

REVISED SCHEME OF EXAMINATION FOR M.Ed(Special Education) Hearing impairment (HI) Specialization TWO YEAR PROGRAME (To be implemented from the session 2025-2026).

Total Credits: 80

Total Marks: 2000

Marks Distribution: 15 Internal, 60 External

Time : 03.00 Hours

(Theory)

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
25SEPG201SDHIT1	Identification, Assessment, and Needs of Persons with Hearing Impairment	3	90	15	60	75
25SEPG201SDHIT2	Curriculum and Teaching Strategies for Persons with Hearing Impairment	3	90	15	60	75
25SEPG201SDHIP1	Practical's 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
25SEPG202SDHIT3	Adulthood and Family Issues of	3	90	15	60	75

	Persons withHearing Impairment					
25SEPG202SDHIT4	Therapeutics and Assistive Devices for Hearing Impairment	3	90	15	60	75
25SEPG202SDHIP2	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
26SEPG203SDHIP3	*Field Engagement/Internship related to Hearing Impairment Specialization*	8	240	0	200	200
26SEPG203SDHIP4	*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
26SEPG204SDHIP5	*Field Engagement/Internship related to Hearing Impairment*	8	240	0	200	200

26SEPG204SDHIP6	*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 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 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:

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

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

Unit1:

Overview of Education: Its Dimensions and Development

1. Aims of education: education as social sub-system
2. Dimensions of education: education as investment, education and human rights, education for ethical development
3. Education as purposive and continuous process, education for culture: socio-cultural changes
4. Development of education during ancient and Vedic period, Medieval period, Pre-independence period
5. Development of education post-independence period (including growth of school education) and educational reorganization

Unit2:

Overview of Special Education in India

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

Unit3:

Development of Special Education: Contribution of Legislations & 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:

Challenges and in Education of Persons with Disabilities

Perspective

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

Coursework/Practical/Field Engagement

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

Transaction

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

Recommended Readings

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

Dimitriadi,S.(2014).Diversity,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.

SEMESTER-I

Course Name: Psychology of Development and Learning

Course Code: 25SEPG201CPC2

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

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

Learning Outcomes:

1. Describe multiple dimensions of learner's development and its implications on learning
2. Reflect on the process of learning from the point of view of different theoretical perspectives
3. Gain systematic knowledge about motivation and its influence on learning
4. Conceptualize different theories of learning and creativity
5. Recognize the concept of personality and methods of assessing personality
6. Apply the knowledge and skills gained in this course to enhance the learning and development of persons with special needs

Unit1

Educational Psychology and Understanding the Development of the Learner

1. Educational psychology: Nature, scope, Principles of educational psychology. Methods of Educational Psychology: Observation, Experimental method, Correlational, Clinical and Case Study
2. Applications of educational psychology to persons with disabilities and trends in Educational Psychology
3. Development – Concept and dimensions of Development: Physical, Intellectual, Emotional, Social, Language and Moral dimensions. Factors affecting Growth and Development
4. Theories of Development: Intellectual development – **Bruner**, Psychosocial development – **Erikson** and Moral Development – **Kohlberg**. Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence, Types of developmental delays: Cognitive skills, Social and emotional skills, Spe

each and language skills and Gross and Fine motor skills

Unit2:

Learning and Motivation

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

Unit3:

Intelligence and Creativity

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

Unit4:

Personality & Group Dynamics

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

Coursework/Practical/Field Engagement

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

- programme to enhance the creative skills of two children with special needs
5. 2. Administer and interpret individual test intelligence – one for child with non-disabled and child with special needs
 6. Visit inclusive/ special school. Identify two children with special needs or identify two adult with special needs and assess their personality characteristics in the dimensions of: activity-passivity, enthusiastic- non enthusiastic, assertive- submissive, suspicious- trusting, depressive- non depressive, and emotional stability- emotional instability . Record the assessment report and submit

Recommended Reading

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

WebLinks:

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

Course Name: Identification, Assessment and Needs of Persons with Hearing Impairment

Course Code: 25SEPG201SDHIT1

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 course aims to develop an understanding of applications of various audiological, speech, language and communication assessments for recommendations of various educational practices. The said course would also help learners to appreciate the role of professionals to address the needs of the child with hearing impairment in a holistic manner using team approach.

Learning Outcomes:

After completing the course learner will be able to

- Explain Audiological evaluation and reflect its application in education of PwHI.
- Explain various issues related to assessment of language and communication of PwHI.
- Discuss assessment of communication and suggest/undertake appropriate actions.
- Explain the practices in educational assessment including the setting up of an educational centre.
- Describe the importance of team approach and reflect on their role in assessment and identification of needs of PwHI.

Unit 1:

Audiological Assessment, Identification and Addressing Needs

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

**Unit2:
Speech Assessment, Identification and Addressing Needs**

1. Overview of acoustics of speech; Classification of speech sounds based on major acoustic cues.
2. Compare and contrast speech development in typical developing children and CwHI.
3. Phonological errors as a function of audiogram configuration (flat, gradually sloping and steeply sloping) and degree of hearing loss.
4. Selection of appropriate strategies, material, and equipment for teaching speech.
5. Need for use of regional language based speech assessment tests.

**Unit3:
Language Assessment and Educational Assessment**

1. Assessment of verbal language and Indian Sign Language in PwHI across age groups: Challenges and concerns (standardized versus teacher made tools; Setting of norms; measuring receptive and expressive language; identifying measurable indicators).
2. Identification of signs of language deprivation and its impact on social, emotional and psychological aspects in PwHI. Importance of early Indian Sign Language foundation (L1) for second language (L2).
3. Biological foundations and research in early development of verbal language and ISL; experiences in the past two decades.
4. Receptive and Expressive assessment of ISL as a subject.
5. Concept, Scope, and principles of Educational Assessment, Importance of holistic assessment in education and focus on strength based approach.

6. Methods, Techniques & tools for educational assessment & Reporting: Formal & Informal, Parameters for selecting medium of instruction for PwHI: Language/s used at home, school & community.

Unit 4:

Team Approach in Assessment, Identification & Assessing Needs

1. Team Approach: concept & types (Multidisciplinary, Interdisciplinary and Trans-disciplinary).
2. Role of various stakeholders: professionals, personnel, parent, deaf mentor, sign language teacher, interpreter and the PwHI.
3. Constitution of team with reference to PwHI: Considerations on age, severity and associated conditions.
4. Team's role before, during and after assessment; Identifying and addressing the needs and planning interventions and transitions.
5. Team's role in outcome measures: Periodic assessment and evaluation; review of performance against previously set goals.

Coursework/Practical/Field Engagement

- Compiling a set of 10 aided audiograms and aided speech identification scores for selection of modality, method of communication and educational set-up.
- Interview with at least 10 deaf individuals on their early language learning experiences at home and in educational settings (speech and/or ISL).
- Review two case records and reflect upon the roles and responsibilities of team members.
- Reflection on changing trends in language assessment.
- Compiling of recently developed speech, verbal language and ISL tests in India.
- Visit an educational clinic/centre and review the different tools available for educational evaluation of PwHI.

Transaction & Evaluation

Lecture-cum-demonstrations, Assignments, Journals, Group Discussions, Interviews, and Class tests.

Suggested Readings

- Beattie, R.G. (2001). Ethics in Deaf Education: The First Six Years. Academic Press Inc., New York.
- Billeaud, F. P. (2003). Communication Disorders in Infants and Toddlers:

Assessment and Intervention. 3rd ed. Butterworth Heinemann.

- English, K.M. (2002). *Counseling Children with Hearing Impairment and Their Families*. Allyn and Bacon, Boston.
- Gipps, C. (1996). Assessment for learning. In Little, A. and Wolf, A. (eds). *Assessment in transition: Learning, monitoring and selection an international perspective*. Oxford Pergamon Press, London.
- Gronlund, N.E., & Linn, R. (1990). *Measurement and evaluation in teaching* (6th Edition). Macmillan, New York.
- Hamayan, E. V. (1995). Approaches to alternative assessment. *Annual Review of Applied Linguistics*, 15, 212-226.
- Harrison, M., Roush, J., & Wallace, J. (2003). Trends in age of identification and intervention in infants with hearing loss. *Ear and Hearing*, 24(1), 89-95.
- Headington, R. (2003). *Monitoring, Assessment, Recording, Reporting & Accountability*. (2nd ed.). David Fulton. London.
- Hibbard, K. M., & others. (1996). *A teacher's guide to performance-based learning and assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Jalvi, R., Nandurkar, A., & Bantwal, A. (2006). *Introduction to Hearing Impairment*. Kanishka Publication, New Delhi.
- Johnson, C. D., & Seaton, J. (2010). *Educational audiology handbook* (2nd ed.). Clifton Park: Delmar Cengage Learning.
- Mathew, S. (2005). *Evaluation: Curricular strategies and adaptations for children with hearing impairment*. Kanishka Publication, New Delhi.
- Mathew, S. (2010). *Educational Evaluation. Curriculum and teaching strategies for CWHI. MED SEDE (HI) Manual*, IGNOU, New Delhi.
- Mathew, S., & Mishra, A. (2010). Knowledge based evaluation of students with hearing impairment. *Journal of NCED*, Vol 2, Issue 1, page 26-33.
- Mc. Laughlin, J. A. & Lewis, R. B. (2001). *Assessing students with special needs*. (Ed. V). Merrill & Prentice Hall, New Jersey.
- Mehrens, W. A., & Lehmann, I. J. (1991). *Measurement and evaluation in psychology* (IVED). Harcourt Brace College. New York.
- Northern, J. L., & Downs, M. P. (2002). *Hearing in Children*. 5th Edition. Williams and Wilkins, Philadelphia: Lippincott.
- Owens, R.E. (2012). *Language development: An introduction* (8th ed.). Pearson, Boston.

