ALAGAPPA UNIVERSITY

(A State University Established in 1985)

Karaikudi - 630003, Tamil Nadu, India

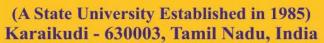| 2017	2018	2018	2019	2019
Accredited with A+ Grade by NAAC (CGPA : 3.64)	MHRD Govt. of India / UGC University Grants Commission — Graded as Category - 1 & Granted Autonomy	MHRD GOVERNMENT OF INDIA — Swachh Campus Rank : 4	niirf NATIONAL INSTITUTIONAL RANKING FRAMEWORK — Rank : 28	QS — India Rank : 20, BRICS Rank : 104, Asia Rank : 216

DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION SCIENCE

M.Ed., SPECIAL EDUCATION (VISUAL IMPAIRMENT)

[Choice Based Credit System (CBCS)]

[For the candidates admitted from the academic year 2019-2020]

Master of Education - Special Education (M.Ed.Spl.Ed.) Programme

I. PREAMBLE

The success of SSA and RTE Act (2009, 2012)) in enrolling the most disadvantaged children into schools has resulted in the demand of a professional group of teacher educators, who would in turn prepare effective teachers. The last decade has seen a large number of children with disabilities accessing education and the rights approach promulgated by UNCRPD as well as documents such as NCFTE (2009) have further challenged current M.Ed.Spl.Ed. programme to undergo reform in order to meet the new emerging challenges of teacher educator preparation.

Professional preparation and continuing professional development of teachers needs teacher educators who are themselves professional teachers and who have, through a process of critical scrutiny of theory, critical reflection on practice as well as doing research, deepened their understanding of the environmental factors. These factors circumscribe the context and scope of the core education processes, the nature and structure of knowledge that the learners construct and develop and the dynamics within classroom processes that support or jeopardize learning. The two year M.Ed.Spl.Ed. programme has been conceptualized to answer this need and facilitate deep understanding and critical reflection of the teaching learning processes that support inclusion of children with disabilities via both critical comprehension of theory as well as hands-on reflective practice.

While the revised B.Ed.Spl.Ed. programme will provide a strong initial foundation essential to equip new teachers with the knowledge, competencies, skills, attitudes, awareness and confidence required to teach children in general and special education classrooms, the M.Ed.Spl.Ed. programme aims to prepare professionals with the ability for curriculum and instructional planning, educational management, technology, research and human resource development. They will also be trained to foster collaborative work with key professionals including parents and other professionals as part of a trans-disciplinary team.

The information technology revolution has taken a central role in the classroom and has potential to transform aspects of the curriculum. As the curriculum and instructional designer a teacher with M.Ed.Spl.Ed. degree should have subject knowledge, advanced pedagogical skills, reflective practice and ability to adapt instruction to the needs of each individual as well as to the needs of the group of learners as a whole. The need of the hour is to integrate these with a working knowledge of information and communication technology.

Though disability rehabilitation has grown into a well developed field in India, disability studies and research need impetus. Research enables conversion of knowledge into information that can be used by many. Objectivity and scientific thinking are essential for effective classroom practices as well as for undertaking research projects as part of their teaching career.

The knowledge of research methods and statistics is integral to any Master's level program. A teacher with M.Ed. Spl.Ed. degree may become educational manager or curriculum planner or teacher educator, research remains a common thread in all or any of these roles. The research component in the M.Ed. Spl.Ed. program produces reflective practitioners, efficient managers and professionals engaged in academic pursuits.

II. Aim

The aim of the M.Ed.Spl.Ed. programme is of preparing teachers as education leaders. The major thrust of the M.Ed.Spl.Ed. programme would be professional preparation of teacher educators who would through this process be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development of teachers. They would need to be necessarily equipped with the core competencies and knowledge related to teacher education, its philosophical underpinnings, research methodology, curriculum planning and be aware of best practices in the field of pedagogical interventions and adaptations for children with disabilities.

III. PROGRAMME OBJECTIVES

The M.Ed.Spl.Ed. program supports three shared philosophical stances underlying long-standing tradition of preparing teacher educators as education leaders. These stances include teaching as inquiry, teaching as curriculum making and teaching for social justice.

Programme Specific Objectives

The specific objectives of the program are to:

¾ Assist potential teacher educators to exert leadership in advocating and meeting educational needs of children with disabilities in various settings

¾ Offer special teacher educators the opportunity to develop specialized capacity for leadership in curriculum, pedagogy and universal design

¾ Build theoretical knowledge and skills in research methodologies and conducting research in order to enhance education of children with disabilities in all settings.

IV. NOMENCLATURE

Nomenclature of M.Ed. Spl.Ed. programme should be as per UGC Notification of 2009 and 2014 and the new nomenclature will be M.Ed.Spl.Ed. (Name of Specialization in Disability) such as, for Visual Impairment the nomenclature will be M.Ed.Spl.Ed. (VI).

V. GENERAL FRAMEWORK OF THE COURSE

The course is planned on the Choice Based Credit System (CBCS). According to UGC guidelines one credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical works/field per week. RCI also recommends practical work for each theory course besides these contact hours including self study, assignments etc. That may involve same number of hours as are the contact hours specified for each course.

The Course structure has three sets of courses

1. Core courses in every semester

2. Elective course which can be chosen from pool of papers in order to;

   a. Support the discipline of study

   b. Provide an expanded scope

c. Exposure to some other discipline/domain (this will depend on the options available with the implementing university and institution)

d. Nurturing student proficiency/skills

3. Elective Foundation courses are value-based

University Norms in line with RCI 10-point grading system following letter grades recommended by the UGC[1] will be followed

Table 1: Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

a. A student obtaining Grade F shall be considered fail and will be required to reappear in the examination.

b. For non-credit courses 'Satisfactory' or "Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/ CGPA.

c. The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE, etc.

d. The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, science, commerce, etc., is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for

grade B+, it should not be less than 55% under the absolute grading system. Similarly cut-off marks shall be fixed for grade B and B+ based on the recommendation of the statutory bodies (AICTE, NCTE etc.,) of the relevant disciplines.

Duration

The Course/programme will be of two years with 2 semesters in each year. Each semester will be of 16-18 weeks; 2 weeks in summer and 2 weeks in inter semester break will also be utilized for covering the courses. In this way, the following operational weeks will be available for transacting the course:

Year 1- 16-18 weeks for two semesters + 2 weeks in summer

Year 2- 16-18 weeks for two semesters + 2 weeks in inter-semester breaks

This comes to 64-72 weeks + 6 weeks for field activities/skill development with 40 credits in each year.

VI. PROGRAMME STRUCTURE
M.Ed Special Education (Visual Impairment)

Sem		Course/Title	Course Code	Credit	Hours / Week	Marks Internal	Marks External	Total
I	CC	Development in Education and Special Education	743101	4	4	25	75	**100**
		Psychology of Development and Learning	743102	4	4	25	75	**100**
		Research Methodology and Statistics	743103	4	4	25	75	**100**
		Identification and Assessment of needs of Children with Visual Impairment	743104	4	4	25	75	**100**
		Curriculum and Teaching Strategies for Children with Visual Impairment	743105	4	4	25	75	**100**
		Practical related to disability – E1	743106	4	8	25	75	**100**
		Library , Seminar			2			
		Total		**24**	**30**	**-**	**-**	**600**
II	CC	Curriculum Design & Development	743201	4	4	25	75	**100**
		Inclusive Education	743202	4	4	25	75	**100**
		Application of Advance Technology and Persons with Visual Impairment	743203	4	4	25	75	**100**
		Planning and Financing of Education	743204	4	4	25	75	**100**
		Practical related to disability- E2	743205	4	8	25	75	**100**
	NME			2	3	25	75	**100**
	SLC	Self Learning Course	MOOCs	EC	-	-	-	-
		Library, Yoga, Soft Skills,		**3**	-	-		
		Total		**22**	**30**	**-**	**-**	**600**
III	CC	Perspectives in Teacher Education – In Service & Pre-Service	743301	4	4	25	75	**100**
		Nai Talim – Experiential Learning – Field Practice	743302	2	2	25	75	**100**
		Adulthood and Family Issues of Children with Visual Impairment	743303	4	4	25	75	**100**
		Field Engagement / Internship as a Teacher Trainer	743304	4	8	25	75	**100**
	EC-I	Any one of the Following: Elective - I 1. Educational Management 2. Educational Technology 3. Guidance and Counselling	743305 743306 743307	4	4	25	75	**100**
	NME			2	3	25	75	**100**

	SLC	Self Learning Course	MOOCs	EC	-	-	-	-	-
		Research Proposal Presentation			2	-	-	-	-
		Library, Seminar, soft skill			3	-	-		
		Total			**20**	**30**	**-**	**-**	**700**
IV	CC	Educational Evaluation	743401	4	4	25	75		**100**
		Field Engagement/ Internship as a Teacher Educators	743402	4	8	25	75		**100**
		Dissertation	743403	12	12	200	200		**400**
	EC - II	Any one of the Following Elective - II 1. Policy in Education 2. Distance Education	743404 743405	4	4	25	75		**100**
		Library , Computer Skills			2				
		Total		**24**	**30**				**700**
		Grand Total		**90+ EC (Extra Credit)**	**120**				**2500**

<center>**Credit List**</center>

Dissertation
- Complete a review of related research literature in accordance with the research problems.
- Explain and describe the methodology used to conduct the research problem.
- Explain the significance of the results obtained after conducting the research study.
- Summarize the results, explain the corresponding conclusions derived and the subsequent recommendations formulated for further research and practice.
- Provide a list of references, other supportive documentation used for the study.
- Make an oral presentation on the completed work.

Practical Related to Disability

1. Elicit information from parents and professionals the relevant information about one child with Specific Disability.
2. Assess the child with Specific Disability, using formal and informal tools and identify the specific learning problems.
3. Write a comprehensive assessment report by analyzing and interpreting the data.
4. Develop an appropriate educational plan (current level, annual goals, short term objectives, methods and material and evaluation).
5. Collaborate with the class teachers and related professional to implement the IEP.
6. Implement IEP for a period of minimum 15 sessions (each session lasting for not less than 45 minutes).
7. Make class visits to support the student when the regular teacher teaches and collaborate with the class teachers.
8. Evaluate the child and write a report.

Field Engagement/ Internship as Teacher Educators

Each student trainee is expected to teach 10 lectures in Third & Fourth Semester to student trainees undergoing training in B.Ed.Spl.Ed. level in topics from the curriculum of B.Ed. Spl. Ed.

Practical Evaluation Procedure

The Practical examination will be carried out at the end of each year with external examiners and internal members' evaluation

VI. ADEQUACY OF THE SPECIAL EDUCATION SYLLABUS

The syllabus prescribed at the M.Ed.Spl.Ed. level is on the basis of minimum requirements and therefore, Universities and Colleges of Education/ Institutes implementing the M.Ed.Spl.Ed. programme can exercise flexibility in opting the number of papers without compromising on the adequacy and validity of the contents prescribed by the RCI.

VII. ELIGIBILITY FOR INSTITUTIONS TO IMPLEMENT M.ED. SPECIAL EDUCATION PROGRAMME

Colleges and Universities offering B.Ed. Spl.Ed. programme alone are eligible for offering M.Ed. Spl.Ed. programme.

VIII. DURATION OF THE COURSE

The duration of the Course is of four Semesters, that is, two academic years, which can be completed in a maximum of three years from the date of admission to the programme.

IX. WORKING DAYS AND ATTENDANCE

The programme will be conducted for **at least 200 working** days each year exclusive of the period of examination and admission.

The minimum attendance of Student-Teachers shall have to be 75% for all course work, 90% for all practicum, and 100% for school internship (5% attendance may be condoned by the head of institution on genuine grounds).

X. ELIGIBILITY FOR ADMISSION

The admission for the degree of M.Ed. Spl.Ed. degree shall be open to:

a) A candidate who has successfully passed B.Ed Spl.Ed. with minimum 50% marks in respective disability area from a recognized university or any other degree considered equivalent to B.Ed Spl. Ed. from an affiliating university and/ or teaching department under any University recognized by U.G.C. with RCI registration.

b) A candidate who has successfully passed the B.Ed. General course and has successfully completed Diploma in Education Special Education in respective disability area recognized by the Rehabilitation Council of India with minimum 50 percent marks in each course.

c) A candidate having passed PG Diploma[4] (Till Academic session 2014-15)

d) A candidate with B.Ed. in particular specialization may be allowed for M.Ed. cross disability/ multicategory (as and when offered) but the reverse is not allowed. B.Ed. with multi-category should not be admitted for specialization in a single disability at the M.Ed. level, however; as part of CBCS, these can be admitted to B.Ed. Spl. Edu. Area C Courses and complete the Specialization Courses to qualify for a particular disability. On completion of Area C, these can be admitted to the M.Ed. Spl.Ed in a specific disability.

d) A student with B.A./B.Sc./B.Com. B.Ed.Spl.Ed. (4 years Integrated)

e) **Candidate should have valid RCI registration.**

XI. ADMISSION

Admission Procedure: as per University norms.

