Teacher Education in India: National Curriculum Frameworks for Teacher Education. StructureofTeacherEducationingeneralatvarious levels
3. Beginningofteacherpreparationinspecialeducationin India. Establishment of national institute for various disabilities and development of professionals in

specialeducation. RoleofNon-governmentorganisation(NGOs)in promotionofteachereducationin special education

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

5. Factors Influencing Teacher Education in Special and Inclusive Education: Models of disability and service delivery models, National and international legislationsand policies in disability, Schemes and programs including IEDSS, DPEP, SSA, RMSA, SmSA, DDRS, Special and inclusive schools related factor. AgenciesofTeacherEducationingeneralatvarious levels

Unit2:
TeacherPreparationinSpecialandInclusive Education

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

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

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

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

5. UNESCO'sperspectiveonpreparingallteacherstoteachallstudents;Addressing challengesofpreparingspecialeducationteachersacrosscountries

Unit3:
Pre-ServiceTeacherEducationinSpecialandInclusive Education

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

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

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

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

5. Assessmentofperformanceoftraineeteachers

Unit4:
ProfessionalDevelopmentProgrammeinSpecial Education

1. Need and significance of Professional Development: Profession andprofessionalism with respect to teacher education in Special Education,Registration and renewal of registration as special education teacher- purpose and requirement; Professional ethics
2. Structure and Models of Professional Development Programme: Continued professionaldevelopmentinspecialandinclusiveeducation:recommendationof

   NEP 2020, Self-learning for professional development, Professional development through virtual/online mode
3. ContinuedRehabilitationEducation(CRE)andFacultydevelopment programmein special and inclusive education: structure and models;
4. Planning, Designing and Organising Professional Development Programme (PDP): Organising PDP enhancing engagement and learning: considerations for planning and designing, PDP through virtual/online mode: need, scope and significance, Delivering PDP through virtual/online mode: technological requirements and considerations, Assessment of PDP through offline and virtual/online mode, addressing issues and challenges in designing and organising PDP
5. In-serviceTeacherEducationinSpecialandInclusiveEducation:In-serviceteacher education and its linkage with quality of school education, Planning and designing training of in-service teacher in special and inclusive education

Coursework/Practical/FieldEngagement

- **Assignment:** Prepare and submit an assignment of 1000 words describing the status of teacher preparation to meet the requirements of inclusive set ups
- **Visit:** Prepare a checklist/schedule to collect information by visiting at least 5 educational institutions about competency of passed out special education student teachers. Take interview of at least 5 principals of schools having children with disabilities and analyze the data to suggest improvement in quality of training and the need for in-service training
- **Group Activity:** Prepare a checklist/schedule to collect information about curriculum transaction either in Diploma or B.Ed. in Special Education Courses in any Training Institute. Take interview of at least 10 student teachers and analyse the data to suggest improvement in quality of training

Transaction

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

Recommendedreadings

AlexanderW.Siston,&KumarP.(2021).BuildingteacherqualityinIndia:examiningpolicy

frameworks and implementation outcomes (Edited book). Emerald Publishing Limited, Howard House, Wagon Lane, Bingley

Burns,M.(2023).DistanceEducationforTeacherTraining:Modes,ModelsandMethods. (2nd Edition). Washington, DC: Education Development Center

Gupta,N.(2017).Majorissues&challengesinspecialeducationinIndia.HorizonBooks Mohan

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

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

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

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

Course Nane: Educational Management
Course Code: 26SEPG203CPC7A

Credits 02   **Max. Marks: 50**

Contact Hours: 60(Theory:40, Internal:10)

Note: Paper Setter will set 09 questions in all, out of which students will be required to attempt 05 questions.

- Question no. 1 will be compulsory and will carry 08 marks. It will comprise of 04 short answer type notes of 02 marks each to be selected from the entire syllabus.

- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit, long answer type questions will carry 08 marks each.