- Quigley S.P. & Paul, P. V. (1984). *Language and deafness*, College-Hill Press Inc. California.
- Status of Disability in India (2007). *Hearing Impairment and Deaf-blindness*. Rehabilitation Council of India, New Delhi.
- Yoshinaga-Itano, C. (2003). From screening to early identification and intervention: Discovering predictors to successful outcomes for children with significant hearing loss. *Journal of deaf studies and deaf education*, 8(1), 11-30.
- Yoshinaga-Itano, C., Sedey, A. L., Coulter, D. K., & Mehl, A. L. (1998). Language of early and late identified children with hearing loss. *Pediatrics*, 102(5), 1161-1171.
- Waldman, D., & Roush, J. (2010). *Your child's Hearing Loss; A Guide for Parents*. Plural Publishing, San Diego.

Semester 1

Course Name: Curriculum and Teaching Strategies for Persons with Hearing Impairment

Course Code: 25SEPG201SDHIT2

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 course is designed to add on the specialized curricular requirements of PwHI and strategies in both special and inclusive classrooms. Having the foundations of curriculum design and approaches, the learners will be able to apply it while studying and designing the curriculum for PwHI.

Learning Outcomes:

After completing the course learners will be able to

- Describe the curricular needs, framework and practices emerged out of the paradigm shift in education.
- Explain the bases, types and strategies of curricular adaptations.
- Understand the concept and strategies in differentiated instructions.
- Explain the processes and theories of literacy development.
- Explain the multiple literacy and their applications in curriculum.

Unit1:

Curricular Needs and Curricular Adaptations at Different Levels

1. Paradigm shift in education: school, teacher, learner & curriculum for 21st century.
2. Differential curricular needs of early and late intervened children with hearing impairment.
3. Domains of development facilitating school readiness for inclusive education.

4. Bases of curricular adaptations & decision making.
5. Types of accommodations, modifications and their applications.
6. Strategies of adaptation of text of different school subjects.

Unit 2:

Differentiated Instructions

1. Relevance & Concept.
2. Elements of differentiated instructions (Knowing the learner, assessing the learner, school climate, instructional strategies, adjustable assignments).
3. Need assessment & decision making.
4. Learning pyramid.
5. Mastery level learning.

Unit 3:

Literacy Development & Teaching Strategies

1. Deafness & literacy issues; Role of educational bilingualism in literacy development.
2. Theories of literacy development and their applications.
3. Processes involved in reading & writing.
4. Processes involved in speaking, listening & signing for literacy development.
5. Metacognitive strategies & instructional practices.

Unit 4:

Research & Development in Literacy

1. Current status of literacy and literacy research in deaf individuals in India: An overview
2. Priority areas of research: Peer to Peer Deaf Multi-literacy, Role of technology in literacy development, Language deprivation studies.
3. Identifying the gaps in literacy development and research practices.
4. Research trends in literacy development at different levels in the past two decades (including bilingualism and early language development).
5. Evidence based practices in literacy development.

Course Work/Practical/Field Engagement

- Select a text of your choice and adapt the content in terms of knowledge, language, presentations illustrations.
- Write an essay on the Montessori curriculum and its relevance to children with hearing impairment.

Profile the current level of functioning of literacy in at least 10 deaf individuals and interview them on their school experience in context of literacy development.

- Write an essay on role of technology in literacy development in deaf individuals.
- List at least 2 online resources for deaf individuals to improve their literacy skills.
- Present an article published after 2015 in an indexed journal on literacy.

Transaction & Evaluation

Lectures cum demonstrations, Group Discussions, Interviews, Self-learning and Workshops.

Suggested Readings

- Armstrong, D. G. (1989). *Developing & documenting the curriculum*. Allyn & Bacon, London.
- Beane J. A., Toepfen, C. F., Allen, S. J. (1986). *Curriculum planning & Development*. Allyn & Bacon, London.
- Bhattacharya, T., Fan, H. R., Gillen, J., Mathew, S., Panda, S., Papen, U., & Zeshan, U. (2017). *Policy Report on "Peer to Peer Deaf Literacy"*. (P2PDL).
- Gregory, S., Powers, P., & Watson, S. (1998). *Issues in Deaf Education*. David & Fulton, London.
- Judy, W. (1998). *Adapting instruction to accommodate students in inclusive settings*. Pearson Publication, London.
- Mishra, A. (2012). *Research of deaf and hard of hearing in India. Status of Disability in India*, Rehabilitation Council of India, New Delhi.
- Nodoushan, M. A. S. (2008). *Language and literacy development in prelingually deaf children*. ERIC Clearinghouse.
- Ornstein, A. C., & Behar-Horenstein, L. S. (1999). *Contemporary Issues in Curriculum (II Ed.)*. Allyn & Bacon, London.
- Owens, R. E. (2012). *Language development: An introduction (8th ed.)*. Pearson, Boston.
- Papen, U., & Gillen, J. (2022). *Peer to Peer Deaf Multiliteracies: Experiential pedagogy, agency and inclusion in working with young adults in India*. *International Journal of Inclusive Education*, 1-22.
- *Research Briefs by Visual Language and Visual Learning (VL2)*, Gallaudet University (<https://vl2.gallaudet.edu/research-briefs>) ISL translation (<https://www.youtube.com/watch?v=q8A3gqVsdbM&list=PLCNhT2mOu6SA3ERrIFF3hgczIrmxiOSCv>)
- Sampson, M., Allen, R. V., & Sampson, M. B. (1991). *Pathways to literacy*. Holt

Rinehail & Winston Inc., London.

- Searfoss, L. W., & Readence, J. E. (1989). *Helping children Learn to Read*. Allyn & Bacon, London.
- Spodek, B., & Saracho, O. N. (2006). *Handbook of Research on the Education of Young Children*. (II Ed). Lawrence Erlbaum, London.
- *Status of Disability in India (2007)*. Hearing Impairment and Deaf- blindness. Rehabilitation Council of India, New Delhi.
- Stokes, J. (2000). Communication options. In J. Stokes (Ed.), *Hearing impaired infants—Support in the first eighteen months*. Whurr Publishers Ltd., London.
- Tannen, D., & Tanner, L. (1995). *Curriculum development: Theory to Practice* (III Ed.). Merrill & Prentice, New Jersey.
- Tompkins, G. E., & Hoskisson, K. (1995). *Language arts: Content & Teaching Strategies* (III Ed.). Merrill & Prentice, New Jersey.
- Wallang, M. G. (2007). *Sign Linguistics and Language Education for the Deaf: An Overview of North-East Region*. Academic Excellence, New Delhi.
 - Zeshan, U., Huhua Fan, R., Gillen, J., Panda, S., Papen, U., Tusting, K. P. & Webster, J. (2016). Summary Report on "Literacy development with deaf communities using sign language, peer tuition, and learner-generated online content: sustainable educational innovation".

SEMESTER-I

Course Name:

Educational assessment & intervention and assessment of psycho-educational aspects

Course Code: 25SEPG201SDHIP1

Course Code: Area E1 (A)

Credits: 04

Max. Marks 100

Hours: 120

Brief description: National Education Policy (NEP) 2020 lays emphasis on the way learners learn, so the stress is how they learn. The creativity, critical thinking are essential and so is the urge i.e. disposition and motivation important for learning. NEP 2020 emphasises on 'higher order' cognitive capacities, emotional capacities and also lays stress on formative assessments of the 'foundational capacities of literacy and numeracy' for facilitating learning. Hence it is imperative to give practical exposure to teacher trainees i.e. the learners in undertaking different practical in special schools, inclusive set ups, or training centres. This practical will give exposure also for use of technology in teaching and learning, removing language barriers, increasing access for Divyanga as specified by RPwD Act 2016.