XII. PROGRAMME PATTERN

The programme has been developed on Semester basis. RCI has earmarked 2000 marks for M.Ed.Spl.Ed. programme in view of disability specific specialization.

XIII. PASSING MINIMUM

Minimum 50 % marks or grade 'B' are essential in all courses for passing in the programme (Grace Marks as per University norms).

Question Pattern

10 Two Marks Questions	10*2	= 20
5 Five Marks Questions	5*5	= 25
3 Ten Marks Questions	3*10	= 30

		75

IV. NATURE OF EVALUATION

25 Internal & 75 External - as per University norms.

Internal Test   =   15 Marks

Assignment, Seminar/PPT/Discussion/Research Proposal Presentation   & Attendance = 10 Marks

Internal Test (Two Test Average will be Taken) Passing Minimum is 12.5 Marks

1. Five One Marks Question
2. Two Five Marks
3. One Ten Marks Question

XV. TRANSITORY REGULATIONS

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus/ regulations. Candidates not appearing at the examinations or failing in them shall take the examinations subsequently according to the changed syllabus/ regulations/As per University norms.

XVI. FACULTY-STUDENT RATIO

The faculty-student ratio in the area of M.Ed.Spl.Ed. may be 1:10, as per the RCI norms. Considering the infrastructural facilities needed for Special Education and based on the tasks such as supervising practicum, a maximum number of 20 students may be admitted for the M.Ed.Spl.Ed. programme subject to prior permission of the RCI.

XVII. FACULTY NORMS
The existing faculty norms will be applicable only for the first year of the academic session 2015-16. Revised norms will be applicable from the academic session 2016-17 onwards (second year of the course starting in 2015-16 onwards).
XVIII. CERTIFICATION AS A REGISTERED PROFESSIONAL

It is mandatory as per Section 13 of RCI Act for every teacher of special education to obtain a "Registered Professional Certificate" from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service

programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India. Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India.

The successful students will be registered as Special Educator (Professional). The training institution/organization should ensure that all passed out students are registered with the Council.

XIX. AWARD OF DEGREE

The affiliating Universities will award degree in **Master of Education Special Education (Area of Specialisation)**. The areas of specialisation provided are Hearing Impairment (HI)/ Learning Disability (LD)/ Mental Retardation (MR)/ Visual Impairment (VI). For example in the area of hearing impairment the degree awarded will be **M.Ed.Spl.Ed. (HI)**. While issuing degree certificate, the Universities should clearly spell out the area of specialization

XX. PRACTICING SCHOOLS

Special & Inclusive School – Own Special School/ MoU with Special & Inclusive Schools, preferably up to senior secondary school level recognized by State Government for the main disability area and permission to carry out practical in other disability **with a precaution that school student with disability should not be overstressed.**

Special Schools for LD and ASD is not an essential condition. Institutions offering more than one programme in Special Education must have own Special School and MoU with other Special/Inclusive School for school engagement and field experience[5].

	Semester - I		
Course Code: 743101	Development in Education and Special Education	Credits:4	Hours: 4
Objectives	➢ Trace development of general and special education system (PwDs) in India. ➢ Appreciate implications of recommendations made by the various Committees and Commissions for educational (General and Special) developments in India. ➢ Develop insight into the issues and challenges of present day education system. ➢ Understand important quality related issues which need to be taken into account for revision/ development of new education policy.		
Unit -I	**An Overview of Development of Education System -** Shaping of Education in Pre-Independence India, Shaping of Education in Post-Independence India, Emerging Education in India and in the Global Context, Perspectives of Education for the Persons with Disabilities, Constitutional Provisions and Directive Principles Related to Education and Special Education.		
Unit-II	**Issues in Indian Education with Special Reference to Persons with Disabilities -** Accessibility to School, Curriculum & Learning Resources and Attitudinal Barriers, Analysis of the Status of Elementary & Secondary Education for All. (SSA, RMSA,) and Issues for Bridging Gaps, Ensuring Equity Principles across Disabilities, Gender, Caste, Socially Disadvantaged Groups, Marginalized and their Specific Educational Problems, Challenges of Special Education, Inclusion, Systemic Reforms, Provisions and Support System, Public Private Partnership & NGO Initiatives , Support Systems to Meet Diverse Learning Needs-Family, Community, School, Peer, Administrative and Resource Support.		
Unit III	**Policies and Legislations for Education & Special Education Development of Special Education in India -** National Legislations (RCI Act 1992, PWD Act 1995, National Trust Act, Biwako Millennium Framework), International Legislations for Special Education and International Organisations (UNESCAP, UNCRPD, WHO, UNICEF, NESCO, UNDP, Action Aid, CBM), National Policies (POA 1992, SSA, RMSA and RUSA) & Government Schemes and Provisions for Persons with Disabilities, Role of Governmental and non-governmental agencies in general and special education, Current issues– Identifications, Labelling, cultural and linguistic diversity & advocacy.		
Unit IV	**Quality Issues in Education -** Indicators of quality related to teaching - learning strategies, classroom environment, and Student Assessment, Linking pedagogy with curriculum, contextual constructivism, Ensuring standards in Open & Distance Learning system – Non-formal education, face-to-face vs. Distance mode, Special and Inclusive education - Adopting flexible strategies for the acquisition and use of inputs and monitoring performance in inclusive set up, Quality enhancement in service delivery and community rehabilitation.		
Unit V	**Current Trends and Future Perspective -** Education as a development indicator, and enhancer of development indicators, Education for sustainable development & Right based approach, International curriculum framework in the light of changing priorities and international perspectives, Education for conservation of environment and social change, Education for individual and national development.		

Reference and Textbooks:-

Anand, C.L. et.al. (1993). *Teacher and Education in Emerging Indian Society*, NCERT, New Delhi.

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

Education Commission. (1964-1966). *Ministry of Education, Government of India*, New Delhi.

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

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

Kumar, A. (2003). *Environmental challenges of the 21st century*, APH Publishing Corporation, New Delhi.

Mohanty, J., (1986). *School Education in Emerging Society*, sterling Publishers. MacMillan, New Delhi.

National Policy on Education (1986). Ministry of Human Resource Development. Govt. of India, New

Delhi.

National University of Educational Planning and Administration (2014). *Education for All Towards Quality with Equity: INDIA*. NUEPA, New Delhi.

Ozial, A.O. (1977). *Hand Book of School Administration and Management*. Macmillan, London.

Programme of Action (1992). Ministry of Human Resource Development. Govt. of India, New Delhi.

Report of Core group on value orientation to education (1992). Planning commission, Govt of India.

Salamatullah, (1979). *Education in Social context*, NCERT, New Delhi.

School Education in India – Present Status and Future Needs (1986). NCERT, New Delhi.

Seventh All India School Education Survey (2002). NCERT, New Delhi.

Sharma R.N.(2016) *Principles and Techniques of Education* Surjeet Publications.

UNDP (1996). *Human Development Reports*. Oxford University Press. New York.

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

UNESCO (2009). *Report on Education for sustainable development*.

Varghese, N.V. (1995). *School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala.* In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.

Outcomes	➢ Trace development of general and special education system (PwDs) in India. ➢ Appreciate implications of recommendations made by the various Committees and Commissions for educational (General and Special) developments in India. ➢ Develop insight into the issues and challenges of present day education system. ➢ Understand important quality related issues which need to be taken into account for revision/ development of new education policy.

Semester - I			
Course Code: 743102	Psychology Of Development And Learning	Credits:4	Hours: 4
Objectives	➢ Explain the psychological principles and their application in specific context of education and special education. ➢ Explain the principles and their implication for growth and development. ➢ Critically analyze the process from the point of view of cognitive psychology. ➢ Explain role of motivation in learning, learning processes and theories of personality. ➢ Apply psychological aspects to teaching - learning situations.		
Unit -I	**Overview Educational Psychology** - Nature and scope of educational psychology, Principles of educational psychology, Methods of Educational Psychology - Observation, Experimental method, Correlational, Clinical, Case Study. Applications of educational psychology to person with disabilities, Contemporary trends.		
Unit-II	**Understanding the Development of the Learner** : Concept of Growth and Development, Methods of studying development – (Longitudinal, Cross-sectional, Cohort sequence), Physical, social, emotional, moral development, play and language development, Cognitive Development: Piaget, Vygotsky and Kohlberg, Factors affecting Growth and Development .		
Unit III	**Cognition and Information Processing** : Sensation, Perception and Attention, Memory – (Nature and types, factors affecting memory), Thinking - (Concept Formation, Reasoning, Problem solving), Intelligence – (Nature, types, theories and assessment), Creativity, Individual differences and its educational implications for children with disabilities.		
Unit IV	**Motivation, Learning and Personality** : Concept, definition and theories of Motivation, Classical and Contemporary Learning Theories –(Behavioural, Cognitive and Social), Concept, definition and principles of personality development, Personality Theories- (Psychoanalytic-Freud & Neo-Freudians, Trait, Humanistic),(Assessment of Personality),Implications in teaching-learning with reference to children with disabilities.		
Unit V	**Psychological Aspects of Teaching** : Individual differences in cognitive and affective areas and its educational Implications, Classroom climate, group dynamics, Peer tutoring, co-operative learning, self-regulated learning, Teacher effectiveness and competence, Guiding children with disabilities.		

Reference and Textbooks:-

Agarwal, I.J.C (1994). *Essentials of Educational Psychology*. Vikas Publishing House, Pvt.Ltd., New Delhi.

Bernard, H.W. (1972). *Psychology of Learning and Teaching*. Mc Grow Hill, New York.

Chatterjee, S.K. (2000). *Advanced Educational Psychology*. Arunabhasen Books and ALLIED(P) Ltd.,

Chauhan, S.S. (1996). *Advanced Educational Psychology*. Vikas Publishing House, New Delhi.

DeCecco, J.P., & Crawford, W. (1977). *Psychology of Learning and Instruction*. Prentice Hall, New Delhi.

Driscoll, P.M. (1994). *Psychology of Learning for Instruction*. Allyn & Becon, Boston.

Freud, S (1935). *A general Introduction to psychoanalysis*. Live right, New York.

Hurlick, E.B. (1992). *Child Development*. Mc Grow Hill, New York.

Joyce, M., & Others (1992). *Models of Teaching. Holt Rinehart and Winston*, New York. Bruce R. Joyce (Author), Marsha Weil (Author), Emily Calhoun

Lindgren, H.C. (1976) *Educational Psychology in the Classroom*. John Wiley, New York.

Mangal, S.K. (1997). *Advanced Educational Psychology*. Prentice Hall of India Pvt., Ltd., New Delhi.

Maslow, A.M. (1954). *Motivation and Personality*. Harper Press, New York.

Mildred, C.R.F. (1978). *Infants, Children: Their Development and Learning*. Gran Hill, New York. (Indian Reprint).

Morgan, C.T. (1961). *Introduction to Psychology*. McGraw Hill, New York.

Mussen, P.H., Conger, J.J., & Kagan, J.(1969). *Child development and personality*. Harper & Row, New York.

Panda, K.C. (1997). *Elements of Child Development*. Kalyani Publishers, New Delhi.

Sharma, P. (1995). *Basics on Development and Growth of a Child*. Reliance Publication, New Delhi.

Slavin, E.R. (2003). *Educational Psychology: Theory and Practice* (7th ed.). Allyn & Becon, Boston.

Wilson, A.R., Rockbeck, M.C., & Michael, N.B. (1979). Psychological Foundations of Learning and Teaching. Mc Grand Hill, New York.

Outcomes	**Course Outcomes**
	After completing the course teacher educators will be able to
	- Explain the psychological principles and their application in specific context of education and special education. - Explain the principles and their implication for growth and development. - Critically analyse the process from the point of view of cognitive psychology. - Explain role of motivation in learning, learning processes and theories of personality. Apply psychological aspects to teaching - learning situations.