Introduction

Educational management is a field of study and practice concerned with the operation of educational organizations. The field draws links from diverse disciplines such as economics, general management & Information technology. The course content included in the present program hence includes inputs from varied disciplines and is envisaged to equip the learners to understand and know- how's of managing educational institutes on the basis of total quality management principles.

Learning Outcomes:

Aftercompletingthecourse,thelearnerswillbeableto

- Explainthe basicconceptsandfundamentalareas ofmanagement
- Describetheskillsrequiredforenhancinginstitutional qualityforsustained development
- Enumeratetheskillsrequiredforcapacitybuildingofhumanresources
- Explaintheskillsneededtomanagedataforvariousinformationmanagement processes
- Preparecosteffectivebudgets,proposalsanddescribewaysofmanagingfinancial resources

Unit1:

EducationalManagement:AnOverview
1. Definition&Concept
   i. Managementasanart,science,organization,person,andadiscipline
   ii. Functionsandskillsofeducationalmanagement
   iii. Principles,process,andmodelsofeducationalmanagement
2. Approachestoandtheoriesof management
3. Stylesofmanagement:autocratic,laissez-faire,transactional,contingency
4. Leader*vs.*Manager:Rolecompetencies
5. Educationalleadershipandeducationalsystem
   i. Concept,characteristics,andfactors/skillsofleadership
   ii. Theoriesofeducationalleadership

        iii.   Typesofeducationalleadership

Unit 2:
Total Quality Management(TQM)inEducation

1. ConceptofQualityandissuesinqualitymanagementofeducationalinstitutes
2. EducationalapplicationsofTQM
3. Assessmentofeducationalinstitutions
4. Strategicplanning&sustainabledevelopment
5. ImplementingTQM

Unit3:
HumanResourceManagement AndFinancial Management

1. Manpowerplanning,talentacquisition& management
2. Employeebenefits,welfareand performanceappraisalsystems-360degreeapproach.
3. Training,development,andcapacity building
4. Organisationalbehaviour;climateandculture
5. Individual&groupdynamics,conflictmanagement& negotiationsNeed and importance of financial management in educational institutes
6. Basic concepts in accounting
7. Importance and types of budgeting
8. Resource mobilization and allocation
9. Proposal writing for funding in educational institutes.

Unit4:
EducationalManagementInformationSystems(EMIS)

1. Need,relevanceandnationalagenciesforEMIS
2. Internal&externalstakeholdersofEMIS
3. Tools&processforcollectinganddisseminatingdata&usinginformation
4. Constitutingindicators&datamonitoringplans
5. Dissemination,distribution&publicationofdata

Transaction
Lectures,Fieldvisits,Self-study

CourseWork/FieldWork

- Proposalwritingforfundraisingofaneducationalinstitution
- Reviewperformanceappraisalsfrom2educationalinstitutionsoneeachfroma teacher training college and other from special school

RecommendedReadings

- Bhardwaj,K.S.,(2014).HumanResourceDevelopmentinEducation.Partridge Publication, Gurgaon.
- Bush,T.,&Paul,L.S.(2006).PrinciplesandPracticeofEducationalManagement. Chapman A Sage Publications Company, London.
- Chatterjee,B.K.(2011).FinanceforNon–FinanceManagers.JaicoPublishing House, New Delhi.

- Deshmukh,A.V.,&Naik.A.P.(2010).EducationalManagement.HimalayaPublishing
- HousePvt.Ltd.,Mumbai.
- Dessler,G.(2012).HumanResourceManagement.PrenticeHall, London.
- Dimmock,C.(2012).LeadershipinEducation:Concept,ThemesandImpact. Routledge, New York.
- Kumar,H.U.(2012).EducationandHumanResourcemanagement**ISBN:** 9780198076681

- Leithwood,K.,&Jantzi,D.(1999).ChangingLeadershipforChangingTimes.Open University Press, London.
- Lewls,T.(2012).FinancialManagementEssentials:AHandbookforNGOs.
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Course Name: EDUCATIONAL TECHNOLOGY
Course Code: 26SEPG203CPC7B

Credits 02   **Max. Marks: 50**
Contact Hours: 60(Theory:40, Internal:10)
Note: Paper Setter will set 09 questions in all, out of which students will be required to attempt 05 questions.