This practicum will cover the following two areas:

(1) Educational assessment and intervention of academic school subjects (90 hours)

The Educational assessment of academic school subjects is suggested to be conducted face to face and also by using ICT. Based on the assessment outcomes, intervention strategies be suggested and recorded.

Sl. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hrs	Submission

1	Administration of tools available for Educational Evaluation and providing intervention or guidelines	Educational assessment centre/clinic / NGO	Collect and administer different tools (Minimum 4) available for evaluation and provide guidelines to teachers /parents. 1. Typically hearing children 2. Children with hearing impairment.	15	Journal with reports & reflections
2	Observation and administration of tools for evaluation		Observation & administration of two tests/checklist/rating scales	15	
	of CWHI in areas like 1. Communication, 2. Socio-emotional Maturity 3. Scholastic Achievement		for the three areas on CWHI at different levels and report the findings. Provide guidelines for the parents. 1. Preschool level – (1 child) 2. Primary level – (1 child)		
3	Development of Teacher Made Test (TMT)		Preparing blueprint and development of Teacher Made Test for school subjects. 1. Language 2. Math 3. Science 4. Social Science	15	
4	Development of materials for literacy development using ICT and providing tips		Develop materials for literacy development using ICT. Prepare tips/ exercises for the improvement in lacking areas. 1. pre-reading skills 2. pre-writing skills	15	
5	All Lesson planning		Develop 3 lesson plans and demonstrate any one model lesson plan using Education CoPilot AI Tool	30	
			Total	90	

(2) Assessment of psycho-educational aspects (30 hours)

The assessment of psycho-educational aspects is suggested for enabling the trainees to observe the administration of tests for assessing motivation, self-efficacy, memory & critical thinking.

Sl. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hrs	Submission
---------	-----------------------------	----------------------	---------------------	-----	------------

1	Psycho – Educational aspects	Educational assessment centre/clin ic/NGO	Observing testing of different tools (Minimum 4)availableforassessment of 1.Motivation, 2. SelfEfficacy, 3. Memory, 4. Criticalthinking on typically hearing childrenor/andCWHI	30	Journal with reports &reflectio ns

SEMESTER-I

Course Name:

Audiological&SpeechEvaluations&InterventionandAssistiveDevices

Course Code: 25SEPG201SDHIP1

Course Code: Area E1(b)

Credits: 4

Max. Marks: 100

Hours: 120

Brief description: A special educator for children with hearing impairment needs adequate information about hearing impairment, hearing assessment, listening training, hearing devices, assistive devices, speech evaluation and correction and troubleshooting of hearing devices. This course is designed to allow the learner to get a foothold on this allied area to better deal with the child with hearing impairment in the classroom.

Sl. No.	Tasksfor Teacher Educators	Settings	Specificactivities	Hours	Submissions
1	Observing behaviouralaudiological tests in children of different age groups. Writing observationreports for each child.	Audiology clinic	Below2years <ul style="list-style-type: none">• BehaviouralObservation Audiometry(2children)• Visual Reinforcement Audiometry(2 children) 2 to 5years <ul style="list-style-type: none">• Conditioned play audiometry(2children)• Speech audiometry (Closed-settesting)(2 children) Above5years <ul style="list-style-type: none">• Puretoneaudiometry(2children)• Speechaudiometry:Open-set testing(2 children)	12	Observation reports for each case. Journal with reflections
2	Observing physiological and electro-physiological testing in children of different age groups. Writing observationreports for eachchild.	Audiology clinic	<ul style="list-style-type: none">• Immittanceaudiometry(2 children)• Oto-acousticemission(2 children)• Auditory Evoked potentials(2children)	6	

3	Counseling about hearing loss	Audiology clinic	<ul style="list-style-type: none"> • Observe the audiologist counseling the parents/family about the child's hearing loss, its probable causes, type, degree, configuration, impact on various aspects of development, management options (3 children) and write detailed observation reports. 	6
4	Observing hearing aid trial and measurement of outcome, making recommendation based on aided audiogram and speech identification scores. Documenting each observation.	Audiology clinic	<ul style="list-style-type: none"> • Hearing aid selection (2 children each) • Measurement of aided audiogram (2 children) • Measurement of aided speech detection / identification (2 children) • Observing the audiologist counseling the family about the hearing aid benefit (2 children) • Making recommendations regarding mode of training and educational placement (10 children in different age groups) 	10
5	Hearing and assistive devices counseling	Audiology clinic	Observe the audiologist conducting counseling of parents/family about different hearing devices (different types of hearing aids, CI) their advantages and limitations and criteria for recommending (2 cases).	4
6	Listening training	Audiology clinic	Prepare and demonstrate lesson plans for listening training for children <ul style="list-style-type: none"> • Below 2 years (2 plans) • Between 2 to 5 years (2 plans) • Above 5 years (2 children) 	10
7	Screening for hearing loss using checklists	Inclusive school/ clinic	<ul style="list-style-type: none"> • Compile a list of available tools for hearing screening, with special emphasis on school children. • Administer any one checklist having signs and symptoms of hearing loss and behavioural observation on primary school children (20 children). 	6

8	Care and maintenance and troubleshooting of hearing aids and cochlear implants	Special school	<ul style="list-style-type: none"> • Carrying out Ling's 6 sound test (2 children) • Preparing a pamphlet, handout for care and maintenance of hearing devices in local language using pictures and illustrations. 	12	
			<ul style="list-style-type: none"> • Explanation of care and maintenance of hearing devices to parents (2 children) • Troubleshooting hearing Aids (2 nos.) • Observing troubleshooting of CI (2 nos) 		
9	Room acoustics	Special school / Inclusive school	<ul style="list-style-type: none"> • Studying the room acoustics and suggesting modifications for classroom acoustics to optimize auditory and visual reception of speech (1 inclusive school and 1 special school). 	6	
10	Observing speech evaluation and measuring speech intelligibility	Speech clinic and special school	<ul style="list-style-type: none"> • Evaluation of phonation in normal hearing children and CwHI (2 each) • Evaluation of articulation in normal hearing children and CwHI (2 each) • Measuring intelligibility of speech of typically developing children and CwHI (6 each) 	12	
11	Speech correction	Speech clinic and special school	<ul style="list-style-type: none"> • Observing correction of articulation, supra-segmentals, voice and intelligibility in CwHI (5 children). • Making 5 lesson plans and demonstrating one model plan for speech correction in CwHI. 	12	
12	Home training and counseling	Speech & Hearing clinic / Special school / inclusive school	<ul style="list-style-type: none"> • Based on the auditory, speech and language abilities of children, prepare home training plan (2 children) • Counsel families of 2 children regarding home training activities to improve listening skills, articulation and language. 	6	Home training and counseling
13	Use of Apps for Speech outcomes	Hearing and speech Clinic	<ul style="list-style-type: none"> • Familiarizing with available Apps for speech training and measuring speech outcomes in children • Use of free downloadable apps for measuring outcomes of phonation and articulation of CwHI 	6	

14	Hearing Assistive Technology	Hearing and speech Clinic	<ul style="list-style-type: none"> • Compile a list of hearing assistive technology/assistive listening devices available for PwHI, including alerting devices, in terms of their providers, pricing, etc. 	6	
15	Schemes for procurement of hearing devices	Hearing and speech Clinic	<ul style="list-style-type: none"> • Prepare a list of all available schemes that provided different types of hearing devices to PwHI and list the provisions under the schemes. • Interview 5 PwHI who have availed of hearing devices under any scheme and document their experiences. 	6	
				120	

SEMESTER-II

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

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:

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:

After completing the course the learner will be able to:

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

Unit1:

IntroductiontoResearch

1. Research: Concept, Meaning, and importance of research. Need for Research in Education and Special Education
2. Methods of Research. Research Design – Concept, meaning and Types – Features of good research design
3. Descriptive/Analytical, Applied/Fundamental, Quantitative/Qualitative, Conceptual/Empirical, Historical, Longitudinal, Cross-sectional, Ethnographic and clinical studies
4. Research Proposal Writing . Research Reporting – Types - Steps in report writing – Precautions and Importance - Chapterization, Writing, Bibliography Format
5. Ethical issues in Research and Research Publications – Ethical issues related to publishing: Plagiarism and self plagiarism. Article Publication: Layout of a Research Paper - Journals in Education and Special Education – h-index, i10 index - SCI & SSCI indexed Journals

Unit 2:

Process of Research

1. Identification and formulation of Research Problem, Literature Review, Research Gap Analysis, Formulation of hypothesis, data collection, data analysis and reporting
2. Hypothesis – Concept, Meaning, Definition, Types
3. Sample and Sampling Techniques, Sampling Frame, Sample Error
4. Variables – Concept, meaning, types of variables; Threats in Research
5. Process of Tool Construction - Item selection, establishing norms, tryout, pilot study, item analysis; Standardization of Tool – Establishing Reliability & Validity

Unit3:

Data Analysis

1. Data – Types of data: Primary and Secondary data, Data Collection: Methods and Organization of data: Array, Frequency, Grouped distribution
2. Data Analysis – Meaning, Importance and Types – Scales of Measurement - Normal distribution Curve, Standardization of data - Standard Score - Z Score
3. Parametric and Non Parametric tests – Concept and meaning
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 of Qualitative Research Methods and Analysis – Grounded Theory, Ethnography and Case Study, Narrative/ Discourse and Visual Methodologies, Mixed method, Themes, Coding and Presentation

Unit4:

Inferential Statistics

1. Inferential Statistics – Student-t 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. Statistical Software Packages, SPSS, Jamovi, Amos etc.,
5. Graphical representation of data – Bar Diagram, Pie Chart, Scatter diagram, line Diagram, Doughnut, Bubble, Radar
- 6.