	Semester - I		
Course Code: 743103	Research Methodology and Statistics	Credits:4	Hours: 4
Objectives	➢ Develop a conceptual understanding of research, its need and ethical research practices. ➢ Describe the types, methods and process of research. ➢ Apply statistical techniques for analysis of data. ➢ Explain the methods and techniques of qualitative research. ➢ Prepare research proposal and report.		
Unit -I	**Scientific Knowledge and Research** : Sources and philosophy of knowledge, Scientific thinking and research, Role of theory in research, Need for research in Education and Special Education, Ethics in research		
Unit-II	**Types and Methods of Research**: Types of research – (Quantitative, Qualitative, Fundamental, Applied, Action), Methods of Research – (Descriptive, Correlation, Ex-post facto), (Experimental; Designs, Pre-experimental, Pre-Post designs, Quasi Experimental design, single subject design, Variables- Types and threats, Process of research- (Selection of problem, Review of literature, Sampling; Types and selection process, Hypothesis), (Instruments; tests, questionnaire, interview, observation schedule, rating scale), (Data collection and analysis),Standardization of research instrument – (Selection of items, reliability and validity and norms).		
Unit III	**Methods of Quantitative Analysis** : Parametric and non-parametric tests: Concept and difference, Descriptive Statistics - (Measures of Central Tendency), (Correlations; Product-moment, Biserial-r, Point-biserial, Phi-coefficient, Regression analysis), Inferential statistics (Underlying concepts: Sampling error, standard error of mean, confidence level, degrees of freedom, one tail-two tail test, type I and type II errors), (Student t- test, ANOVA, Ancova, Chi-square, Sign Test, Mann Whitney U test, Kruskal-Wallis test), Computer applications for analysis, Tabulation and graphic representation.		
Unit IV	**Qualitative Research Methods and Analysis**: Grounded theory, Ethnography and case study, Narrative/discourse and visual methodologies, mixed method, Themes, coding and presentation.		
Unit V	**Preparing Research Proposal & Report**: Components of research proposal, Presentation of proposal, Writing of thesis/dissertation , Writing technical paper for publication, Research management .		

Reference and Textbooks:-

Agarwal, A.N. (2002). *Quantitative Methods*. Vrinda Publishing, New Delhi.

Best, J.W., & Kahn, J.V. (1996). *Research in Education*. Prentice-Hall, New Delhi.

Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Academic Press, New York.

Desu, M.M., & Raghavarao, D. (1990) *Sample Size Methodology*. Academic Press, Boston.

Dooley, D. (1997). *Social Research Methods*. Prentice-Hall, New Delhi.

Gaur,A.S., & Gaur, S. S.(2009). *Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS.* Sage Publishers, New Delhi.

Greene, S., & Hogan, D. (2005).*Researching children's experience*. Sage Publication, London.

Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.

Guptha, S. (2003). *Research Methodology and Statistical Techniques*. Deep & Deep Publishing, New Delhi.

Hegde, M. N. (2003). *Clinical research in communicative disorders*. PRO-ED: Austin, Texas

Khan, M.S. (2005). *Educational research*. Ashish Publishing House: New Delhi

Koul, L. (1996). *Methodology of Educational Research*. Vikas Publishing House, New Delhi.

Potti, L.R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananathapuram.

Siegel, A., & Castellen, N.J. (1988). *Non Parametric statistics for Behavioural Sciences*. McGraw-

	Hill, New York.
	Silverman, D. (2012). Qualitative Research. Sage Publication, London.
Outcomes	➢ Develop a conceptual understanding of research, its need and ethical research practices. ➢ Describe the types, methods and process of research. ➢ Apply statistical techniques for analysis of data. ➢ Explain the methods and techniques of qualitative research. ➢ Prepare research proposal and report.

Semester - I			
Course Code: 743104	**Identification and Assessment of needs of Children with Visual Impairment**	**Credits:4**	**Hours: 4**
Objectives	➢ Trace the historical development of visual impairment and discuss the attitudinal change of society over time. ➢ Describe the causes and implications of different eye disorders. ➢ Critically examine the needs arising at different stages of persons with visual impairment. ➢ Develop skills to identify and assess children with blindness, low vision, and children with VIMD. ➢ Develop skills to plan and implement vision efficiency training for children with low vision.		
Unit -I	**Evolving Concept and Definition of Visual Impairment**: History of visual impairment, Attitudinal and behavioural change of the society towards the persons with visual impairment, Paradigm shift from charity through medical and social to right based approach, Factors affecting changing societal attitude and policy perspectives with reference to persons with visual impairment – (Self-help movements, Service delivery organizations, Judiciary and quasi-judicial bodies, UN Bodies, and media) ,Classification of visual Impairment: WHO, International Classification of Functioning, Disability and Health (ICF), and domestic legislations .		
Unit-II	**Eye Disorders: Etiology and Implications** : Neurological causes of visual impairment: cortical visual impairment, Disorder related to refraction - (myopia, hyperopia, presbyopia, astigmatism),Disorders related to receptive aspects of the eye – (retinal detachment, retinitis pigmentosa, Retinipathy of prematurity,optic atrophy, aninidia, and macular degeneration, and albinism), Muscular and related disorders –(nystagmus, strabismus, amblyopia), Vitamin A deficiency, cataract, glaucoma, corneal ulcer, trachoma, and colour blindness		
Unit III	**Identification and Assessment Procedures of Children with Blindness and Low Vision :** Methods and tools for assessment of children with blindness- (Functional Skills Inventory for the Blind, Oregon project for visually impaired and Pre-schoolers, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept development for blind Children, Reading Preference Test, Cornell Medical Index on Visually Handicapped children), Identification of children with low vision and psychosocial implications of low vision, Functional vision assessment – (selection of methods and tools for functional vision assessment of persons with low vision: low vision assessment by Jill Keeffe, Lea Tests), Concept and methods of visual efficiency training , Preparation of teacher made tools for functional assessment of vision and skills.		
Unit IV	**Identification and Assessment Procedures of Children with Visual Impairment and Multiple Disabilities** : Concept of VIMD, Role of multidisciplinary team of professionals in assessment of children with VIMD, Functional assessment methods and tools for VIMD-(physical, vision, hearing, tactual, and communication skills assessment), Implications of vision loss in adapting available tools of assessment for persons with Visual impairment, Preparation of teacher made tools for functional assessment of VIMD.		
Unit V	**Needs of Persons with Visual Impairment** : Infancy and early childhood – (early stimulation and early intervention), School age – (placement alternatives, collaboration of special and regular teacher), Transition Period – (self-identity, self-esteem, and self-image), (Vocational Development - emerging job opportunities),Adulthood issues – (sexuality and marriage, recreation and leisure; geriatric groups: disintegrating family system, social security, CBR and community support).		
Reference and Textbooks:-			

Barraga, N. C. (1980). *Sequences of Visual Development*. University of Texas. Austin.

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

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

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

Dimri, A. (2002). *Prepration of Norms of WISC-R (Verbal) for the Visually Handicapped*. NIVH, Dehradun.

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

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

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

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

Scholl, G. T. (Ed.) (1986). *Foundations of the education for blind and visually handicapped children and youth: Theory and Practice.* AFB Press. New York.

Singh, T.B. (1986). *A short Scale I.Q Measure for the Visually Handicapped*. NIVH, Dehradun.

Singh, T.B. (1986). *Eyssenck Personality Questionnaire (EPQ) for the Visually Handicapped*. NIVH, Dehradun.

Singh, T.B. (1986).*Standardisation of Cornell Medical Index on Visually Handicapped children*. NIVH, Dehradun.

Singh, T.B., & Sati, G. (1992). *Use of Blind Learning Aptitude Test as a performance measure for the assessment of Visually Handicapped Children in India*. NIVH Dehradun.

Warren, D.H. (1983). *Blindness and Early Childhood Development*.: AFB Press, New York.

Outcomes	➢ Trace the historical development of visual impairment and discuss the attitudinal change of society over time.
	➢ Describe the causes and implications of different eye disorders.
	➢ Critically examine the needs arising at different stages of persons with visual impairment.
	➢ Develop skills to identify and assess children with blindness, low vision, and children with VIMD.
	➢ Develop skills to plan and implement vision efficiency training for children with low vision.

Semester - I			
Course Code: **743105**	**Curriculum and Teaching Strategies for Children with Visual Impairment**	**Credits:4**	**Hours: 4**
Objectives	➢ Appreciate the importance of various basis to curriculum development. ➢ Develop an expanded core curriculum for children with visual impairment on the basis of situational analysis. ➢ Adapt the school curriculum keeping in mind the principles of curriculum adaptation in different curricular skill areas. ➢ Demonstrate appropriate teaching strategy in teaching reading, writing, and math ➢ Critically examine approaches to curriculum development for VIAD.		
Unit -I	**Basic Curriculum Areas and Skills** : Curricular skills related to cognitive domain, curricular skills related to psychomotor domain, curricular skills related to affective domain, Core curriculum, collateral curriculum, and support curriculum, Curriculum adaptation: Need and principles.		
Unit-II	**Introduction to Expanded Core Curriculum** : From plus curriculum to expanded core curriculum and Introduction and Orientation to Unified English Braille, Philosophical basis, Psychological basis, Ethical considerations.		
Unit III	**Steps in Expanded Core Curriculum Development**: Assessment of needs with reference to accessing school curriculum, Designing a need based curriculum: situational analysis for selection of skills and method of teaching, Developing a collaborative curriculum, Implementation of the curriculum, Critical evaluation of the curriculum.		
Unit IV	**Strategies for Teaching** : Specific teaching strategies (task analysis, co-activity, pre teaching, self-verbalization, direction giving, generalization, feature enhancement, and use of kinaesthetic movement), Teaching reading to students with visual impairment – (Reading aloud, peer reading, organic reading, and whole language approach), Strategies for writing skills – (guided and independent writing),Strategies for teaching math – (concrete, experiential, role play, and origami), Strategies for teaching use of ICT – (demonstration, verbal instruction, and peer tutoring).		
Unit V	**Approaches to Curriculum Development for VIAD**: Ecological, Multisensory, Thematic, Functional, Experiential		

Reference and Textbooks:-

Aggarwal, J.C. (2005). *Curriculum development 2005*. Shipra Pub. Delhi.

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

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French, S., & Swain, J. (1997). *From a different view point: the lives and experiences of visually impaired people.* Jessica Kinsey Pub, London.

Grover , U., & Chaudhari. M. (2009). *Curricular Strategies*. Kanishka Publication, New Delhi.

Hodapp, R. M. (1998). *Developmental and disabilities: Intellectual, sensory and motor impairment*. Cambridge Uni. Press, New York.

Jain, P. (2006). *Curriculum & teaching*. Kanishka Publication, New Delhi.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Model of teaching*. PHI learning Pvt. New Delhi.

Lowenfeld, B. (1973). *The Visually Handicapped Child in School*. John Day Company, New York.

Mangal. S.K. (2007). *Educating exceptional children-an introduction to special education*. PHI Learning Pvt. New Delhi.

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Shrivastava, N. (2010). *Blind and mentally handicapped children: problems and coping strategies*. Ritu Publication, Jaipur.

Srivastava, H.S. (2011). *Curriculum & method of teaching*. Shipra Pub., Delhi.

Vijayan, P., & Victoria, G. (2009). *Education of visually impaired children with additional disabilities*. Kanishka Publication, New Delhi.

Outcomes	- Appreciate the importance of various basis to curriculum development. - Develop an expanded core curriculum for children with visual impairment on the basis of situational analysis. - Adapt the school curriculum keeping in mind the principles of curriculum adaptation in different curricular skill areas. - Demonstrate appropriate teaching strategy in teaching reading, writing, and math - Critically examine approaches to curriculum development for VIAD.

Semester - II			
Course Code: 743201	**Curriculum Design & Development**	**Credits:4**	**Hours: 4**
Objectives	➢ Define and identify different components of curriculum. ➢ Understand and analyse various approaches to curriculum development. ➢ Explain and demonstrate curriculum differentiation.		
Unit -I	**Nature of Curriculum**: Definition and scope of curriculum, Bases of Curriculum- (philosophical, sociological and psychological), Principles of curriculum transaction, Fundamentals of curriculum development – (knowledge based, activity based, skill based and experience based), Historical and contemporary evolution of curriculum.		
Unit-II	**Approaches & Types of Curriculum Development**: Developmental Approach, Functional Approach, Eclectic Approach, Ecological Approach, Expanded Core Curriculum, Hidden Curriculum.		
Unit III	**Principles of Curriculum Construction**: Curriculum & Ideology, Curriculum as a Social Construct, Differentiating between Curriculum Design and Curriculum development, Theories of Curriculum Development, Universal Design of Learning for Curriculum Development.		
Unit IV	**Curriculum Development & Instructional Design**: Differentiation of Curriculum, Pedagogical Theories and curriculum transaction, Material and Instructional Adaptations, Assessment and Evaluation.		
Unit V	**Critical Issues in Curriculum** : Organization of learning opportunities for diverse needs, Designing integrated and inter-disciplinary learning experiences, Collaborative curriculum, Alignment of curriculum and modes of assessment, Curricular trends		

Reference and Textbooks:-

Aggarwal, D. (2007).*Curriculum development: Concept, Methods and Techniques*. Book Enclave, New Delhi.

Alexander, R. J. (2001). *Culture and pedagogy: International comparisons in primary education*. Oxford and Boston, Blackwell.

Daniels, H., & Goodland, J. (1979). *Curriculum Enquiry the Study of Curriculum Practices*. McGraw Hill, New York.

Daniels, H., & Porter, J. (2011). *Educational theories, cultures and learning: A critical perspective*. Routledge, London.