- Question no. 1 will be compulsory and will carry 08 marks. It will comprise of 04 short answer type notes of 02 marks each to be selected from the entire syllabus.

- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit, long answer type questions will carry 08 marks each.

Learning Outcomes:
Aftercompletingthecourseteachereducatorswillbeableto
- Explainthemeaning,nature,scopeandevolutionofETand ICTin education.
- Examinetheteaching-learningsystemandpotentialofICTanditseffectivenessin education.
- Design,developandusevariousdigitalteachinglearning resources.
- IntegratesuitableICTeffectivelyinteaching-learningevaluation,administrationand other learning support systems.

Unit1:

Educational Technology

1. DefinitionandScopeofEducationalTechnologyinspecialandinclusiveeducation;
2. NeedandRoleofEducationalTechnologistsinIndia
3. GrowthofconceptualframeworkofEducational Technology:ET1,ET2, ET3…
4. Methods&ModelsInstructionaldesigns
5. CriticalIssuesinICT:Globalisation,Legal,Ethical,andSocio-political issues

Unit2:
CommunicationandTeaching-Learning Resources

1. ConceptandPrinciplesofInstructionalTechnology;CommunicativeSkills&ICT
2. Communication Process; Use of Communication Technologies in the teaching-learning process.
3. Non-digitalteaching-learningresources(eg.TV,Radio,Audio-VisualResources).
4. Digital teaching learning resources (eg. Online Libraries, Repositories of Presentations, Video Lectures, digital materials).
5. DigitalLiteracy:ConcernsandChallenges

Unit3:

UseofICTinVariousAspectsofEducation

1. ICTinEducationalResearch(ICTToolsforlocatingliterature;datacollection,data analysis etc.)
2. ICTforassessmentof/for learning
3. PotentialsofICTforequitableeducation -Access,participation,SkillDevelopmentand lifelong learning
4. ICTResourcesforDesigninganOnlineCourseorDigitalLearning Content. LearningManagementSystems(LMS):Concept,standards,itsapplicationin education
5. ICT& IPR:copyright,trademarks,patentsandexceptionsforPwDs. PoliciesandotherdocumentsonICTinSchoolandTeacher Education

Unit4:

Open Access,E-Learning&LearningManagement

1. Openaccess:Meaning,Issuesandpolicies. OERinEducation– ConceptualIssues,benefitsandRepositories

2. E-Learning:NatureandTypes. Developinge-content/learningobjects:Designandtechnicalaspect

3. ContinuousProfessionalDevelopment(CPD)ofteachersthroughMOOC,webinars, etc.

4. NationalInitiativesonE-learningandICTIntegratedEducation

5. Guidelinesforthedevelopmentofane-learningcourseandcontent

CourseWork/Practical/Field Engagement

I. Prepareavideolectureof15minutesusingaccessibilityfeatures
II. PPTbyinsertingphotosandvideosonatopicof your choice
III. Createyouremailaccountaswellasdesignablog
IV. EnrolandcompleteMOOCcoursesinSwayamPortalrelated withteachereducation
V. WriteareviewpaperonMOOCprogrammesorotherNationalInitiativesone- learning
VI. Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics

VII. Prepareastoryboardinanyoneunitofasubjectforachildwithdisability

VIII. PresentorpublisharesearchpaperontheapplicationofICTineducation

IX. SeminaronissuesintheapplicationofICTininclusive education

SuggestedReadings:

• Abbott, C. (2001). ICT: Changing Education. London: Routledge Falmer. (chap 3&7; pg. 28-44, 102-118)

• Bates, A. (2015). Teaching in a digital age. Retrieved from http://opentextbc.ca/teachinginadigitalage/ Brooks, D. W., &Nolan ,D. E., &Gallagher,S.M.(2002).Web-Teaching:AGuidetoDesigningInteractiveTeachingfor the World Wide Web (Second ed.). New York: Kluwer Academic Publishers. (chap 1- 6, 10, 15,16; pg 1-106, 169-182, 235-264)