Transaction

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

Course work/Practical/Field Engagement

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

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

Recommended readings

- Basic Research and Statistics Book Material, Dr. B. R. Ambedkar Open University, Hyderabad, 2020
- Berg & Lune (2011), Qualitative Research Methods for the Social Sciences, Pearson Publication, Boston.
- Bernard Ostle (2012), Statistics in Research: Basic Concepts and Techniques for Research Workers, Literary Licensing, LLC
- Best, J. W., & Kahn, J. V. (1996). Research in Education Prentice-Hall of India, New Delhi.
- Bogdan & Biklen (2007), Qualitative research for education: An introduction to the methods (5th ed). Pearson, Boston.
- C. R. Kothari (2004), Research Methodology Methods & Techniques, New Age International (P) Limited, Publishers, New Delhi
- Chaitanya Kumar (2021), Basic Research Methods and Statistics for Social Sciences Kindle Edition, Insha Publications
- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
- Dooley, D. (1997). Social Research Methods. Prentice-Hall of India, New Delhi.

- 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, Thiruvananthapuram.
- 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: Curriculum Development and Educational Evaluation

Course Code: 25SEPG202CPC4

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

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

Learning Outcomes:

After completing the course, the learners will be able to

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

Unit1:

Curriculum Development and Curriculum Design

1. History, process, and principles of curriculum development
2. Types of curriculum design: Subject centered, Learner centered, Integrated, Core
3. Foundations of curriculum development: Philosophical, Psychological, Sociological, Political & Economic
4. Theories of Curriculum development: Structure oriented, Value-oriented, Content

oriented & Process-oriented

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

Unit2:

Curriculum Evaluation

1. Importance and Need of curriculum evaluation
2. Agencies and Processes of curriculum evaluation
3. Approaches to curriculum evaluation: Scientific and humanistic, Intrinsic and pay-off, Formative and summative
4. Models of curriculum evaluation
5. Stakeholders in curriculum evaluation

Unit3:

Foundations of Educational Evaluation

1. Meaning of educational measurement, educational evaluation, and their relationship
2. Evolution of the functions of educational evaluation: Measurement, transparency, accountability, learning & decision making
3. Scope of educational evaluation: problem solving, accountability, knowledge construction, capacity building, organizational learning & advocacy and communication
4. Principles of educational evaluation
5. Types of educational evaluation: Process, outcomes & Holistic

Unit4:

Concepts and Processes: Educational Evaluation

1. Evaluation of learning, for learning and as learning - Contexts, need and nature
2. Types of evaluation: Knowledge based, performance based, alternative and authentic and Tools of evaluation: Role play, concept maps, interviews, writings samples, projects, exhibitions, reflective journals, rubrics, rating scales
3. Equity & fairness in evaluation including adaptations and accommodations
4. Concept, need, goals, tools and techniques of Evaluation of instructional program and its techniques
5. Reliability, validity, and sensitivity in program evaluation. Reviewing outcomes

Transaction

Group discussion, lecture-cum-discussion, panel discussion, school visits and teaching observations, individual assignment of lesson planning based on learning needs in the classroom. Workshops on developing tools for content and programme evaluation

Course Work/Practical/Field Engagement

- Write a 2000 word essay describing the curriculum in an inclusive school
- Interview various stakeholders of a curriculum to understand their perspectives about the various elements of a curriculum
- Design rubrics for evaluating student learning in for any two areas of learning/subjects
- Observe and prepare a report on evaluation practices at any two levels in (i) a

- Mainstream and (ii) a Special school. Critically analyze the evaluation practices.
- Attend a programme and submit an evaluative report on the same

Recommended Readings

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

[influence-curriculum-and-curriculum-evaluation/https://www.sagepub.com/sites/default/files/upm-binaries/44333_12.pdf](https://www.sagepub.com/sites/default/files/upm-binaries/44333_12.pdf)<https://discover.hubpages.com/education/Curriculum-Evaluation><https://www.sciencedirect.com/topics/social-sciences/curriculum-evaluation>

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

Semester 2

Course Name: Adulthood and Family Issues of Persons with Hearing Impairment

Course Code: 25SEPG202SDHIT3

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 course is designed to develop learners' insight into transitional process from adolescence to adulthood and issues related to adulthood of individuals with hearing impairment. The learners are expected to appreciate the need for planning for adulthood towards promoting their independent living, higher and vocational education as well as employment. The course would build suitable capacities so that the learners can address the family, community and cultural issues through suitable interventions.

Learning Outcomes:

After completing the course learners will be able to

- Appreciate the importance of planning and implementing transition services for preparing adolescents towards adulthood.
- Explain strategies of developing life skills and preparing them for gainful employment.
- Describe communication, cultural and family issues to reflect on planning of services.

Unit1:

Transition from Adolescence to Adulthood, Life Skills

1. Transition: Concept and challenges as perceived by D/deaf adolescents and their families.
2. Factors influencing transition: Social & Emotional, Academic and personal achievement, aspiration & motivation, interaction & complexities, environmental barriers, late deafened adults; concept of self and self-efficacy.

3. Concept and its importance Life skills including interacting with others, problem solving, taking initiative, managing conflict, social awareness, identifying and managing emotions.
4. Financial literacy, self-advocacy, time management, planning and implementation skills

Unit2:

Higher Education, Vocational Education & Employment

1. Higher Education: Need, scope, status.
2. Vocational education: Need, scope, status.
3. Accessibility and informed choices in education and vocation.
4. Career choices: employability skills and upskilling including entrepreneurship.
5. Fostering an inclusive workplace environment.

Unit3:

Community & Cultural Lens

1. Diversity and Intersectionality in the deaf world.
2. Understanding & respecting of culture, group identity and communication options from the hearing and deaf perspective.
3. Harmonizing the diversities.
4. Legal issues regarding communication accessibility.
5. Facilitating societal inclusion.

Unit4:

Family Perspective

1. Roles of families in fostering and supporting personality development, independent living, employment, and marriage.
2. Challenges faced by Deaf parents and Hearing parents in raising D/HH children; Deaf Child Deaf Parent (DCDP); and Deaf Child Hearing Parent (DCHP) respectively.
3. Communication patterns and issues in families with Deaf parents and hearing children i.e. CODAs – Children of Deaf Adults.
4. Identifying family needs and supporting towards resource mobilization, family networking and facilitating availability of welfare schemes.
5. Advocacy at family and individual levels; Strategies for advocacy.

Coursework/Practicum/Field Engagement

- Prepare a poster on family advocacy.
- Hold a mock interview session and write your reflections upon it.

- Interview a family to identify 'need and support'.
- Have a focus group discussion on Deaf culture in India, and submit a reflective essay on the same.
- Make an awareness chart regarding the life skills (any two) for the D/deaf adult.

Transaction & Evaluation

Lecture-cum-demonstrations, Experiential Learning, Group Discussions, Inviting Deaf adults to share their experiences & success stories.

Suggested Readings

- Annable G., Walters, C., Strensta, D., Symanzik, S, Tuuuyb. L., & Sterwer, N. (2003). Students with disabilities, Transition from post-secondary education to work, Winnipeg. Canadian centre for disability studies, Manitoba.
- Bowe F.G. (2003). Transition for deaf and hard of hearing students: A blueprint for change. Journal of deaf studies and deaf education; 8(40);485-93
- Christensen, K.M., & Gilbert, L.D. (1993). Multicultural Issues in deafness, White Plains, Longman, New York.
- Friedner, M.I. (2015). Valuing deaf worlds in urban India. Rutgers University Press.
- Ladd, P. (2003). Understanding deaf culture: In search of deafhood. Multilingual Matters.
- Life Skills Curriculum (<https://dreamadream.org/life-skills-curriculum>)
- Life Skills Assessment Scale (LSAS) (<https://dreamadream.org/life-skills-assessment-scale/>)
- Narayansamy, S., Kamraj, J., & Rangasayee, R. (2006). Family, Community and the hearing impaired child. Kanishka Publishers, New Delhi.
- Padden, C.A., & Humphries, T.L. (2006). Inside deaf culture. Harvard University Press.
- Parasins, L.A. (1996). Cultural and Language Diversity and Deaf Experience. Cambridge University Press, New York.
- New York.