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Wiggins, G., & Mc Tighe, J. (2005). *Understanding by Design. Association for Supervision and Curriculum Development,* Alexandria.

Wiles, J. W., & Bondi, J. C. (2010). *Curriculum Development: A Guide to Practice*. Prentice Hall, New Jersey.

Outcomes	➢ Define and identify different components of curriculum. ➢ Understand and analyse various approaches to curriculum development. ➢ Explain and demonstrate curriculum differentiation.

Semester - II			
Course Code: 743202	**Inclusive Education**	**Credits:4**	**Hours: 4**
Objectives	➢ Explain the philosophical, sociological and rights perspective of inclusive education. ➢ Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively. ➢ Develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, leadership and working in teams to promote inclusion.		
Unit -I	**Perspectives in Inclusive Education** : Historical perspective of Inclusive education globally and in India, Approaches to disability and service delivery models, Principles of inclusive education, Key debates in special and inclusive education, Research evidence on efficacy and best practices associated with inclusive education.		
Unit-II	**Covenants and Policies Promoting Inclusive Education- A Critique** : International Declarations – (Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)),International Conventions – (Convention Against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)), International Frameworks - Salamanca Framework (1994), National Commissions & Policies – (Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Policy on Education (2017), National Curricular Framework (2005), National Policy for Persons with Disabilities (2006)),National Acts & Programs – (IEDC (1974), RCI Act (1992), PWD Act (1995), RPWD Act (2016) National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA (2009), IEDSS (2013)).		
Unit III	**Building Inclusive Schools** : Identifying barriers to Inclusion- (Attitudinal, Systemic and Structural), Ensuring Physical, Academic and Social Access, Leadership and Teachers as Change Agents, Assistive Technology, Whole School Development.		
Unit IV	**Building Inclusive Learning Environments** : Classroom Management, Effective Communication, Promoting Positive Behaviour, Reflective Teaching, Peer mediated instruction – (Peer tutoring, Co-operative learning).		
Unit V	**Planning for Including Diverse Learning Needs** : Universal design of learning, Adaptations and accommodations for sensory impairments, Adaptations and accommodations for children with multiple disabilities, Adaptations and accommodations for children with neuro-developmental disabilities, Adaptations and accommodations for children with intellectual impairment, Adaptations and accommodations for gifted children.		
Unit VI	**Collaborations**: Models of collaboration, Working with Parents, Managing Conflict, Co-teaching, Mentoring and Coaching.		

Reference and Textbooks:-

Clough, P., & Corbett, J. (2000). *Theories of Inclusive Education*. Paul Chapman Publishing, London.

Constitution of India (1950). *Article 41,* Ministry of Law and Justice, New Delhi.

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

Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). *Essential best practices in inclusive school.* Institute on Disability/UCE, University of New Hampshire

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

Peterson, M., & Hittie, M. (2009). *Inclusive teaching: The journey towards creating effective schools for all learners*. Merrill, New Jersery.

Skidmore, D. (2004) *Inclusion: The Dynamic of School Development*, Open University Press,

Buckingham.

Villa, R. A., & Thousand, J. S. (2005) *Creating An Inclusive School, Association for Supervision and Curriculum Development.* ASCD, Alexandria.

Wade, S. E. (2000). *Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers*. Lawrence Erlbaum Associates, New Jersery.

Outcomes	➢ Explain the philosophical, sociological and rights perspective of inclusive education. ➢ Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively. ➢ Develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, leadership and working in teams to promote inclusion.

Semester -II			
Course Code: 743203	**Application of Advanced Technology and Persons with Visual Impairment**	**Credits:4**	**Hours: 4**
Objectives	➢ Explain the relevance of technology for persons with visual impairment. ➢ Illustrate various devices to facilitate the education of persons with visual impairment. ➢ Describe various technological devices for promoting quality of life of persons with visual impairment. ➢ Critically analyse suitability/ appropriateness for various technological devices for persons with visual impairment. ➢ Discuss various trends in research on technology for persons with visual impairment.		
Unit -I	**Unit 1: Introduction to Technology for the Visually Impaired** Historical perspective of assistive technology in the rehabilitation of persons with visual impairment, Concept, need and importance of assistive technology with specific reference to the Indian context, Types of Assistive Technologies, Special roles of technology for facilitating empowerment of persons with visual impairment, Hardware, software, cybernetics and systems, with special reference to persons with visual impairment- an overview		
Unit-II	**Technological Devices– Traditional and Modern for the Education of the Visually Impaired :** Writing Technologies – (Braille Slates of different types, Brailler– mechanical and electrical, computers with screen readers and computer-based screen magnifiers and screen readers for Indian languages, Braille Note takers and Smart Brailler), Reading Technologies – (Braille, Refreshable Braille Displays, Stand-Alone reading machines, OCR systems, scanner/ camera-based OCR systems, Indian languages scanning software and Text to Speech (TTS), screen readers for phones and tablets, Smart Phone and DAISY players),Technology for Mathematics and Science Education – (Abacus, Taylor Frame, Geo Kit, measuring tapes-- strengths and limitations; softwares for accessing Mathematics and Science text, hardwares and softwares for making Science Lab accessible: Automatic Stir Station (hardware), Drop Counter(hardware), Sci-Voice (software),Talking Interferential Therapy Machine(hardware), Talking Lab Quest and Talking Logger),Braille Production Technologies – (Stero typing Machines- mechanical and electrical, Braille translation software with special reference to Indian languages, embossers and printers, Braille labeling systems, tactile diagrams and graphics production devices), Critical analysis of the devices mentioned under Unit 2.1 to 2.4 in the context of the Indian situation		
Unit III	**Technologies for Facilitating Independent Living for Persons with Visual Impairment :** Mobility Devices (canes - rigid, collapsible, folding and Smart Canes; Global Positioning Systems (GPS), ultra sonic devices, vibrating technologies), Fitness and Health – (Thermometer - tactile and audio, Talking Blood Glucose Meter, Talking Blood Pressure Device, Talking Medcenter Pill Organizer System, Talking Pedometer, weighing machine- Braille and Talking), Recreational Devices – (Chess Board, playing cards, adapted Ludo and Snakes and Ladders, adapted Scrabble, adapted puzzles, Talking Chess, audio Cricket Ball and audio Football, adapted Table Tennis/ Show Down, Goleball, adapted Volley Ball), Home management Devices – (audible/ vibratory Liquid Level Indicator, Talking Measuring Cup, Talking Food Thermometer, Talking Kitchen Scale, Talking Microwave Oven, Talking Timer, Braille and Talking Alarm Clocks and Watches, Needle Threader), Critical analysis of devices mentioned under Unit 3.1 to 3.4		
Unit IV	**Employment-related Technologies for the Visually Impaired** : Braille Shorthand Machine, Dictaphone, Dictation Software, Application of screen reading technologies for promoting/ diversifying employment opportunities, Making workplaces and available workshop equipment and other machines accessible to persons with visual impairment– Guidelines and Principles:		

Unit V	**Procurement and Assessment of Technological Devices for Persons with Visual Impairment** :Sources of availability and maintenance of technology devices, Resource mobilization for procurement of devices, ADIP scheme of the Government of India, Department of Empowerment of Persons with Disabilities, Parameters for assessing efficacy/ suitability of devices in the Indian context, Recent trends in research on technology for visually impaired:

Reference and Textbooks:-

Fernandez, G., Koening. C., Mani. M.N.G., & Tensi, S. (1999). *See with the Blind. Books for Change*, Banglalore.

http://shop.lighthouseguild.org

http://shop.rnib.org.uk

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

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

Mani. M.N.G. (1997). *Amazing Abacus*. S.R.K. Vidyalaya Colony, Coimbatore.

Proceedings: *Asian Conference on Adaptive technologies for the Visually Impaired* (2009). Asian Blind Union, New Delhi.

Scheiman, M., Scheiman, M., & Whittaker, S.G. (2007). *Low Vision Rehabilitation*. SLACK Incorporated, New Jersey.

Singh, J.P. (2003). *Technology for the Blind- Concept and Context*, Kanishka Publication, New Delhi.

Taraporevala, S., & D'Sylva, C. (2014). *Equip Your World: A Synoptic View of Access Technology for the Visually Challenged*. Joint Publication of NIVH, Dehradun & XRCVC, Mumbai.

Outcomes	➢ Explain the relevance of technology for persons with visual impairment. ➢ Illustrate various devices to facilitate the education of persons with visual impairment. ➢ Describe various technological devices for promoting quality of life of persons with visual impairment. ➢ Critically analyse suitability/ appropriateness for various technological devices for persons with visual impairment. ➢ Discuss various trends in research on technology for persons with visual impairment.

Semester - II			
Course Code: 743204	**Planning and Financing of Education**	**Credits:4**	**Hours: 4**
Objectives	➢ Identify the need, scope and purpose of educational planning in terms of national and community needs, ➢ Develop the skills in planning and using a variety of administrative strategies, ➢ Explain the role and contribution of different agencies/ contribution in educational planning, ➢ To help them determine and implement objectives of planning on the basis of individual needs of the students.		
Unit -I	**Introduction To Educational Planning :** Concept and nature of Educational planning-need and importance of Educational planning,Types of Educational planning, Process of District level planning including Micro level planning exercise; Institutional planning, Critical view of Educational planning in India.		
Unit-II	**Principles and Techniques of Educational Planning :** Guiding principles of educational planning , methods and techniques of planning, Approaches to Educational planning, Social demand approach, Man-power approach, Return of Investment approach:		
Unit III	**PLANNING MECHANISMS :** Perspective planning at central, state and local levels : concepts of macro and micro planning, priorities to be given at central and state levels, perspective plan for education in the Five Year plan, District level planning; recent initiatives in planning at district level, Institutional structures and function :NUEPA,SIEMATs, SCERTs and DIETs and Directorate of School Education (DSE).		
Unit IV	**INSTITUTIONAL PLANNING:** Institutional planning –(Meaning and concept), school mapping exercise, data at Central, state and district level for planning , Five year plans in institutional development, Impact and scenario changes, DISE for planning at schools.		
Unit V	**FINANCE IN EDUCATIONAL PLANNING :** Concept , Need and significance of Educational Finance, Planning In Demand For Education, Constitutional responsibility in planning and providing education, economic and social bases for allocation of resources in educational planning – cost minimization and quality improvement in Education.		

Reference and Textbooks:-

Ayyar , R.V. Vaidyanathan (1993).*Educational planning and Administration in India: Retrospect and prospect*. Journal of Educational Planning And Administration. VII(2).April.

Bell & Bell (2006) : *Education, policy and social class*. Routledge.

Blaug, Mark (1972) *An Introduction To Economics Of Education* . Allen Lane The Penguin, London.

Bottery Milk (ed.) (1992) : *Education, Policy & Ethics*. Continuum , London.

Chau, Ta – Ngoc (2003) : *Demographic Aspects Of Educational Planning.Paris*: International institute for educational planning.

Griffiths, V.L (1963) *educational planning*. London, O.U.P.

Hallack, J. (1977): *pairs: International Institute For Educational Planning*.

Hough J.R (1990) : *Education, Policy –An International Survey*, Croom Helm, London.

Institute For Health Sector Development (2005): *Sector- Wide Approach In Education*. Comparative Education, 31(1).

Kaufman, Herman, Waters (Eds) (1996): *Education Planning Strategic Tactical Operational*, Tecnomic.

Less Bell& Howard Stevenson (2006) *Education Policy: Process, Themes And Importance*, Routledge.

Livack, Jennie, Ahmed, Junaid And Bird, Richard (1998):*Rethinking Decentralization In Developing Countries*. Washington, D.C. World Bank

Naik, J.P (1965): *Education Planning In India*, New Delhi: Allied.

Naik, J.P.(1982) : *The Education Commission & After New Delhi* :Allied.

Nanjundappa, D.M. (1995) *Concept Approaches And Techniques Of Decentralized Planning In Readings In Decentralized Planning.B.N Yudgandhar and Amitabh Mukherjee* (Ed). New Delhi: Concept

Narayan , D . (2005) : *Local Governancr Without Capacity Building: Ten Years Of Panchauat Raj*. Economic And Political Weekly, June 25, Pp.2822-32

Psacharopolous ,G .(Ed).(1985): *Planning Of Education: Where Do We Stand?* Washington , World Bank.

Psacharopolous, G/ (Ed) (1987): *Economics Of Education: Research of Srudies:* Oxford, Pergamon .

Scheerens,Jaap (2000): *Improving School Effectiveness,* Paris: International Institute For Educational Planning.

Tilak, J.B.G (1992) .*Education Planning At Grassroots*. Ashish Publications. New Delhi.

Tilak,J.B.G (1988). *Cost Of Education In India*:International Journal Of Educational Development

Outcomes	- Identify the need, scope and purpose of educational planning in terms of national and community needs, - Develop the skills in planning and using a variety of administrative strategies, - Explain the role and contribution of different agencies/ contribution in educational planning, - To help them determine and implement objectives of planning on the basis of individual needs of the students.