• Dunn, L., Morgan, C., O'Reilly, M., & Parry, S. (2004). The student assessment

handbook: New directions in Traditional and online assessment. London: Routledge Falmer, Taylor & Francis Group. (chap 6,13,16,17; pg 41-46,105-120,143-170)

- Fallows , S., & Bhanot, R. (2002). Educational Development through Information and Communications Technology. London: Kogan Page. (chap 1, 9, 11-13, 17,18; pg. 1-7, 100-112,122-149,182-209)

- Kats , Y. (2010). Learning Management System Technologies and Software Solutions for Online Teaching: Tools and Applications. New York: Information Science Reference. (chap 1- 4,7,16; pg. 1-80, 120-137,291-313)

- Reddi, U. V. (Ed.). (2003). Educational Multimedia: A Handbook for Teacher-Developers. New Delhi: CommonwealthEducationalMediaCentreforAsia.(chap5-9, pg. 27-62)

- Song, H. &. (2010). Handbook of Research on Human Performance and Instructional Technology. Hershey: Information Science Reference. (chap 7; pg. 119-130)

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- Dabbagh, N. (2005). Pedagogical models for E-Learning: A theory-based design framework. International JournalofTechnologyinTeachingand Learning,1(1),25-44.

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- Kasinathan, G. (2009). ICTs in School Education - Outsourced versus Integrated Approach, Policy Brief. Retrieved August 10, 2011, from IT for Change: https://www.itschool.gov.in/pdf/Study_by_IT4Change_Bangalore1307.10.pdf

- Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? Contemporary Issues in Technology and Teacher Education, 9(1), 60-70.

- Kwan, R., Fox , R., Chan , F. T., &Tsang , P. (Eds.). (2008). Enhancing Learning Through Technology: Research on Emerging Technologies and Pedagogies .Singapore: World Scientific Publishing. (chap 1,13; pg. 1-16,201-216) 3

- Leask, M. (Ed.). (2001). Issues in Teaching using ICT. London : Routledge Falmer. (chap 1,8; pg. 3-14, 105-115)

- Mishra,P.,&Koehler,M.J.(2006).TechnologicalPedagogicalContentKnowledge:A framework for teacher knowledge. Teachers College Record, 108(6), 1017-1054. doi: 10.1111/j.1467-9620.2006.00684.x.

- Monteith,M.(Ed.).(2004).ICTforCurriculumEnhancement.Bristol:IntellectBooks. (chap 2,3,8,9; pg. 26-56, 113-139) Pritchard, A. (2007). Effective Teaching with Internet

Technolog

- Mukhopadhyay,M(1990).EducationalTechnologyChallengingIssues.Sterlings Publisher'sPvt.Ltd.New Delhi.
- Rosenberg,Mw York.

Course Name: Guidance&Counselling
Course Code: 26SEPG203CPC7C

Credits 02   **Max. Marks: 50**
Contact Hours: 60(Theory:40, Internal:10)

Note: Paper Setter will set 09 questions in all, out of which students will be required to attempt 05 questions.

- Question no. 1 will be compulsory and will carry 08 marks. It will comprise of 04 short answer type notes of 02 marks each to be selected from the entire syllabus.

- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit, long answer type questions will carry 08 marks each.

Introduction:
Guidanceandcounsellingarevitalinsupportingindividualswithdisabilities and their families to deal with their environment on a daily basis, as well as explore opportunities and plan for thefuture. This paper will empower thelearners of this course to understand guidance and counselling, the types and context of counselling and apply the counselling and guidance skills to help students and their families as well as to create a supportive environment around them.