Semester 2

Course Name: Therapeutics and Assistive Devices for Persons with Hearing Impairment

Course Code: 25SEPG202SDHIT4

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 course will assist learners to know about technological devices required and used in various interventional settings and also the schemes available to procure the individual aids and appliances. The course also envisages to arouse curiosity amongst learners about various technological advancements and research and development in the said area.

Learning Outcomes:

After completing the course learners will be able to

- Describe the available schemes and reflect on the status of services for individuals with hearing impairment and suggest ways to improve.
- Understand individual and group listening devices.
- Discuss the role of technology in facilitating communicative educational and social functioning of language.
- Understand about use of assistive devices.
- Explain the present and future technologies, research developments and evidence-based practices.

Unit1:

Schemes & Services for availing Assistive Devices

1. Schemes for persons with disabilities of various ministries/departments of central and state government in early intervention, rehabilitation, education and employment.
2. Schemes for availing aids and appliances: ADIP and other schemes, UDID card.
3. Services for individuals with hearing impairment: Types, availability, coverage and quality.
4. Delivery of services; Role of various stakeholders, planning, implementing, collaboration, challenges and issues.
5. Service Delivery Mechanism for procurement of assistive devices.

Unit 2:

Listening and Assistive Devices in Audiological Management

1. Hearing aids: Overview to hearing aids; Overview to electroacoustic characteristics and need to study the same; Importance of earmould and its modifications.
2. Cochlear Implant: Overview to cochlear implants; Need and importance for regular mapping.
3. FM systems: Components, Functioning, Types, Advantages and disadvantages.
4. Induction loop systems & Hardwire systems: Components, Functioning, Types, Advantages and disadvantages.
5. Criteria for recommendation of one device over the other; Role of special educators in measuring outcomes of listening devices.

Unit 3:

Assistive Devices in Management of Communication & Language

1. Use of different types of captioning and ISL translation windows in media and its role in literacy development.
2. Technology and Apps for facilitating accessibility (Live Captions, Video Relay Services, Online Interpreting etc.).
3. Use and availability of social media for sign language users: Communicative, educational and social purposes.
4. Speech to Text, Text to Speech, Use of Avatars in ISL translation.
5. Recent trends, Artificial Intelligence and Metalevel understanding of use of technology.

Unit4:

Technology in Education and Daily Living & Methods in Management of Speech

1. Impact of ICT in Education: Accessible e-content in ISL with captions (Guidelines by Ministry in suggested readings).
2. Assistive technologies for personal and educational purposes: Caption Glasses, Flash
3. Alarms, Baby Monitor, Chat Bot in ISL etc.
4. Universal Design for Learning; its Concept, Principles & product design (e.g. Integrating accessibility features in mainstream Apps and Technology Services).
5. Accessibility of Information during conferences, workshops and meetings.
6. Parameters measured in phonation and supra-segmental aspects of speech using advanced technology and their application.
7. Need and methods to analyze and to correct articulation of speech.
8. Selecting management methods for facilitating articulation in CwHI.
9. Methods to improve speech intelligibility; Measurement of outcomes.

Course Work/Practical/Field Engagement

- Compare the application of the technology in classroom teaching between a developing and a developed country.
- Undertake a survey of available services in your locality and reflect on their status for individuals with hearing impairment. Prepare a report.
- Observe analysis of electro-acoustic characteristics of 5 hearing aids and write a report.
- Use social media to link with individuals with deafness and submit a report on your experience.
- Interact with a D/deaf adult to find out role of technology in his/hersocial life. Write your reflections.
- Measure the speech/ISL intelligibility of 2 persons with hearing impairment.
- List the available technology & assistive devices being used by deaf/hard of hearing individuals in India.
- Compare schemes available in your state/country with any other state/country.

Transaction & Evaluation

Self-learning, Lecture-cum-demonstrations, Experiential Learning, Group Discussions & Workshops.

Suggested Readings

- Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deafblind. Springer, London.
- Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. San Diego: Plural Publishing.
- Dillon, H. (2001). Hearing aids. Thieme Medical Publications, New York.
- English, K.M. (2002). Counselling Children with Hearing Impairment and Their Families. Allyn and Bacon, Boston.
- Huang, D. (1998). Speech skill build-up for children. Tiger DRS Inc.
<http://www.drspeech.com>
- Kumar, K.L. (2009). Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers. New Age International, New Delhi.
- Mathew, S.M. (2012). Technology for persons with hearing impairment. Status of Disability in India-2012. Rehabilitation Council of India, New Delhi.
- Owens, R.E. (2012). Language development: An introduction. (8th ed.). Pearson, Boston.
- Rapp, W.H. (2014). Universal design for learning in action. Baltimore MD: Brooks.
- Stewart, D. A., & Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students: Content, Strategies & Curriculum. Allyn & Bacon, London.
- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. Plural Publishing, San Diego.

Web links

- <https://disabilityaffairs.gov.in/content/page/adip.php>
- <https://www.cast.org/impact/universal-design-for-learning-udl>
- https://www.dinf.ne.jp/doc/english/Us_Eu/conf/csun_99/session0057.html

SEMSETER-II

Course Name: Assessment of Verbal Language & Functional Literacy & Intervention

Course Code: 25SEPG202SDHIP2

Course Code: Area E2 (a)

Credits: 4

Max. Marks 100

Hours: 120

Brief description: This practicum will cover the following two areas:

(1) Assessment of Verbal Language and Intervention (60 hours)

This will cover assessing verbal language using standardised or criterion-based tests across different age groups

(2) Assessment of Functional Literacy Skills and Intervention (60 hours)

The assessment of functional literacy skills will cover areas of reading and written expressive language across different age groups and suggesting intervention strategies.

Sl. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hrs	Submission
1	Observation and undertaking supervised Verbal Language evaluation	Educational institutes/ centers/ special schools/ inclusive schools	Observation and undertaking administration of language tests and report the findings. Provide guidelines / tips for improvement. - 2 standardized tests and - 2 criterion-based tests. (4 children)	60	Journal with reports & reflections

2(a)	Assessment of Functional literacy skills(reading)and providing intervention strategies		<ul style="list-style-type: none"> i) Development of tools for evaluationofliteracyskillsof CWHI at different levels ii) Study the findings in differentareasofreadingand writing– iii) Suggestintervention 	30	
			strategies/tips 1. Primarylevel(1 child) 2. Secondarylevel(1 child)		
2(b)	Assessment of Functionalliteracy skills(writing)and report writing		<ul style="list-style-type: none"> i) Development of tools for evaluationofliteracyskillsof CWHI at different levels ii) Study the findings in differentareasofwriting– iii) Suggestintervention strategies 1. Primarylevel(1child) 2. Secondarylevel(1child) 	30	Journalwith reports &reflections
			Total	120	

SEMESTER-II
Course Name: Assessment Of
ISL and Educational Bilingualism & Intervention
Course Code: 25SEPG202SDHIP2

Course Code: Area E2 (b)

Credits: 4

Max. Marks 100

Hours: 120

Brief description: This practicum will cover areas related to Assessment on teaching concepts using ISL and Educational Bilingualism & the intervention, through building ISL vocabulary, academic and creative expression, understanding of ISL Linguistics and developing tools for bilingual literacy and educational development.