	Semester - III		
Course Code: 743301	Perspectives in Teacher Education – In Service & Pre-Service	Credits:4	Hours: 4

Objectives	- Gain insight and understand development of Teacher Education with reference to education of children with disabilities. - Reflect on issues and problems related with teacher preparation for education of children with disabilities. - Familiar with responsibilities of different organisations in preparation of competent teachers and critically examine it. - Appreciate importance of in-service programmes and develop capacity to plan and execute it as per specific need and purpose. - Appraise the existing teacher education curriculum and its relevance, issues and challenges.
Unit -I	**Understanding Teacher Education (TE)** : Concept, Aims and Objectives of TE, Significance of TE in India, Types of TE - Pre-service and In-service; Continued development of Teacher as a Professional, Structure of TE in India and Organizations/Agencies involved, Factors influencing the practices in TE and quality.
Unit-II	**TE and Education of Children with Disabilities** : Early Initiatives in preparing teachers for children with disabilities in India, Establishment of various national institutes and development of TE in special education, Establishment of RCI as a statutory body in standardizing and promoting TE in special education, Changes in School Education for Children with Disabilities and its Impact on TE, Paradigm shift from Segregation to Inclusion Impacting TE:
Unit III	**Pre-service TE in Education of Children with Disabilities :** Changing scenario of teacher education curriculum and evolving priorities, Characteristics of TE framework developed by RCI, structure and organisation of different components of TE Curriculum, Components of Pre-service TE – (overview of courses at different levels, weight age of course work and evaluation), Various components of TE curriculum and their transactional modalities, Organisation, transaction and evaluation of different components of TE curriculum including school based practicum, and internship.
Unit IV	**Continued Teacher Development Program** : Need and modalities for continuing professional development of a teacher (Continuing Rehabilitation Education (CRE), Workshop, Seminar, Conferences, Projects, Exchange programmes) and their advantages and limitations, Structures and models of in-service teacher education- sub-district, district, State, regional and national level organisations and their role, voluntary efforts, Modes (face to face, distance modes, on line and mixed modes) and models (induction, one shot, recurrent, cascade, multi-site, school based, and course work) of in-service TE, Planning an in-service TE programme- preliminary considerations (purpose, duration, size of group, activities and budget), Designing and organizing an in-service TE programme- assessment of training needs, identifying essential components, guidelines.
Unit V	**Issues and Challenges in TE for Education of Children with Disabilities** : Teacher motivation and working conditions; opportunities for professional development, Organizing TE – (Conventional versus ODL), Collaboration/linkage between MHRD/ NCTE and MSJE/ RCI, Single disability versus cross disability approach in TE and addressing disability issues in general education curriculum, ICT and TE

Reference and Textbooks:-

NCTE (1998). *Policy Perspectives in Teacher Education: Critique and Documentation*, New Delhi.

Saxena, N.R., Mishra, B.K., & Mohanty, R.K. (1998). *Teacher Education*, R-Lall Book Depot, Meerut.

Sharma, R.A. (2002). *Teacher Education*. International Publication House, Meerut.

Outcomes	Gain insight and understand development of Teacher Education with reference to education of children with disabilities.

	➢ Reflect on issues and problems related with teacher preparation for education of children with disabilities.
	➢ Familiar with responsibilities of different organisations in preparation of competent teachers and critically examine it.
	➢ Appreciate importance of in-service programmes and develop capacity to plan and execute it as per specific need and purpose.
	➢ Appraise the existing teacher education curriculum and its relevance, issues and challenges.

Semester - III				
Course Code: 743302	Nai Talim – Experiential Learning – Field Practice		Credits:2	Hours: 2
Objectives	- To Identify the divide between school and life. - To Identify the philosophy of Nai Talim, Experiential Learning and Work Education, Community Engagement and its relevance for all-round development of the Children. - To Identify the theoretical perspectives of Nai Talim and Experiential Learning in the Education theory of Gandhiji. - To Identify Nai Talim in the policy perspectives of Government of India viz., National Curriculum Framework, 2005 and Right to Education Act 2009. - To Identify the pathways and strategies for the development of Head, Heart and Hands with appropriate field engagement activities. - To Identify the potential of Community Engagement in School/Teacher Education Institutions and appropriate strategies for Community Participation. - To outline the issues and concepts to be incorporated as a part of School and Teacher Education Curriculum to connect school knowledge to life outside the school with a focus on global issues and Sustainable Development Goals of UNESCO. - To Identify pedagogical practices and methodologies for the effective implementation of the proposed curriculum. - To develop activities, projects and learning tasks in school and teacher education subjects for overall development of Children - To Identify the changing profile of local economy, polity and community in Rural India in terms of consumptions patterns, land use patterns, cropping, lifestyle, living standards, settlement patterns. - To assess Subjects in school education, their coverage, content, transaction modalities and outcomes. - To orient the student teachers into handling Nai Talim Education and Work Education.			
Unit -I	**Community:** Nai Talim, aspects of Nai Talim, Gandhi, Work Education Position Paper, Dynamics of Community: Social, Economic and Cultural aspects of change. Conceptual aspects: Contemporary relevance of Nai Talim, Experiential Learning, Work Education and Community Engagement vis-à-vis NCF 2005, NCFTE-2010 and RTE Act 2009. To understand the theoretical perspectives of Nai Talim and Experiential Learning to the Gandhian thought.			
Unit-II	**Unit-2 Nai Talim, Participatory Learning, Trade & Occupational and Social Mapping:** Approaches and Methods in Nai Talim and Work Education, Community Education Projects and Local Occupations, Transect Walk, Seasonal Map, Resource Mapping: Natural and Human Resource Mapping **Conceptual aspects:** Education relating to life and expression of life-strategies and activities for character building. Community Engagement-School and Community links – Nature and ways of Engagement, challenges, owning and managing the school by the community, proactiveness of teachers in engaging and involving the community in the school life. Creative expression – focus on creative arts, craft, music, theatre – place of aesthetic development in developing character and personality			
Unit III	**Unit-3 Community Living, Student Development, Content Analysis, Nai Talim and Work Education Plan:** Preparation of Community Nai Talim Education/Work Education Plan			

	Conceptual Aspects: Learning through activities, projects, discovery and exploration in a child friendly and child centered manner. Making the child free of fear, trauma and anxiety and helping the child to express views freely and make school environment and treatment violence free. Development of Appropriate projects, field work practicums, case studies so as to engage children in work education, experiential learning and project-based learning duly connecting to the school curriculum and also Sustainable Development Goals.
Unit IV	**Unit-4 Field Visit: Resource Mapping in a Village Exercise and Nai Talim Educational Opportunity Mapping:** Natural, Human and Social Resources.
Unit V	**Field Visit:** Nai Talim Education Infusion Aspects and School – Community Engagement Planning **Conceptual Aspects for Day 4 & Day 5:** School and Community- based engagement activities – field based projects, practicums, case studies and community engagement activities: Development of Action Plan for the curriculum inclusions, changes in pedagogical practices, assessment procedures and schedule for the integrating Nai Talim training in the mainstream training programmes of Samagra Shiksha Abhiyan. Debriefing with feedback and documentation practices at school DIET and SCERT level and dissemination.

Reference and Textbooks:-

Alliman.P(1988) " *Gramsci, freier and Illich: Their contribution to education for socialism*" in Tom lovet (ed) Radical Approched to Adult education A Reader. London. Routledge

Fried.P (1972) *Pedagogy of Aspersed*: Harmonds work Penguin.

Gandhiji's *Aims of Education*.

Gramsci.A (1971) *Selections from prison Notebook* London.

readings from shanthiniketan and vishwabrathi.

www.en.winkipedia.org/wiki/participatory_action_research

www.en.winkipedia.org/wiki/participatory_rural_ appraisal

www.equality-ne.co.uk/downloads/856_tookkit-community engagement.pdf

www.mainstreamweekly.net/article4913.html

www.mhrd.gov.in/schemes.school

www.thehindu.com/opinion/op.ed/dealing with first generation-school groups.

www.urban.gov.in/download/for.pdf

Outcomes	➢ To Identify the divide between school and life. ➢ To Identify the philosophy of Nai Talim, Experiential Learning and Work Education, Community Engagement and its relevance for all-round development of the Children. ➢ To Identify the theoretical perspectives of Nai Talim and Experiential Learning in the Education theory of Gandhiji. ➢ To Identify Nai Talim in the policy perspectives of Government of India viz., National Curriculum Framework, 2005 and Right to Education Act 2009. ➢ To Identify the pathways and strategies for the development of Head, Heart and Hands with appropriate field engagement activities. ➢ To Identify the potential of Community Engagement in School/Teacher Education Institutions and appropriate strategies for Community Participation. ➢ To outline the issues and concepts to be incorporated as a part of School and Teacher Education Curriculum to connect school knowledge to life outside the school with a focus on global issues and Sustainable

	Development Goals of UNESCO.
	➢ To Identify pedagogical practices and methodologies for the effective implementation of the proposed curriculum.
	➢ To develop activities, projects and learning tasks in school and teacher education subjects for overall development of Children
	➢ To Identify the changing profile of local economy, polity and community in Rural India in terms of consumptions patterns, land use patterns, cropping, lifestyle, living standards, settlement patterns.
	➢ To assess Subjects in school education, their coverage, content, transaction modalities and outcomes.
	➢ To orient the student teachers into handling Nai Talim Education and Work Education.

Semester - III			
Course Code: **743303**	**Adulthood and Family Issues of Children with Visual Impairment**	**Credits:4**	**Hours: 4**
Objectives	➢ Analyze the role of family as a support system from birth to adulthood. ➢ Discuss the concerns of the family of a person with visual impairment. ➢ Meet the challenges faced at different stages of transition of a person with visual impairment. ➢ Develop the skills to prepare an ITP and IFSP. ➢ Develop a critical understanding of schemes for equal opportunities.		
Unit -I	**Role of Family in the Continuum of Support System** : Adjustment and accommodation to the birth of a special child, Organization and family functioning, Family involvement in infancy and early childhood, Family involvement in school age, Family involvement in transition to adulthood:		
Unit-II	**Transition Issues** :Transition from home to school, Transition from school to college, Transition from education to work, Meaning and Definition of Individualized Transition Plan (ITP), Role of family in developing ITP.		
Unit III	**Family Issues in Adulthood** :Higher Education, Career Education, Life Skills Education, Marriage and home skill management, Rehabilitation of adventitious visually impaired.		
Unit IV	**Planning Family Support Services** : Concept and objectives of family support services, Components of family support services, Identifying family needs, Individualized Family Service Plan (IFSP) under PL 99-457, Preparing an IFSP in Indian context.		
Unit V	**Equal Opportunity Provisions: Schemes and Facilities** :Schemes for education of children from pre-school to higher and tertiary education, Schemes and facilities for vocational training and skill development, Schemes and statutory provisions to promote employment, self-employment, and livelihoods, Concessions for persons with visual impairment, Concept and types of parent family partnerships		

Reference and Textbooks:-

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

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

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

Lowenfeld, B. (1973).*Visually Handicapped Child in School. American Foundation for the Blind*. New York.

Lowenfeld, B. (1975). *The Changing Status of the Blind from Separation to Integration*. Charles C. Thomas, Springfield.

Narayan, J., & Riggio, M. (2005). *Creating play environment for children*. Hilton/Perkins: USA.
Patil, H.J. (2008). (5 Ed). *Concession for the Blind*. National Association for the Blind: Mumbai

Shah, A. (2008). *Basics in guidance and Counselling*. Global Vision Publishing House, New Delhi.

	Smith, D. D. & Luckasson, R. (1995). *Introduction to Special Education – Teaching in an age of Challenge.* (2 Ed). Allyn & Bacon, Boston.
Outcomes	➢ Analyze the role of family as a support system from birth to adulthood. ➢ Discuss the concerns of the family of a person with visual impairment. ➢ Meet the challenges faced at different stages of transition of a person with visual impairment. ➢ Develop the skills to prepare an ITP and IFSP. ➢ Develop a critical understanding of schemes for equal opportunities.

		Semester - III		
Course Code: 743305		Elective – I 1. **Educational Management**	Credits:4	Hours: 4
Objectives		➢ Explain the basic 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.		
Unit -I		**Foundations in Educational Management** : Definition & Concept – (Management as an art, science, organization, person & a discipline), Approaches to management; a) Classical approach, b) Human relation approach, c) Systems approach, d) Contingency approach, Principles & processes of management, Styles of management – (autocratic, laissez-faire, transactional, contingency), Leader vs. Manager; role competencies.		
Unit-II		**Total Quality Management in Education** : Concept of Quality and issues in Quality management of educational institutes, Educational applications, Assessment of educational institutions, Strategic planning & Sustainable development, Implementing TQM.		
Unit III		**Human Resource Management** : Manpower planning, talent acquisition & management, Employee benefits, welfare & Performance appraisals systems- 360 degree approach, Training, development & capacity building, Organisational behaviour; climate & culture, Individual & group dynamics, conflict management & negotiations.		
Unit IV		**Educational Management Information Systems (EMIS)** :Need, relevance and National agencies for EMIS, Internal & external stakeholders of EMIS, Tools & process for collecting and disseminating data & using information, Constituting indicators & data monitoring plans, Dissemination, distribution & publication of data.		
Unit V		**Financial Management:** Need &Importance of financial management in educational institutes, Basic concepts in accounting, Importance & types of budgeting, Resource mobilisation& allocation, Proposal writing for funding in educational institutes.		