Learning Outcomes:

Aftercompletingthiscourse,thelearnerwillbeableto

- Appreciatetheissuesofcounsellingand guidance.
- CriticallyevaluatetheimportanceandscopeofEducational,Vocational,Personaland family counselling
- Applytheskillsofguidanceandcounsellingforpersonswithdisabilityandtheir families across different settings.
- Analyzetheconcernsfacedbyindividualswithdisabilitiesandtheirfamiliesinthe contemporary world.

Unit1:
IntroductiontoGuidanceand Counselling
1. Guidanceandcounselling:definition,aimsandimportance
2. Competencyandscopeofwork
3. Roleofthelearnerwithfamiliesofindividualswithdisabilities
4. Roleofthelearnerwithindividualswithdisabilities
5. Ethicalandlegal considerations

Unit2:
MicroSkillsofCounselling &Building Competency and Enhancing Skills in Settings

1. Buildingapositiveenvironment,safespaceand relationship
2. Non-judgementalandunconditionalacceptance
3. Activelistening(Verbaland Nonverbal)
4. EmpatheticResponding
5. BuildingculturalandcontextualsensitivityPromoting autonomy and choices
6. Building self-esteem and self-confidence
7. Promoting positive mental health and wellbeing
8. Empowering individuals with disabilities to advocate
9. Need and means for referrals, collaboration and community engagement

Unit3:
GuidanceandCounsellingacrossSettings

1. Formalschoolandinformaleducationalsetups
2. VocationalandEmploymentSetups
3. Residential,assistedlivingcentres
4. CareerGuidanceandLegalRights
5. Understandingintersectionality(genderandsexuality,region,religionandcaste, socioeconomics and culture etc.)

Unit4:
AddressingAbuseand Harassment

1. Typesofabuse(verbal,physical,psychological,sexual,emotional)
2. Abusivepunishmentproceduresandtheir repercussions
3. Recognisingsignsofabuseand trauma
4. Roleofpeers,staff,andfamily
5. Accessibilitytomentalhealth,legalandallied services

Transaction
RefertotheNEP2020 Frameworktounderstand theroleofa counsellor
Thetransactionforthiscourseshouldbedonewithaperspectivetoenhancethesensitivityand skills of the educator. They should be able to appreciate the role of a guide and counsellor in the school setting. Lecture discussions, role play and case discussions should be adopted to facilitate understanding among the learners.

CourseWork/Practical/FieldEngagement
- Observationofcounsellingsessionswithpersonswithdisabilitiesandtheirfamilies
- Roleplaysofaparentcounsellingsession
- Counsellingandreportwritingonan individual/family
- Reportofcriticalobservationofagivencounselling session
- Listtheresourcesrequiredandtheiroptimumuseinmanagingaschoolguidanceprogramme
- Reviewdocumentsonvocationalguidanceandwritean essay.

RecommendedReadings
- Kapunan,R.R.(2004).FundamentalsofGuidanceandCounselling.RexPrinting Company, Phillipines.
- Mehrotra, N (2016). A resource book on disability studies in India, https://www.jnu.ac.in/Faculty/nilika/A%20READER%20ON%20DISABILITY%20ST UDIES%20IN%20INDIA.pdf

- Naik,P.S.(2013).CounsellingSkillsforEducationists.NewDelhi:SoujanyaBooks.
- Nayak,A.K.(1997).GuidanceandCounselling.NewDelhi:APHPublishing.
- Pal,O.B.(2011).EducationalandVocationalGuidanceandCounselling.Soujanya Books, New Delhi.
- Rao,V.K.,&Reddy,R.S.(2003).AcademicEnvironment:Advice,Counseland Activities. New Delhi: Soujanya Books.
- Shah,A.(2008).BasicsinGuidanceandCounselling.NewDelhi:GlobalVision Publishing House.
- Sharma,V.K.(2022).AdministrationandTrainingofEducationalandVocational Guidance.New Delhi: Soujanya Books.