Sl. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hrs	Submission
1	Compilation of resources available for educational content through ISL	Training Center / Bilingual Center	<ul style="list-style-type: none"> • Create a list of at least 10 different resources (Websites / YouTube channels / Apps / online courses etc.) available for learning educational content through ISL, along with links and topics. • Study the content on the various platforms and compare on the utility based on the feedback from the deaf students / teachers about the signing quality, content explanation, and overall popularity with the deaf users. 	5	Videos in ISL and Journal on Bilingual Teaching

2	Assessment and Intervention on ISL vocabulary for teaching subjects/papers	<ul style="list-style-type: none"> • Learn and practice the expansion of ISL vocabulary for teaching various subjects / papers. (Refer to the ISLRTC dictionary of 10,000 words and other existing resources). • Design an intervention on teaching ISL vocabulary to family members. 	15
3	Assessment and Intervention for teaching concepts using ISL in various subjects	<ul style="list-style-type: none"> • Observing subject wise content is available in ISL (SIGN LIBRARY, ISLRTC, NIOS etc.) • Observing lessons in ISL given by deaf instructors. • Delivering lessons using educational bilingualism and taking feedback from deaf instructors on the ISL quality and grammar. 	15
4	Abstract Concepts in ISL	Understanding and delivering abstract educational concepts in ISL.	5
5	Creative Expressions in ISL	Storytelling in ISL, Poetry in ISL, Debates in ISL, Use of visual vernacular, News in ISL, Presentations in ISL, Interviews in ISL, ISL Competitions (Observe, practice and sign at least 5 examples each)	10
6	Regional variation in ISL	<ul style="list-style-type: none"> • Observe the regional variations in ISL and note the importance of knowing this variation while teaching. • Record regional variations in ISL (at least 10 examples). • Discuss the importance of regional variations with the deaf students. 	10

7	Conducting ISLEvaluation		Carryout the ISL evaluationof5CWHI Preschool/ Primary-3 Secondary-2withsupportofa deafteacher.(Addthe backgroundofdeafstudents,at whatagedidtheygetexposedto ISL,howdidtheylearn,dothey haveISL exposureathomeor school?).	10
8	ISLLinguistics		ISL Parameters, Signing Space,SignFamilies,Word Order, Size/Shapes in ISL, Different types of ISL sentencesQuestionsinISL, Negation in ISL, Tenses in ISL,DifferentVerbsinISL, Classifiers, Indexing, and Localization.	20
9	Developmentof materials for bilingualliteracy development through ISL		<ul style="list-style-type: none"> • Develop materials for developing pre reading andprewritingskillsin ISL. (At least 1 each) • Develop tools for literacydevelopmentin deaf people through ISL. (At least 2) • Writeareportonroleof peer to peer learning in bilingual education and literacydevelopment. 	15
10	Lessonplanning in ISL for inclusiveteacher training process		<ul style="list-style-type: none"> • Develop 5 lesson plans anddemonstrate any two modellessonplansinISL for a teacher training course,observedbyadeaf faculty / mentor. • Write an article on how the teacher training process can be more inclusiveandwhatcanbe donetoincludemoredeaf teachersinthesystem. 	10

11	Accessibility of Educational Assessment in ISL	Clinic/ School	<ul style="list-style-type: none"> • Design at least two bilingual and ISL accessible educational assessments. • Observe, undertake and interpret results of any two educational tests in ISL. • Write an article on role of technology (Google Forms / ICT etc.) in making educational assessments accessible in ISL. 	5	Practical record
			Total	120	

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:

After completing the course learners will be able to:

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

Unit1:

Perspectives of Equitable and Inclusive Education

1. Historical perspective of Equitable and Inclusive education globally and in India
2. Approaches to disability and service delivery models
3. Principles of equity and inclusive education
4. Key debates in special and inclusive education
5. Research evidence on efficacy and best practices associated with inclusive education

Unit 2:

Covenants and Policies and Guidelines Promoting Inclusive Education- A Critique

1. Tracing voices for the support of inclusive practices in education from international declarations and conventions: (Universal Declaration of Human Rights, 1948; World Declaration for Education for All, 1990; Incheon Declaration, 2015-SDG-4; UNCRPD 2006)
2. Conceptualizing and designing roadmaps for inclusion through international frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
3. Legislation and policies that supports inclusive education: (a) Policies such as NPE 1986, NPE, 2020, National Curricular Framework for Foundational Stage (2022), National Curricular Framework for School Education (2023), National Policy for Persons with Disabilities (2006, and upcoming revision); (b) National acts such as RTE 2009 and its amendment, The RPwD Act 2016.
4. Contemporary national frameworks: Samagra Shiksha- An Integrated Scheme 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); and Guidelines on School Safety and Security (2021)

Unit 3:

Inclusive Schools, Inclusive Learning and Teaching Practices

1. Identifying barriers to Inclusion- Attitudinal, Systemic and Structural. Ensuring Physical, Academic and Social Access
2. Assistive Technology. Emerging roles of teachers- facilitator, leadership, reflective teacher, counselor, agent of change. Whole School Development and collaborations
3. Diverse learners and their learning styles and basic considerations for learning and teaching in inclusive classrooms
4. Differentiated instruction (DI) and Universal Design of Learning (UDL): Concept and strategies for classroom teaching
5. Planning and implementing lessons, assessment, evaluation and examinations in inclusive classroom

Unit 4

Adaptation and Accommodation for Including Diverse Learning Needs

1. Reasonable accommodation: concept and implications

2. Adaptations and accommodations for children with sensory impairments
3. Adaptations and accommodations for children with neuro-developmental disabilities
4. Adaptations and accommodations for children with intellectual and developmental disabilities
5. Adaptations and accommodations for children with chronic health 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 and understanding the eco-system of inclusive schools.

Course Work/Practical/Field Engagement

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

Recommended Readings

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

- DoSEL (2021). Guidelines on School Safety and Security, Department of School Education and Literacy, Ministry of Education, New Delhi.
- DoSEL (2021). Guidelines on School Safety and Security. Department of School Education and Literacy, Ministry of Education, New Delhi.

DoSEL (2022). National Curriculum Framework for Foundational Stage 2022. Department of School Education and Literacy, Ministry of Education, New Delhi.

https://www.education.gov.in/sites/upload_files/mhrd/files/NCF_for_Foundational_Stage_20_October_2022.pdf

- DoSEL (2022). Samagra Shiksha- An Integrated Scheme for School Education and Framework for Implementation, Department of School Education and Literacy, Ministry of Education, New Delhi.
- DoSEL (2023). National Curriculum Framework for School Education 2023. , Department of School Education and Literacy, Ministry of Education, New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/ncf_2023.pdf
- DoSEL (2023). National Guidelines and Implementation Framework on Equitable and Inclusive Education, Department of School Education and Literacy, Ministry of Education, New Delhi.
- DoSEL(2009). The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development (now Ministry of Education), New Delhi. https://www.indiacode.nic.in/bitstream/123456789/13682/1/rte_act_2009.pdf
- Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.
- MHRD (1968). National Policy on Education, 1968. Ministry of Human Resource Development (now Ministry of Education), New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf
- MHRD(1986). National Policy on Education 1986. Ministry of Human Resource Development (now Ministry of Education), New Delhi. <https://ncert.nic.in/pdf/nep/npe86.pdf>
- MSJE (2006). National Policy for Persons with Disabilities 2006. Ministry of Social Justice and Empowerment, Government of India, New Delhi.
- Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
- National Trust (1999). THE NATIONAL TRUST FOR THE WELFARE OF PERSONS WITH AUTISM, CEREBRAL PALSY, MENTAL RETARDATION AND MULTIPLE DISABILITIES ACT, 1999. <https://thenationaltrust.gov.in/upload/uploadfiles/files/act-englsih.pdf>
- RCI(1992). The Rehabilitation Council of India Act 1992. <https://www.indiacode.nic.in/bitstream/123456789/1977/1/199234.pdf>
- Report of the Education Commission 1964-66, <https://archive.org/details/ReportOfTheEducationCommission1964-66D.S.KothariReport>
- Sharma, U. (2005). **Integrated Education in India: Challenges and Prospects,**

Disability Studies Quarterly, Winter 2005, Volume 25, No. (1)

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

UNESCO(1994). The Salamanca Statement and Framework for Action on Special Needs Education. World Conference on Special Needs Education: Access and Quality, Salamanca, Spain, 1994. <https://unesdoc.unesco.org/ark:/48223/pf0000098427>

- UNESCO(1960). United Nations Educational, Scientific and Cultural Organization Convention against Discrimination in Education Adopted by the General Conference at its eleventh session, Paris, 14 December 1960. <https://adsdatabase.ohchr.org/IssueLibrary/UNESCO%20Convention%20against%20Discrimination%20in%20Education.pdf>

- United Nations Convention on the Rights of Persons with Disabilities, <http://www.un.org/esa/socdev/enable/rights/convtexte.htm> 6 December 2006

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

-

SEMESTER-III

Course Name: Perspectives in Teacher Education

Course Code: 26SEPG203CPC6

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

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

Learning Outcomes:

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

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

Unit1:

Historical Perspectives and Understanding of Teacher Education in Context of Special and Inclusive 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. Structure of Teacher Education in general at various levels
3. Beginning of teacher preparation in special education in India. Establishment of national institute for various disabilities and development of professionals in

special education.