Reference and Textbooks:-

Bhardwaj, K. S., (2014). *Human Resource Development in Education*. Partridge Publication, Gurgaon.

Bush, T., & Paul, L. S. (2006). *Principles and Practice of Educational Management*. Chapman A Sage Publications Company, London.

Chatterjee, B. K. (2011). Finance for Non – *Finance Managers*. Jaico Publishing House, New Delhi.

Deshmukh, A.V., & Naik. A. P. (2010). *Educational Management*. Himalaya Publishing House Pvt. Ltd., Mumbai.

Dessler, G. (2012). *Human Resource Management*. Prentice Hall, London.

Dimmock, C. (2012). Leadership in Education: Concept, Themes and Impact. Routledge, New York.

Leithwood, K., & Jantzi, D. (1999). *Changing Leadership for Changing Times.* Open University Press, London.

Lewls, T. (2012). *Financial Management Essentials*: A Handbook for NGOs.

Mathis, R. L., & Jackson, J. H. (2010). *Human resource management* (13th ed.).

Mukhopadhya, M. (2011). *Total Quality Management in Education*. Sage publications India Pvt. Ltd. New Delhi.

Nkomo, S. M., Fottler, M. D., & McAfee, R. B. (2010). *Human resource management*

applications: Cases, exercises, and skill builders (7th ed.).

Pande, S., & Basak, S. (2012). *Human Resource Management. Text and Cases*. Amazon Digital South Asia Services, Inc.

Rayner, S. (2007). *Managing Special and Inclusive Education*. Sage Publications Ltd. London.

Senge, P. (2007). *A Fifth discipline Resource. Schools that lead*: Nicholas Brealey Publishing, London.

Senge, P.M. (1994). *The fifth Discipline; The Art & Practice of The Learning Organization*. Currency Doubleday, New York.

Shapi, J. (N.K). *Writing a Funding Proposal*.

Ulrich, D., & Brockbank, W. (2005). *The HR Value Proposition*. Boston: Harvard Business School Press. (ISBN-13: 978-1591397076 or ISBN-10: 1591397073).

Outcomes	➢ Explain the basic 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.

Semester - II				
Course Code: 743306	2. **Educational Technology**		Credits:4	Hours: 4
Objectives	➢ Discuss roles of Educational Technologists in various contexts. ➢ Apply appropriate instructional strategies. ➢ Develop appropriate instructional media. ➢ Integrate suitable ICT effectively in teaching-learning-evaluation. ➢ Suggest suitable modality of instruction (Online, Blended, etc.).			
Unit -I	**Unit 1: Educational Technology** Concept, Definition and Scope of Educational Technology, Need and Role of Educational Technologists in India, Growth of conceptual framework of Educational Technology: ET1, ET2, ET3 … , Systems Approach; Meaning, Scope and Components-(Communication Process), Meaning and components, Models of communication: Simple, Osgood and Schramm, Gerbner's mode Interaction analysis: Equivalent Category System and Flander's Interaction Analysis System.			
Unit-II	**Instructional Technology** : Concept and Definition of Instructional Technology, Theories and Models of ISD: Dick & Carrey, Gagne, Kirk and Guftason, Steps in developing Instructional design –(Learner analysis, Content analysis, Deciding entry and terminal behaviour, Preparing test, Selection of method, Selection of media, Development of material, Tryout, Formative and summative evaluation), Methods & Models Instructional designs for Large Group and Individual Instructions, Co-operative and Individual Learning Strategies for children with disabilities.			
Unit III	**Instructional and Interactive Learning** :Interactive learning: concept, need and components, Instructional Media for children with Special needs, Interactive learning Material for children with disabilities, Development of Interactive learning Material, Integrating ICTs for children with special needs (e.g. Social Media, Collaborative tools and techniques such as Blogging, ICT tools for research, bibliography, etc).			
Unit IV	**ICT For Inclusion** : ICT for 21st century learning, Dilemmas and Realities about applications in ICT in inclusive education, Potentials of ICT in inclusive education- Access, equity, participation, Skill development and life- long learning, ICT for teaching-learning, Role of ICT in curriculum transaction			
Unit V	**Recent Trends in Technology** : Online Learning, Blended Learning, M-Learning, MOOC,OER			

Reference and Textbooks:-

Bhatt, B. D., & Sharma, S. R. (2003). *Educational Technology concept and Technique* (Modern Education Series). Kanishka Publisher, New Delhi.

Diana, L. O. (2001). *Multimedia – Based Instructional Design: Computer – Based Training*. Jossey – Bass

Horton, W. (2001). *Designing web-based Training*. John Wiley & Sons. New Jersey.

Kumar, K., Kumar, S. (2004). *ICT Skill Development*. GBD Publications, Gurusar Sadhar.

Mukhopadhyay, M (1990). *Educational Technology Challenging Issues*. Sterlings Publisher's Pvt. Ltd. New Delhi.

Rosenberg, M.J. (2001). *E-Learning*. McGraw Hill, New York.

Sallis, E., & Jones, G. (2002). *Knowledge Management in Education* London: Kogan Page Ltd.

Santhosh, V. (2009). *Information communications technology for teacher education*. Kanishka Publisher, New Delhi.

Schank, R.C. (2001). *Virtual Learning*. McGraw Hill. London.

Shehzad, A. (2007). *Teacher's Handbook of Educational Technology*. Anmol, Pubishing Pvt. Ltd., New Delhi.

Singh, T. (2009). *ICT Skill Development*. Tandon Brothers, Ludhiana.

Venkataiah, N. (2002), *Educational Technology*. APH Publication Corporation, New Delhi.

Outcomes	- Discuss roles of Educational Technologists in various contexts. - Apply appropriate instructional strategies. - Develop appropriate instructional media. - Integrate suitable ICT effectively in teaching-learning-evaluation. - Suggest suitable modality of instruction (Online, Blended, etc.).

Semester - III				
Course Code: 743307	3.	Guidance and Counselling	Credits:4	Hours: 4
Objectives	➢ State the basic concepts in Guidance &Counselling. ➢ Discuss Educational, Vocational and Personal Guidance. ➢ Describe testing devices and non-testing techniques of guidance. ➢ Analyze the problems faced by students in the contemporary world. ➢ Discuss the problems faced by children with disabilities.			
Unit -I	**Unit 1: Education and Career Guidance** Concept, principles, Objectives and need for guidance at various educational levels, Types of Guidance – (Individual and group, Personal, Educational and Vocational), Career Development needs of students. Changing scenarios in a global world, Tests and Techniques for Guidance: Testing techniques (Aptitude, Interest, Achievement & Personality) Non-testing techniques (Interview, Case study, observation, Diary, anecdotal and commutative record), Essential services in a school guidance program			
Unit-II	**Vocational Guidance** :Factors influencing choice of career, Theories - Vocational Choice, Vocational development and Career development theories, Assessment of Vocational maturity, Occupational information in Guidance, Guidance for students with disabilities.			
Unit III	**Fundamentals of Counselling** : Concept and nature of counseling, Scope and objectives of counseling, Stages of the counselling process, Counselling techniques, Ethical principles and issues.			
Unit IV	**Group approaches in Vocational Counselling and Guidance** : Types, areas and approaches of Counselling, Steps and skills in the counselling process, Advantages and Disadvantages of Group Guidance techniques, Essential services in school and community based guidance programs, Placement, research, evaluation services and Job study- i) Job description, ii) Job specification, iii) Job analysis, iv) Job satisfaction.			
Unit V	**Assessment in Educational and Vocational Guidance and Counselling** : Assessment of underachievement and challenges, Assessment of giftedness and special strengths, Career test construction, administration, scoring and interpretation, Crisis Intervention; Grief, relationships, depression, Academic, stress, violence, abuse, Role of counsellor in the contemporary context			

Reference and Textbooks:-

Naik, P.S. (2013). *Counselling Skills for Educationists*. Soujanya Books, New Delhi.

Nayak, A.K. (1997). *Guidance and Counselling*. APH Publishing, Delhi.

Rao, V. K., & Reddy, R.S. (2003). *Academic Environment: Advice, Counsel and Activities*. Soujanya Books, New Delhi.

Shah, A. (2008). *Basics in Guidance and Counselling*. Global Vision Publishing House.

Sharma, V.K. (2005). *Education and Training of Educational and Vocational Guidance*. Soujanya Books, New Delhi.

Kapunan, R.R. (2004). *Fundamentals of Guidance and Counselling*. Rex Printing Company, Phillipines.

Pal, O.B. (2011). *Educational and Vocational Guidance and Counselling*. Soujanya Books, New Delhi.

Outcomes	➢ State the basic concepts in Guidance &Counselling. ➢ Discuss Educational, Vocational and Personal Guidance. ➢ Describe testing devices and non-testing techniques of guidance. ➢ Analyze the problems faced by students in the contemporary world. ➢ Discuss the problems faced by children with disabilities.

Semester - IV			
Course Code: 743401	**Educational Evaluation**	**Credits:4**	**Hours: 4**

Objectives	➢ Explain the key concepts of 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 & means of evaluation of programmes. ➢ Explain the current trends in evaluation.
Unit -I	**Foundations in Evaluation** : Concept of testing, measurement, assessment and evaluation, Difference between investigation, auditing, monitoring & evaluation, Principles of Evaluation, Areas of Evaluation, The evolution of the evaluation function; i) Measurement/ comparison, Transparency/ accountability, ii) Understanding/ learning/ decision making/ positive accountability
Unit-II	**Scope of Evaluation** : Problem-solving and decision-making, Positive accountability and excellence in education, Knowledge construction and capacity building of learners, Organizational learning and change, and strategic planning, Advocacy & communication.
Unit III	**Teaching-learning and Evaluation** : Evaluation of learning, for learning and in learning- Contexts, Need & Nature, Tools for evaluation and process of standardization, Equity & fairness in evaluation including adaptations & Accommodations, Report writing: Format, Content & Mechanics, Mastery Level Learning.
Unit IV	**Programme Evaluation & Review** : Concept, need, goals and tools, Evaluation of instructional programmes, Techniques of programme evaluation, Reliability, validity and sensitivity in programme evaluation, Reviewing outcomes.
Unit V	**Current Trends in Evaluation** : Knowledge based evaluation, Performance Based Evaluation - (Role play, Concept maps), Authentic Evaluation – (Interviews, Writing samples, Projects, Exhibitions, Reflective Journals),Self evaluation – (Rubrics & Rating scales), Exams – (Online, On-demand, Take-home Power Tests & Open book).

Reference and Textbooks:-

Airasian, P.W. (1991). *Classroom Assessment*. Mc Graw-Hill, New York.

American Educational Research Association, American Psychological Association, and National Council on Measurement and Education. (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

American Federation of Teachers, National Council on Measurement in Education, and the National Education Association. (1990). *Standards for teacher competence in educational assessment of students. Washington,* DC: Author.

Gipps, (1996). *Assessment for learning. In Little, A. and Wolf, A. (eds) Assessment in transition: Learning, monitoring and selection an international perspective*. Oxford Pergamon Press, London.

Gronlund, N.E., & Linn, R. (1990). *Measurement and evaluation in teaching* (6th Edition). Macmillan, New York.

Hamayan, (1995). *Approaches to alternative assessment. "Annual Review of Applied Linguistics*," 15, 212-226.

Headington (2003). *Monitoring, Assessment, Recording, Reporting & Accountability*. II-Ed, David Fulton Pub. , London.

Hibbard, K. M. and others. (1996). *A teacher's guide to performance-based learning and assessment.* Alexandria, VA: Association for Supervision and Curriculum Development.

Mathew, S. (2005). *Evaluation: curricular strategies and adaptations for children with hearing impairment*. Kanishka: New Delhi.

Mathew, S. & Mishra, A. (2010). *Knowledge based evaluation of students with hearing impairment.* Journal of NCED, 2(1), 26-33.

Mathew, S. (2010). Educational Evaluation .*Curriculum and teaching strategies for CWHI. MED*

SEDE (HI) Manual, IGNOU, New Delhi.

Mehrens, W. A., & Lehmann, I. J. (1991). *Measurement and evaluation in psychology (IVED).* Harcourt Brace College Publishers, New York.