6 **Web resources**

https://egyankosh.ac.in/bitstream/123456789/46291/1/BESE-

132B4E.pdfhttps://www.niepid.nic.in/Protocol_Psy.pdf

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

SEMESTER-III
Course Code: Employability skills and Constitutional values
Course Code: 26SEPG203ESE1

Semester 3

Course Name:Teacher Preparation
Course Code: 26SEPG203SDVIP3

CourseCode:AreaF1(a)Credits:04
Contact Hours:120   **Max. Marks:100**

- Prepare8lessonsforclassroomteachingatDiplomaandGraduate Courses.
  - Pedagogysubject–Twolessons
  - InclusiveEducation-Onelesson
  - Specialization-Threelessons
  - ICTbasedlessonsforB.Edstudents–Twolessons
- Studentteacherteachthelessonswiththesupervisionofthefaculty
- Facultytoreviewthelessonplanandassistinwriting

Course Name: InternshipinInclusiveSchooling
Course Code: 26SEPG203SDVIP3

CourseCode:Area F1(b)   Credits:04
Contact Hours:120   **Max. Marks:100**

Prepare 3 lessons (Math - one lesson, Science – one lesson and Social Science –one lesson) usingDifferentiatedinstructionfordiverselearners.Studentteachersdifferentiateinstruction in:

- **Content**-mustdifferentiatethecontentbycreatingactivitiesfordiversegroupof students covering different level
- **Process–**deliveryofinstructionforauditory,visual,verbal,kinaestheticlearnersand advanced learners
- **Product:** After completing a lesson, the student teacher help the students create a producttoshowcontentmastery.Itmaybeintheformofreports,projects,testsor any other activity.
- Recordand submit

DissertationGuidelines

Course: Dissertation(Synopsis-D1)
Course Code: 26SEPG203SDVIP4
Credit: 02　　　　　　Max. Marks: 50

Every institution, college, or university is entitled to enforce its own regulations and proceduresregardingdissertationsforpostgraduatestudents.Still,theyoughttoadheretothe following framework:

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

Course Name: Community Participatory Programme& Assessment of Institutional Quality Management
Course Code: 26SEPG204SDVIP5

CourseCode:Area F2(a)   Credits:04
Contact Hours:120   **Max. Marks:100**

Awarenesscreationondisabilityrelatedaspectstogeneralpublicusingmulti media

- Identify children with vision problems in Anganvadi(Early childhood education programme) using vision screening checklist. If any child is suspected of having visionproblem,discussthecasewiththefacultyanddoappropriatereferralservice
- Visit two teacher training institute (General and Special education institutes) and observetheinfrastructuralfacilitiesintermsphysical,humanresourcesandmaterial resources. Prepare report and submit

SEMESTER-IV
Course Name: Research&Publication
Course Code: 26SEPG204SDVIP5

CourseCode:Area F2(b)   Credits:04
Contact Hours:120   **Max. Marks:100**

Briefdescription(1)ConductActionResearchtoimprovethepracticeofEducation.

- Student trainee to identify a problem in classroom situation and conduct Action researchwiththestepsinvolvedcollaboratingwiththeclassroomteachers.Findout solution and apply in the classroom/
- StudentteachertoconductActionresearchtostudyhis/herownteachingstyle,and method to more effective teaching – learning.
- Actionresearchtobeconductedwiththesupervisionofthefaculty

(2) Publicationofresearchoutcome

- Theresearchoutcomecanbe published.
- Thestudentteachertobeguidedbythesupervisorinarticlewriting
- FacultytoassistthestudentteacherinResearchproposalwritingand research abstract writing
- Studentlearnertostudy10articlesinleadingjournalsbothgeneralandspecial education journals and submit a brief report about the journal (aim, sample method and results). Discuss in the classroom about one journal article which impressed the learner
- Identifyappropriatejournalsforpublicationwhichshouldbegenuineandmakea list and submit

Course: Dissertation (D2)
Course Code: 26SEPG204SDVIP6
Credit: 12   Max. Marks: 300

Every institution, college, or university is entitled to enforce its own regulations and proceduresregardingdissertationsforpostgraduatestudents.Still,theyoughttoadhe retothe following framework:

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