Role of Non-government organisation (NGOs) in promotion of teacher education in 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 legislations and policies in disability, Schemes and programs including IEDSS, DPEP, SSA, RMSA, SmSA, DDRS, Special and inclusive schools related factor. Agencies of Teacher Education in general at various levels

Unit 2:

Teacher Preparation in Special and Inclusive 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's perspective on preparing all teachers to teach all students; Addressing challenges of preparing special education teachers across countries

Unit 3:

Pre-Service Teacher Education in Special and Inclusive 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. Assessment of performance of trainee teachers

Unit 4:

Professional Development Programme in Special Education

1. Need and significance of Professional Development: Profession and professionalism

- with respect to teacher education in Special Education, Registration and renewal of registration as special education teacher- purpose and requirement; Professional ethics
2. Structure and Models of Professional Development Programme: Continued professional development in special and inclusive education: recommendation of NEP 2020, Self-learning for professional development, Professional development through virtual/online mode
 3. Continued Rehabilitation Education (CRE) and Faculty development programme in 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-service Teacher Education in Special and Inclusive Education: In-service teacher education and its linkage with quality of school education, Planning and designing training of in-service teacher in special and inclusive education

Coursework/Practical/Field Engagement

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

Transaction

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

Recommended readings

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

Burns, M. (2023). Distance Education for Teacher Training: Modes, Models and Methods. (2nd

Edition). Washington, DC: Education Development Center

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

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

Pathak, R.P. (2020). *Perspectives on teacher education*. Atlantic Publishers and Distributors (P) Ltd.

Paul T. Sindelar, Erica D. McCray, Mary T. Brownell, and Benjamin Lignugaris /Kraft (2014). *Handbook of research on special education teacher preparation* (Edited book). New York, NY: Routledge

Robert Houston W. & Haberman, M. & Sikula J. (1990). *Handbook of research on teacher education*. New York: Macmillan; London: Collier Macmillan

SEMESTER-III

Course Name: 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:

After completing the course, the learners will be able to

- Explain the basic concepts and fundamental areas of management
- Describe the skills required for enhancing institutional quality for sustained development
- Enumerate the skills required for capacity building of human resources
- Explain the skills needed to manage data for various information management processes
- Prepare cost effective budgets, proposals and describe ways of managing financial resources

Unit1:

Educational Management: An Overview

1. Definition & Concept
 - i. Management as an art, science, organization, person, and a discipline
 - ii. Functions and skills of educational management
 - iii. Principles, process, and models of educational management
2. Approaches to and theories of management
3. Styles of management: autocratic, laissez-faire, transactional, contingency
4. Leader vs. Manager: Role competencies
5. Educational leadership and educational system
 - i. Concept, characteristics, and factors/skills of leadership
 - ii. Theories of educational leadership

iii. Types of educational leadership

Unit 2:

Total Quality Management (TQM) in Education

1. Concept of Quality and issues in quality management of educational institutes
2. Educational applications of TQM
3. Assessment of educational institutions
4. Strategic planning & sustainable development
5. Implementing TQM

Unit 3:

Human Resource Management And Financial Management

1. Manpower planning, talent acquisition & management
2. Employee benefits, welfare and performance appraisal systems-360 degree approach.
3. Training, development, and capacity building
4. Organisational behaviour; climate and culture
5. Individual & group dynamics, conflict management & negotiations
Need 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.

Unit 4:

Educational Management Information Systems (EMIS)

1. Need, relevance and national agencies for EMIS
2. Internal & external stakeholders of EMIS
3. Tools & process for collecting and disseminating data & using information
4. Constituting indicators & data monitoring plans
5. Dissemination, distribution & publication of data

Transaction

Lectures, Field visits, Self-study

Course Work/Field Work

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

Recommended Readings

- Bhardwaj, K.S., (2014). Human Resource Development in Education. Partridge Publication, Gurgaon.
- Bush, T., & Paul, L.S. (2006). Principles and Practice of Educational Management. Chapman A Sage Publications Company, London.
- Chatterjee, B.K. (2011). Finance for Non-Finance Managers. Jaico Publishing House, New Delhi.

- Deshmukh, A. V., & Naik, A. P. (2010). Educational Management. Himalaya Publishing House Pvt. Ltd., Mumbai.
- Dessler, G. (2012). Human Resource Management. Prentice Hall, London.
- Dimmock, C. (2012). Leadership in Education: Concept, Themes and Impact. Routledge, New York.
- Kumar, H. U. (2012). Education and Human Resource Management ISBN: 9780198076681
- Leithwood, K., & Jantzi, D. (1999). Changing Leadership for Changing Times. Open University Press, London.
- Lewls, T. (2012). Financial Management Essentials: A Handbook for NGOs.
- Mathis, R. L., & Jackson, J. H. (2010). Human resource management (13th ed.).
- Mehta, D. (2022). Educational Administration. PHI Learning Private Limited. New Delhi
- Mohanty, J. (2008). Educational Administration, Supervision and School Management (2nd Revised and Enlarged Edition)
- Mukhopadhyay, M. (2011). Total Quality Management in Education. Sage publications India Pvt. Ltd. New Delhi.
- Nkomo, S. M., Fottler, M. D., & McAfee, R. B. (2010). Human resource management applications: Cases, exercises, and skill builders (7th ed.).
- Pande, S., & Basak, S. (2012). Human Resource Management. Text and Cases. Amazon Digital South Asia Services, Inc.
- Rajni Bala (2006). Education Planning and Development. Alfa Publications. New Delhi.
- Rao, N. P. (2011). Education and Human Resource Management ISBN 10: 8170247330-ISBN 13: 9788170247333-APH Publishing Corporation–New Delhi
- Rayner, S. (2007). Managing Special and Inclusive Education. Sage Publications Ltd. London.
- Rao, V. K. R. V. (1966). Education and human resource development. Allied Publishers, Bombay.
- Senge, P. (2007). A Fifth discipline resource. Schools that lead: Nicholas Brealey Publishing, London.
- Shapi, J. (N. K). Writing a Funding Proposal.
- Ulrich, D., & Brockbank, W. (2005). The HR Value Proposition. Boston: Harvard Business School Press. (ISBN-13: 978-1591397076 or ISBN-10: 1591397073)

Web references

<https://online.marymount.edu/what-is-educational-leadership>

https://www.researchgate.net/publication/256303007_Educational_leadership_and_management_in_an_international_school_context

SEMESTER-III
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:

After completing the course teacher educators will be able to

- Explain the meaning, nature, scope and evolution of ET and ICT in education.
- Examine the teaching-learning system and potential of ICT and its effectiveness in education.
- Design, develop and use various digital teaching learning resources.
- Integrate suitable ICT effectively in teaching-learning evaluation, administration and other learning support systems.

Unit1:

Educational Technology

1. Definition and Scope of Educational Technology in special and inclusive education;
2. Need and Role of Educational Technologists in India
3. Growth of conceptual framework of Educational Technology: ET1, ET2, ET3...
4. Methods & Models Instructional designs
5. Critical Issues in ICT: Globalisation, Legal, Ethical, and Socio-political issues

Unit2:

Communication and Teaching-Learning Resources

1. Concept and Principles of Instructional Technology; Communicative Skills & ICT
2. Communication Process; Use of Communication Technologies in the teaching-learning process.
3. Non-digital teaching-learning resources (eg. TV, Radio, Audio-Visual Resources).
4. Digital teaching learning resources (eg. Online Libraries, Repositories of Presentations, Video Lectures, digital materials).
5. Digital Literacy: Concerns and Challenges

Unit3:

Use of ICT in Various Aspects of Education

1. ICT in Educational Research (ICT Tools for locating literature; data collection, data analysis etc.)
2. ICT for assessment of/for learning
3. Potential of ICT for equitable education - Access, participation, Skill Development and lifelong learning
4. ICT Resources for Designing an Online Course or Digital Learning Content. Learning Management Systems (LMS): Concept, standards, its application in education
5. ICT & IPR: copyright, trademarks, patents and exceptions for PwDs. Policies and other documents on ICT in School and Teacher Education

Unit 4:

Open Access, E-Learning & Learning Management

1. Open access: Meaning, Issues and policies. OER in Education – Conceptual Issues, benefits and Repositories
2. E-Learning: Nature and Types. Developing e-content/learning objects: Design and technical aspect
3. Continuous Professional Development (CPD) of teachers through MOOC, webinars, etc.
4. National Initiatives on E-learning and ICT Integrated Education
5. Guidelines for the development of e-learning course and content

Course Work/Practical/Field Engagement

- I. Prepare a video lecture of 15 minutes using accessibility features
- II. PPT by inserting photos and videos on a topic of your choice
- III. Create your email account as well as design a blog
- IV. Enrol and complete MOOC courses in Swayam Portal related with teacher education
- V. Write a review paper on MOOC programmes or other National Initiatives on e-learning
- VI. Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics
- VII. Prepare a storyboard in any one unit of a subject for a child with disability
- VIII. Present or publish a research paper on the application of ICT in education
- IX. Seminar on issues in the application of ICT in inclusive education

Suggested Readings:

- 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: A Guide to Designing Interactive Teaching for 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)
- Bracey , B., &Culver , T. (Eds.). (2005). Harnessing the Potential of ICT forEducation: A Multistakeholder Approach. New York: The United Nations Information and Communication Technologies Task Force. (pg. 32-62, 153-158 & 185-190)
- Dabbagh, N. (2005). Pedagogical models for E-Learning: A theory-based design framework. International JournalofTechnologyinTeachingand Learning,1(1),25-44.
- Florian,L.,&Hegarty,J.(Eds.).(2004).ICTandSpecialEducationalNeeds:Atoolfor inclusion . Berkshire: Open University Press. (chap 1; 7-20)
- 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). Educational Technology Challenging Issues. Sterling's Publisher's Pvt. Ltd. New Delhi.
- Rosenberg, M W York.