NSW syllabuses: *Assessment for, as and of Learning.* Retrieved from syllabus.bos.nsw.edu.au/support.../assessment-for-as-and-of-learning on 10.4.2015

Programme evaluation and review technique. Retrieved from http://www.inc.com/encyclopedia/ program-evaluation-and-review-technique-pert.html on 10.4.2015

School self-evaluation. http://www.education.ie/en/Schools-Colleges/Services/Quality-Assurance/SSE-Primary-and-Post-Primary/School-Self-Evaluation.html on 10.4.2015

School self-evaluation. Retrieved from http://schoolself-evaluation.ie/post-primary/index.php/what-school-self-evaluation/?doing_wp_cron=1429505616.9318289756774902343750 on 10.4.2015

UNICEF (2006). *New trends in development evaluation.* Retrieved from http://www.unicef.org/ceecis/New_trends_Dev_EValuation.pdf on 16.4.2015

Wiggins, G. (1993) Assessing studentsperformance.SanFrancisco:Jossey-Bass.

Outcomes	- Explain the key concepts of 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 & means of evaluation of programmes. - Explain the current trends in evaluation.

	Semester - IV		
Course Code: 743404	Elective - II 1. Policy in Education	Credits:4	Hours: 4
Objectives	➢ Understand the types of educational policy and its classifications ➢ Aware about the need and importance, objectives and determinant of educational policy ➢ Know the identification of implementation agencies of the educational policy ➢ Understand the role of private and public partnership in implementation of educational policy ➢ Aware about the issues and strategies in evaluation policy ➢ Aware about the issues and strategies in evaluation of educational policies ➢ Acquire the knowledge of monitoring and evaluation agencies of education policies ➢ Analyses the documents of the educational policy ➢ Understand the research methods of the educational policies and funding agencies for the research of educational policy Aware about the linkage between educational policy and national development		
Unit -I	**Formulation of Educational Policy:** Need and Importance of Educational Policy, Objectives determinants of educational policy,Types of education policy, National, state and institutional level – short – term. Long –term polices, Preparation of discussion document, State level and national consultations, consultations with all stakeholders, Constitution of steering committee and task forces, presentation of draft document in CABE and parliament education policy vis -= a vis development policy, school development policy.		
Unit-II	**Implementation of Policy :** Formulation of plan of action-policy parameters for formulation of programmes and strategie, Identification of implementation agencies-centre – state partnership in policy implementation, Public private partnership in implementation of educational policy, Role of civil society and NGO in policy implementation, Issus involved in implementation of educational policy.		
Unit III	**Monitoring and Evaluation of Policy Implementation:** Issues and strategies in evaluation of educational policies, Issues of the evaluation and monitory policy implementation, Evaluation criteria to be followed in the educational policies, Monitoring and evaluation agencies of educational policies at state , central land local level, National policies for education of marginalized, weaker and differently able groups.		
Unit IV	**Policy Research:** Concept of policy research, Analysis of the documents of the education policy, Research methods of the educational policies, Process and impact of educational studies- Funding agencies for the research of educational policy.		
Unit V	**Linkage Between Education Policy And National Development Policy:** Linkage between education policy and national development policy, Fruitful effect on the linkage of their policies, Role of government in correlation of these policies, Education in the concurrent list.		

Reference and Textbooks:-

   Blackmore, c, and lauder, H (2004) : *Researching policy, in somekh, B., and lewkin, c*.(2004).Ed. research methods in the social sciences. Pp.97-104.

Freeman, A.M,.III (1993) : *the measurement of environmental and resource Values: Theory and methods.* Washington,D.C.

Govt. lf India, MHRD (1982) *NPE and its POA* (1986/1992)

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Nagel , s., and Neef , M (1979): *policy Analysis in social science Research*, London: sage publications. Pp 9-14

Nisbet, J,D (1988): policy Oriented Research , in Keevs, J.P (ed) '*educational research methodology and measurement : An International Handbook'.* pergamon press Plc. Pp 139-145

Nordhaus, W.D (1998) : *Economic and policy Issues in climate change.* Washington, D.C.

Trow, M. (1988) : policy Analysis, in Keevs, J.P. (ed) *'Educational Research Methodology and Measurement : An international Handbook'.* Pergamon press plc. Pp 197-202

Wildavsky , A.(1979) : *The Art and Craft of policy Analysis'.* London : Macmillian press Ltd. Pp 3-21

Outcomes	➢ Understand the types of educational policy and its classifications ➢ Aware about the need and importance, objectives and determinant of educational policy ➢ Know the identification of implementation agencies of the educational policy ➢ Understand the role of private and public partnership in implementation of educational policy ➢ Aware about the issues and strategies in evaluation policy ➢ Aware about the issues and strategies in evaluation of educational policies ➢ Acquire the knowledge of monitoring and evaluation agencies of education policies ➢ Analyses the documents of the educational policy ➢ Understand the research methods of the educational policies and funding agencies for the research of educational policy Aware about the linkage between educational policy and national development

Semester - IV				
Course Code: 743405	**2.**	**Distance Education**	**Credits:4**	**Hours: 4**
Objectives		➢ Understand the nature and need of distance education in the present day Indian Society ➢ Use different kinds of information and communication technologies (ICT and enable them to be familiar with their use in teaching learning process) in distance education ➢ Understand various modes of student support services (SSS) and develop in them skills to manage such services for various kinds of program through distance education ➢ Evaluate programs of distance education and to develop in them the ability to enhance the quality and standards of different Distance Education programs		
Unit -I		**Distance Education – An Introduction:** Distance Education – (Definition , meaning and concept), Distance education and correspondence course, Distance learning and open learning, Distance education need of the hour, Growth and Development of distance education, Distance education in India, Distance education in the global context.		
Unit-II		**Intervention Strategies at a distance:** Information and communication technologies and their application in Distance education, Designing and preparing self instructional materials – electronic media for distance education, Intervention strategies for admission , classes , examination and evaluation.		
Unit III		**Learning at a Distance:** Student Support Services (SSS) in distance education and their management, Technical and vocational programmes through distance education, Program for women through distance education, Distance education and Rural Development, Skill development through distance education, Obstacles in distance education.		
Unit IV		**Quality enhancement and Program Evaluation:** Quality assurance of distance education, Mechanisms for maintenance of standards in distance education, Program evaluation, Cost analysis in Distance education, New Dimensions in distance education.		
Unit V		**Agencies in Distance Education:** Agencies and Recognition in Distance education, Distance education Bureau (DEB) role of UGC in distance education, DEC – IGNOU – TNOU, Role of learning centers in distance education.		

Reference and Textbooks:-

American Assoication of University Professors (1999) *Statement on Distance Education June 1999.* http://www.aaup.org/statments/Redboo.StDistEd.htm

Aragon, S.R. (2003) *Creating Social presence in online environments.* New Directions for Adult and Continuing Education, 100, 57-68

Ayers, E.L. (2004) *The Academic and IT Culture: Their effect on teaching and Scholarship,* EDUCAUSE, 39, 48-62

Baker, J. (2003) *Instructor immediacy increases student enjoyment, perception of learning.* Online cl@ssroom: Ideas for effective instruction Sept. 2003

Beaudoin , M. (1990) *The instructor's changing role in distance education.* The American Journal on Distance Education, 4(2):21-29

Beaudoin, M.(1998). *A new Professoriate for the new millennium* , Deosnews, Vol.8, No.5. http://www.ed.psu.edu/acsde/deos/deosnews/deosnews8_5.asp

Beaudoin, M.F (2003) *Distance Education Leadership: An appraisal of research and practice.* In M.G. Moore & W.G. Anderson (Eds) Handbook of Distance Education (pp. 519-530). Muhwah, New Jersey: Lawrence Eerlbaum Assoicates publishers

Benson, A.D. (2003) *Assessing participant learning in Online Environment.* New Directions for Adult and Continuing education, 100 , 69-78

Berge, Z.L. & Muilenburg, L./Y (2003) *Barriers to distance education: Perceptions of K-12 educators. Proceedings of the Society for Information technology and Teacher Education International Conference.* Albuquerque. New Mexico , USA, March 24 – 29 Issue I PP. 256-259.

Bonk, C.J. (2002) *Online teaching in an Online World. Education at a Glance*: United States Distance Learning Association Journal , January 2002Vol 16.No 1.

Bourne, J& Moore, J.C. (eds) (2004). E*lements of Quality online education: into the maintstream Summary Vol. 5 Sloan Series.* The Sloan Consortium

IIen, I.A & Seaman, J. (2003). *Sizing the opportunity: The quality and extent of online education in the United States, 2002 and 2003.* The Sloan Consortium. http://www.slan-c.org/publications/book/survey .asp

Outcomes	- Understand the nature and need of distance education in the present day Indian Society - Use different kinds of information and communication technologies (ICT and enable them to be familiar with their use in teaching learning process) in distance education - Understand various modes of student support services (SSS) and develop in them skills to manage such services for various kinds of program through distance education - Evaluate programs of distance education and to develop in them the ability to enhance the quality and standards of different Distance Education programs

Non Major Elective Papers

1. **Nature and Needs of Children with Disabilities – II Semester**
2. **Understanding the Children with Disabilities - III Semester**
3. **Assistive Technology Adaptations and Accessibility- IV Paper**

Non Major Elective				
Course code:		**Nature and Needs of Children with Disabilities**	**Credits:2**	**Hours: 3**
Objectives	➢ Understand the differences between impairment, disability, and handicap. ➢ Enumerate the educational needs of various categories of persons with disabilities. ➢ Know the common causes and preventive aspects of the common causes for different kinds of disabilities ➢ Describe the general methods to be adopted for early identification and intervention strategies in the case of children with disabilities ➢ Understand the importance Adaptations and Accommodations in the disability sector.			
Unit -I	**Understanding the Disabilities:** Concept and Definition of Impairment, Disability and Handicap, Historical and National developments and Constitutional obligations for children with disabilities, Categories of Disability as per the PWD Act 1995,RPWD Act 2016 & UNCRPD, Prevalence and Incidence in India, Social and Educational needs of children with disability.			
Unit-II	**Definition, Types and Characteristics :** Hearing Impairment: Definition, types and characteristics, Visual Impairment: Definition, types and characteristics. Intellectual Disabilities : Definition, types and characteristics, Neuro–muscular and Locomotor Disabilities (CP): Definition, types and characteristics, Autism, Learning disability, Mental Illness and Multiple Disabilities: Definition, types and characteristics.			
Unit III	**Causes and Prevention :** Causes: Pre-natal, Natal, Post-natal, Prevention: Primary, Secondary, Tertiary, Immunization, Nursing care and First aid, Hygiene, Nutrition, Diet and Childhood diseases, Genetic Counselling.			
Unit IV	**Identification and Early Intervention :** Need for early Identification and Intervention, Tools for Screening and assessment procedures for educational placement, Intervention of late identified children, Early Intervention strategies, Differential Diagnosis and Referrals.			
Unit V	**Adaptation and Accommodation:** Bharathi Braille, Nemeth Code & Scientific Notation, Abacus, Taylor Frame, Orientation & Mobility, Optical & Non Optical Devices, Electronic Devices— Note takers and Refreshable Braille Displays, Screen Reading Software , Braille Embossers, Braille Translation Software, Indian Sign language, Speech Therapy, Hearing Aids – Types and Maintenance IEP, Multisensory Training Approach, Task Analysis, Behaviour Modification Techniques for Children with Intellectual and Neuro developmental Disabilities, Universal Design, Accessible India Campaign, Recent Trends in Special Education.			

Reference and Textbooks:-

Hegarty S. (2002). *Education and Children with Special Needs in India*: Sage Publications, India Pvt. Ltd.

Panda, KC (1997) *Education and Exceptional Children*, Vikas Publishing House,New Delhi

S.S. Chauhan (2002) *Education of Exceptional Children*

Smith, D.D, and Luckasan, R.(1992), *Introduction to Special Education*, Allyn and Bacon, Boston 42 42

Vicki L. Schwean, Donald H. Saklofske (1999) *Handbook of Psychosocial Characteristics of Exceptional Children*	
Outcomes	➢ The student will be able to differentiate different terms – Impairment, Disability and Handicap ➢ The student will be able identify different types of disabilities as mandated by RPwD 2016 and from Educational Perspectives ➢ The student will be able to understand the characteristics and causes of different disabilities ➢ The student will be able to understand the assessment procedures ➢ The student will be able to understand curricular and co-curricular accommodations and adaptations for children with different disabilities

Non Major Elective			
Course code:	**Understanding Children with Disabilities**	Credits:2	Hours: 3
Objectives	➢ The student will be able to understand different terms – Impairment, Disability and Handicap ➢ The student will be able to understand different types of disabilities as mandated by RPwD 2016 and from Educational Perspectives ➢ The student will be able to understand the characteristics and causes of different disabilities ➢ The student will be able to understand the identification and assessment procedures ➢ The student will be able to understand curricular and co-curricular accommodations and adaptations for children with different disabilities		
Unit -I	**Understanding Disability as mandated by RPwDA 2016:** Physical Disabilities, Intellectual Disabilities including ASD and LD, Mental Behaviour, Disabilities due to Neurological Chronic Disorders, Multiple Disabilities including Deafblind		
Unit-II	**Understanding RPwDA from Educational Perspectives:** Overview of RPwDA and harmonization with UNCRPD, Sections under Education and HRD, Rights, Entitlements and Grievance redressal mechanisms, Rules for Enactment of RPWDA Barriers to Inclusion of PwD's		
Unit III	**Understanding Identification and Assessment:** Scholastic, Co-Scholastic, Plus Curriculum and Expanded Core Curriculum, Functional Assessment, Assessment of needs of High-Support learners		
Unit IV	**Understanding Curriculum:** Introduction to mainstream curriculum, Understanding NCF from Inclusive perspective, Accommodation, Adaptation and Modification – Braille, Abacus, Taylor Frame, Audio books, Optical and Non Optical Devices, Auditory devices, Hearing Aids, Embossed materials, Adapted Teaching Learning Materials, Individual Accommodation and Adaptations – Assistive and Adaptive devices – Educational devices, supplementary Physical (Artificial Limb, Callipers & Splints, Assistive and adaptive Learning devices, Disability Specific Accommodations and Adaptations		
Unit V	**Understanding the Curricular and Co- Curricular Accommodations and Adaptations:** Accommodations and Adaptations for curricular and co-curricular Activities for facilitating learning, Assembly and Recess Time, Games, Sports and Physical Activities – Paralympics and Special Olympics, Visual and Performing Arts Unified Events, Outdoor Activities and Work Education		

Reference and Textbooks:-

Barber. (2010). *Different Speeds and Different Needs: How to teach sports to every Kid.*Paul K Brooks Publishing Company.

Cure our Children, (2010) *Sports and Recreational Activities for Children with Physical Disabilities:* Retrieved from: The Cure Our Children Foundation, http://ww.cureourchildren.org/ On 24th August, 2017.

Disability affairs, (Dec 27, 2016),*THE RIGHTS OF PERSONS WITH DISABILITIES ACT*, 2016, Retrieved from, www.disabilityaffairs.gov.in/upload/uploadfiles/files/ RPWD%20ACT% 202016.pdf-

Hallahan & Kauffman Exceptional Learners –*Introduction to Special Education*, Eighth Edition, pearson.National Council of Educational Research and Training, (First Edition May 2015), *including Children With Special Needs Upper Primary Stage*, Retrieved from http://www.ncert.nic.in/ gpPDF/ pdf/ tiicsnups101.pdf

Outcomes	➢ The student will be able to differentiate different terms – Impairment, Disability and Handicap ➢ The student will be able identify different types of disabilities as mandated by RPwD 2016 and from Educational Perspectives ➢ The student will be able to understand the characteristics and causes of

	different disabilities
	➢ The student will be able to understand the assessment procedures
	➢ The student will be able to understand curricular and co-curricular accommodations and adaptations for children with different disabilities

Non Major Elective			
Course code:	**Assistive Technology Adaptations and Accessibility**	**Credits:2**	**Hours: 3**

Objectives	➢ To Understand the types of Assistive Technology and its importance ➢ To know about the importance and principles of Universal Design ➢ To update the assistive Technology Adaptations for Children with Disabilities ➢ To Enrich knowledge on Assistive Technology Assessment and Accessibility ➢ To know about the policies and Schemes for Assistive Technology procurement and provisioning
Unit -I	Definitions, Types of Assistive Technology Historical Overview of Assistive Technology – Foundation, Establishment and Empowerment Periods Impact and relevancy of Assistive Technology for Persons with Disabilities
Unit-II	Definition, Principles and Guidelines Understanding UDL with Examples and Resources UDL Adaptation for Children with Disabilities
Unit III	Introduction to Assistive Technology Adaptations .Assistive Technology Frameworks for Selection and Evaluation of Person specific Characteristics Assistive Technology Consideration Factors
Unit IV	**Assistive Technology Assessment and Accessibility** Overview of Assistive Technology Assessment and Challenges Assistive Technology Assessment Components WATI Assessment Tool - Introduction, Decision Making and Check Lists Accessibility Requirements for Persons with Disabilities in Education and Employment
Unit V	**Policies and Schemes for Assistive Technology** Schemes of Central Government – National Trust –MHRD, ADIP Scheme State Government schemes – SSA, Concessions and Scholarships Government Laws, Policies and Schemes for Assistive Technology Procurement and Provisioning Accessible India Campaign, Universal Design for Barrier free Environment

Reference and Textbooks:-

Access to Post Secondary Education through Universal Design of Learning, Colorado State University, USA (E-Book)

UDL for Classroom Education http://www.cedwvu.org/publications/ everyonecanlearn /udl.php# sthash.7sHRALjm.dpuf

Best Practices Through UDL (2007), *Access Project*, Colorado State University, USA (E Book)

Using SETT Framework to level the learning field for students with disabilities by Joy Smiley Zabala, USA (http://www.joyzabala.com)

Virginia Department of Education (2008), *Assistive Technology: A Framework for Consideration and Assessment* (E Book)

WATI – *Wisconsin Assistive Technology Initiative* – Assessing Students' Needs Assistive Technology, A Resource Manual by Penny Reed, Ph.D., Elizabeth A. Lahm, Ph.D. , 2004 (E-Book)

Assistive Technology Assessment more than a Device http://www.ldonline.org/ article/Assistive _Technology_Assessment:_More_Than_the_Device

The Draft of Rights of Persons with Disabilities Bill, 2012, Govt. of India (E-Book)

Scheme of Assistance to Disabled Persons for Purchasing/Fitting of AIDS/Appliances (ADIP), *Ministry of Social Justice and Empowerment*, 2014 (E-Book)

Tamil Nadu and Central Schemes and Policy Notes for, 2015-16 (E-Book)

Outcomes	➢ The students will be able to understand the types of Assistive Technology and its importance

	- The students will know about the importance and principles of Universal Design - The students will update the assistive Technology Adaptations for Children with Disabilities - The students will enrich knowledge on Assistive Technology Assessment and Accessibility - The students will know about the policies and Schemes for Assistive Technology procurement and provisioning

Broad Based Board of Studies Members

1. Dr.J.Sujathamalini   Convener
   Associate Professor & Head i/c
   Department of Special Education and Rehabilitation Science
   Alagappa University
   Karaikudi

2. Dr.K.Gunasekaran   Member
   Assistant Professor
   Department of Special Education and Rehabilitation Science
   Alagappa University
   Karaikudi

3. Dr.Richard Urban
   Department of Personality and Health Psychology   Member
   Edvos Lorard University
   Hungary

4. Dr. R.Ranganathan   Member
   Professor
   Department of Special Education
   Andhra University (NIRF Rank – 36)
   Vishkhapatnam

5. Dr.Jayanthi Pujari   Member
   Professor, Amity Institute of Rehabilitation Science
   Amity University, Noida Campus (QS Ranking – 41)
   Sector-125, Noida - 201313 (U.P.)

6. Mr.G.Ramesh   **(Expert in School Placement Level)**   Member
   Principal
   Chettinad Public School
   Managiri
   Karaikudi

7. Dr.Bala Baskar **(Expert in Teacher Education Level)**   Member
   Assistant Professor
   National Institute for the Empowerment of Persons with Multiple Disabilities
   Muttukadu
   Chennai

Alumni
8. Mr.P.Prabhu, M.Ed Scholar 2015- 17 Batch   Member

Name: Dr.J.SUJATHAMALINI
Designation: Associate Professor
Address: Department of Special Education and Rehabilitation Science,
Alagappa University, Karaikudi, Tamilnadu, India
Phone: 9894960171
Email: sujatha.malini@gmail.com

Educational qualification:

- M.A - Psychology
- M.Sc - Physics

Professional experience:

- M.Ed – Special Education
- Ph.D – Special Education

Honours and Awards:

- Received Twice Norwegian Government Scholarship
- Received Twice Erasmus Mundus Fellowship
- Alagappa University Research Excellence Award
- Out standing Women Achiever Award

Recent publications:

- Effective Practices in Inclusive Practices, 2016
- Universal Design for Learning, 2019

Total Citation: 24

h- index: 3

i10- index: 1

<p align="center">***CURRICULUM VITAE***</p>

Name: Dr. K.Gunasekaran
Designation: Assistant Professor
Address: Department of Special Education and Rehabilitation Science
Alagappa University
Karaikudi
Phone: 04565223275
Email: drkgskaran@gmail.com

Educational qualification:

- M.Com
- M.Ed
- M.Phil
- Ph.D

Professional experience:

- Principal, Kummangudi College of Education
- Prinicpal, Tamilnadu College of Education

Honours and Awards:

- Best Teacher Award

Recent publications:

- Universal Design for Learning, International Journal of Scientific Research, Vol. 8. Issue-1,January, 2019.

CURRICULUM VITAE

Name: Dr. Richard Urban
Designation: Professor
Address: Institute of Psychology, Eötvös Loránd University, Budapest, Hungary.
Email: r.urban.bp@gmail.com

Educational qualification:

- Ph.D

Professional experience:

Professor of psychology at the Institute of Psychology, Eötvös Loránd University, Budapest, Hungary.

Recent Publications

An Empirically Based Typology of Alcohol Users in a Community Sample Using Latent Class Analysis

European Addiction Research, August 2019.

A path analytic review of the association between psychiatric symptoms and celebrity worship: The mediating role of maladaptive daydreaming and desire for fame. Personality and Individual differences, July 2019

Morningness-eveningness and caffeine consumption: A largescale path-analysis study Morningness-eveningness and caffeine consumption: A largescale path-analysis study. Chronobiology International, June 2019.

Citations: 2,132

CURRICULUM VITAE

Name: Dr. R.Ranganathan
Designation: Professor
Address: Department of Education
Andhra University, Vishakhapatnam
Phone: 09949433199
Email: santha_rang@yahoo.co.in

Educational qualification:

- M.Sc
- M.Ed
- Ph.D

Professional experience:

- Served as Principal, Institute of Advanced Studies in Education

- Dean, Faculty of Education

Honors and Awards

- UNICEF Consultant to Royal Government of Bhutan

- Member of Rehabilitation Council of India

Recent publications: Training Children with Visual Impairment, Kindle Publication, 2018

<p align="center">***CURRICULUM VITAE***</p>

Name: Dr. Jayanti Pujari
Designation: Professor & Director,
Address: Amity Institute of Rehabilitation Sciences,
Amity University, Noida
Phone: 0120-4586898
Email: jpujari@amity.edu

Educational qualification:

- M.A
- M.Ed
- Ph.D

Professional experience:

- Dean , Faculty of Rehabilitation Sciences

Recent publications:

☐ Sexuality And Persons With Disability, Volume-Vii, International Interdisciplinary Research Journal, 2017.

☐ Awareness About Efficacy Of Gentle Teaching Approach For Children With Special Needs; Trained Special Educators Perspective, Vol-07, Issue 01, International Journal

Of Developmental Research, 2017.

☐ Perspective Of Trained Rehabilitation Professional On The Effectiveness Of Aba For Individuals With Special Needs, Volume-Iv, No. 2, Anweshan Journal Of Education, 2017.

☐ Impact Of Extensive Reading Training On Development Of Reading Comprehension Of Learners With Learning Disability, Volume-Vii, Sr Publishing House, 2017.

☐ Use Of Ict In The Acquisition Of Cognitive Skills Among Children With Intellectual Disability, Voume-Vii, Sr Publishing House, 2017.

CURRICULUM VITAE

Name: Dr. Balabaskar
Designation: Lecturer
Address: Department of Adult Independent Living
National Institute for the Empowerment of Persons with Multiple Disabilities, Chennai
Phone: 9382934157
Email: baskarcherry@gmail.com

Educational qualification:

- M.Sc Psychology

- Ph.D Psychology

Professional experience:

- Psychologist

Honors and Awards

- Member of Rehabilitation Council of India
- Cleared UGC – NET Psychology

CURRICULUM VITAE

Name: Dr. G.Ramesh
Designation: Principal
Address: Chettinad Public School
Phone: 9486246860
Email: g.r.ramesh@hotmail.com

Educational qualification:

- M.Sc Maths
- M.Ed

Professional experience:

- Served as Principal, Chettinad Public School

Honors and Awards

- Member of Rehabilitation Council of India

CURRICULUM VITAE

Name: Mr. P. Prabhu
Designation: Research Associate
Address: Department of Education, DDE, Alagappa University
Phone: 9500657637
Email: pprabhunkl91@gmail.com

Educational qualification:

- MA
- M.Ed

Professional experience:

- Served as Research Associate

- Served as Teaching Assistant

Honors and Awards

- Cleared UGC – NET Exam