SEMESTER - III

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:

Guidance and counselling are vital in supporting individuals with disabilities and their families to deal with their environment on a daily basis, as well as explore opportunities and plan for the future. This paper will empower the learners of this course to understand guidance and 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:

After completing this course, the learner will be able to

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

Unit1:

Introduction to Guidance and Counselling

1. Guidance and counselling: definition, aims and importance
2. Competency and scope of work
3. Role of the learner with families of individuals with disabilities
4. Role of the learner with individuals with disabilities
5. Ethical and legal considerations

Unit2:

Micro Skills of Counselling & Building Competency and Enhancing Skills in Settings

1. Building a positive environment, safe space and relationship
2. Non-judgemental and unconditional acceptance
3. Active listening (Verbal and Nonverbal)
4. Empathetic Responding
5. Building cultural and contextual sensitivity Promoting 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:

Guidance and Counselling across Settings

1. Formal school and informal educational setups
2. Vocational and Employment Setups
3. Residential, assisted living centres
4. Career Guidance and Legal Rights
5. Understanding intersectionality (gender and sexuality, region, religion and caste, socioeconomics and culture etc.)

Unit4:

Addressing Abuse and Harassment

1. Types of abuse (verbal, physical, psychological, sexual, emotional)
2. Abusive punishment procedures and their repercussions
3. Recognising signs of abuse and trauma
4. Role of peers, staff, and family
5. Accessibility to mental health, legal and allied services

Transaction

Refer to the NEP 2020 Framework to understand the role of a counsellor

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

Course Work/Practical/Field Engagement

- Observation of counselling sessions with persons with disabilities and their families
- Role play of a parent counselling session
- Counselling and report writing on an individual/family
- Report of critical observation of a given counselling session
- List the resources required and their optimum use in managing a school guidance programme
- Review documents on vocational guidance and write an essay.

Recommended Readings

- Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Philippines.
- Mehrotra, N (2016). A resource book on disability studies in India, <https://www.jnu.ac.in/Faculty/nika/A%20READER%20ON%20DISABILITY%20STUDIES%20IN%20INDIA.pdf>

- Naik, P.S. (2013). *Counselling Skills for Educationists*. New Delhi: Soujanya Books.
- Nayak, A.K. (1997). *Guidance and Counselling*. New Delhi: APH Publishing.
- Pal, O.B. (2011). *Educational and Vocational Guidance and Counselling*. Soujanya Books, New Delhi.
- Rao, V.K., & Reddy, R.S. (2003). *Academic Environment: Advice, Counsel and Activities*. New Delhi: Soujanya Books.
- Shah, A. (2008). *Basics in Guidance and Counselling*. New Delhi: Global Vision Publishing House.
- Sharma, V.K. (2022). *Administration and Training of Educational and Vocational Guidance*. New Delhi: Soujanya Books.

6 Web resources

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

[132B4E.pdf](https://www.niepid.nic.in/Protocol_Psy.pdf)https://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-III

Course Name: Teacher Preparation

Course Code: 26SEPG203SDHIP3

Credits:08

Max. Marks 200

Hours: 240

Brief description: This field engagement will prepare the learner to become a faculty and take up the responsibility of teacher educator. Towards this, the learner will be working under the guidance of the faculty. The learner needs to be given an exposure of how a faculty schedules the topic and prepares the lecture outline, prepares a PPT and provides reading materials. The formative evaluation of the topic is also to be demonstrated to the learner. The other task will be to provide exposure to the evaluation of practice teaching lessons of either the Diploma or the B.Ed Spl Education lessons. The learner should also practice evaluating observation reports and lesson plans of the Diploma or the B.Ed Spl Education

Sl. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hours	Submission
1	Undertaking lectures for the Diploma/ B.Ed(HI) trainees	Educational institutes/ centers/ Diploma/B.	Undertaking lectures for the Diploma/ B. Ed (HI) trainees related to curriculum (2 topics).	30	Journal with reports & reflections
2	Development of ICT Material	Ed.Spl.Ed. Colleges	Preparing PPTs for the B.Ed (HI) trainees related to curriculum (2 topics).	30	
3	Evaluating observation reports		Evaluating observation reports of Diploma/B.Ed. Trainees (minimum 10 observations).	30	
4	Guiding Diploma/ B.Ed. trainees for lesson planning		Guiding Diploma/B.Ed trainees for lesson planning of different subjects (minimum 5 lessons).	30	
			Total	120	

SEMESTER-III
Dissertation Guidelines

Course: Dissertation(Synopsis-D1)

Course Code: 26SEPG203SDHIP4

Credit: 02

Max. Marks: 50

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

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

SEMESTER-IV

Course Name: Research&Publication

Course Code: 26SEPG204SDHIP5

CourseCode:AreaF2(a)

Credits:04

Hours:120

Max. Marks 100

Brief description: The field engagement will equip the learner to develop the skills of action research, critically analysing gaps in research and publication. The learner will be working under the guided supervision of a faculty who will guide preparing proposal and also evaluate it. The learner will also present an published article in a journal club under the guidance of a faculty.

Sl. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hours	Submission
1	Development of a proposal	Educational institutes/	Developing a proposal on one topic	20	Journal with reports & reflections
2	Tool Development	Colleges/ centers	Developing a tool for conducting the Action Research	20	
3	Journal club		Preparation of PPT, Peer Reviewed and Presenting article in the Journal club (minimum 2).	20	
			Total	60	

SEMESTER-IV

Course Name: Assisting Deaf Teacher/Mentor for ISL and Education Bilingualism

Course Code: 26SEPG204SDHIP5

Course Code: Area F2(b)

Credits: 04

Hours: 120

Max. Marks 100

Brief description: The field engagement will equip the learner to develop the skills in organizing and conducting awareness about ISL, Deaf Community and Deaf culture for families and other stakeholders and also assisting them in planning and execution of ISL lessons undertaken by B.Ed (HI) trainees.

Sl. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hours	Submission
1	Compiling list of deaf associations, deaf schools and other supporting agencies in the area.	Deaf Association/ Training Center with Deaf Teachers / Mentors	<ul style="list-style-type: none">• Make a list of deaf associations, deaf schools and other supporting agencies in the area and their contact information.• Create a chart of deaf role models in India, including the successful deaf adults from that area.	5	Videos in ISL and Journal

2	Assisting Deaf Teacher / Mentor in organizing and conducting awareness about importance of ISL, Deaf Community and Deaf Culture		<ul style="list-style-type: none"> • Assist a deaf teacher/mentor in designing an ISL course on teaching ISL vocabulary to family members using local language. • Assisting Deaf Teacher / Mentor in organizing and conducting awareness about importance of ISL, Deaf Community and Deaf Culture at the early intervention centers/ hospitals/police stations/ schools/govt. agencies/ employers etc. (At least four) • Writing the report of these awareness sessions, including feedback from the stakeholders and recommendations for the follow ups. 	10	
3	Assisting Deaf Teacher/Mentor in Teaching ISL		Assisting Deaf Teacher/Mentor in designing specific curriculum and teaching ISL to B.Ed. (HI) trainees.	15	
4	Assisting Deaf Teacher/Mentor in Communication Support		Assisting Deaf Teacher/Mentor in Communication Support in academic settings by providing assistance/access	10	

			through ISL, verbal or written communication, wherever needed.		
5	Assisting Deaf Teacher/Mentor in Educational Bilingualism	Special School/ Training Institute	<ul style="list-style-type: none"> Assisting Deaf Teacher/Mentor in creating educational content videos in ISL. Assisting Deaf Teacher/Mentor in lesson planning for live sessions on academic topics. 	8	
11	Assisting Deaf Teacher/Mentor in Assessment for ISL		Assisting Deaf Teacher/Mentor in Designing and Delivering Formative Assessment for ISL specialized for the age groups and planning language intervention strategies accordingly.	12	Practical record
			Total	60	

SEMESTER-IV
Dissertation Guidelines

Course: Dissertation (D2)

Course Code: 26SEPG204SDASDP6

Credit: 12

Max. Marks: 300

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

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