

# **SYLLABUS**

## **M.Ed.Special Education (HI)** **Norms, Regulations & Course Content**

### **REHABILITATION COUNCIL OF INDIA**

(Statutory Body under the Ministry of Social Justice and Empowerment)

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# GENERAL REGULATIONS OF THE M.ED. SPECIAL EDUCATION

## 1. Preamble

Teacher education is the bedrock of the education system. A high quality teacher education is essential for the efficacy and relevance of education at all levels, and to the high status of the teaching profession itself. The quality and effectiveness of a teacher education program depend upon its capacity to respond to the current social, economic, cultural, civic and legal contexts of a country.

The last ten years have seen several global and national initiatives that warrant a change in the current teacher education paradigm. There has been increased awareness and advocacy about civil, political, economic rights of persons with disabilities. The UNCRPD (2006) expects India to ensure that children with disabilities are not excluded from free and compulsory primary and secondary education, on the basis of disability. The Sarva Shiksha Abhiyan (SSA) has been a vehicle for the international agenda of 'education for all'. More recently, education has been considered as a fundamental right under the Right to Education Act (Government of India, 2009). All children, including those with disabilities, must have access to free and compulsory education.

In addition, an enhanced parental awareness about disability has seen an increment in the enrollment of special needs children in schools. More parents than ever before see the value of special education training for their children. The teacher preparation program at the Master's level must address these significant social and constitutional changes.

While the B.Ed (Special Education) program provides a firm initial foundation essential to equip new teachers with the knowledge, competences, skills, attitudes, awareness and confidence required to teach children in general and special education classrooms, the M.Ed. (Special Education) course must prepare professionals with integrated ability for curriculum and instructional planning, educational management, research and human resource development.

The implementation of the Right to Education Act would create a demand for a large number of special education teachers (at D.Ed. and B.Ed. levels) by government run schools. The need for teacher educators to prepare this cadre of teachers is implicit here. It is accepted that teacher educators need to be qualified in their professional area, since in today's society the general requirements placed on teachers are continuously growing. But it is also essential for teacher educators to have thorough knowledge of the practice field and close contact to the everyday reality of schools, so that the knowledge of theory and practice are not separate items but interact in the education provided to future teachers. The M.Ed. (Special Education) program must serve this purpose.

The information technology revolution has taken a central role in the classroom and has transformed aspects of the curriculum. As the curriculum and instructional designer a teacher with M.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. Teachers must acquire theoretical knowledge and skills in research methodologies to organize, implement and analyze research and development work usually within their own classroom or school and elsewhere. This is essential for enabling teachers to be reflective practitioners throughout their careers and to assess and improve their teaching; it also increases teachers' ability to conduct research themselves into their own practice and cooperate with research institutions on 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. 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. program produces reflective practitioners, efficient managers and professionals engaged in academic pursuits.

## 2. Course Objectives

At the completion of the course the student will be able

- i. to function as educational program planners in general and special schools
- ii. to function as school administrators and program heads
- iii. to function as teacher educator and faculty member at teacher training courses
- iv. to function as researchers in the field of disability rehabilitation and special education.

## 3. General Framework of the Course

The M.Ed. special education course consists of six theory papers as per the following scheme:

Sr. No.	Paper Title	No. of Papers	Weightage
1.	Common Papers	3	50%
2.	Optional Paper (Out of Three)	1	17%
3.	Specialisation Papers	2	33%

In addition to the theory papers, the student is also expected to do a thesis for the completion of the course.

Universities follow RCI prescribed syllabi. In case of difficulty in deciding the number of papers including the practicum, the course content provided in the RCI syllabi need to be incorporated. If needed, some units may be added or combined to satisfy the University requirements. The Universities may be permitted to offer specific core papers with the thrust on disability. The weightage for special education component (both theory and practical) in such a deviation from the RCI suggested model should be adequate as per the guidelines of RCI.

#### 4. List of Specialisation Areas

The following specialisation areas are prescribed in the course:

- (i) Hearing Impairment
- (ii) Learning Disability
- (iii) Mental Retardation
- (iv) Visual Impairment

#### 5. Adequacy of the Special Education Syllabi

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

#### 6. Eligibility for Institutions to implement M.Ed. Special Education course

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

#### 7. Duration of the Course

The duration of the course is one academic year if it is full-time. In the case of institutions offering part-time course, the duration will be two years and admission would be restricted to in-service teachers only.

#### 8. Distribution of Time for Theory, Practical Work and Thesis

The distribution of working hours for the theory, practical, and thesis is suggested as follows:

##### **Theory Papers**

- (i) Core Papers ... 3 x 60 Hours ... 180 Hours
- (ii) Optional paper ... 1 x 60 Hours ... 60 Hours
- (iii) Specialisation ... 2 x 60 Hours ... 120 Hours

**Practical** ... ... 180 Hours

Dissertation guidance and  
Sessional work ... 600 Hours

In the case of institutes following the prescribed pattern, there is no change in the

weightage. However, in the case of Universities / Colleges offering non-semester system, the weightage for theory and practicum may be devised and adopted accordingly. Dissertation should be made compulsory followed by a viva-voce examination.

Dissertation will aim at developing the skills, habits and knowledge needed to engage in inquiry that is both scholarly and action based. Developing a sense of what it means to be engaged simultaneously in research and practice.

The candidates identify a research question, review, analyze and synthesize the literature pertaining to the question, and explore the relationship between learning, inquiry, action and justice.

### **Steps for Dissertation Work**

- (i) Select a problem for investigation and provide the necessary supportive and explanatory information as needed;
- (ii) Complete a review of related research literature in accordance with the research problem;
- (iii) Explain and describe the methodology used to conduct the research problem;
- (iv) Explain the significance of the results obtained after conducting the research study;
- (v) Summarize the results, explain the corresponding conclusions derived and the subsequent recommendations formulated for further research and practice;
- (vi) Provide a list of references, other supportive documentation used for the study;
- (vii) Make an oral presentation on the completed work.

## **9. Eligibility for Admission**

The admission for the degree of M.Ed. (Special Education) degree shall be open to:

- a) A candidate who has successfully passed B.Ed (Special Education) in respective disability area from a recognised university or any other degree considered equivalent to B.Ed. (Special Education) from an affiliating university and/ or teaching department under any university recognised by U.G.C.
- b) A candidate who has successfully passed the B.Ed General course and has successfully completed a one year Diploma Course in special Education in respective disability area recognised by the Rehabilitation Council of India with minimum 50 per cent marks in each course.
- c) A student with B.Ed. in particular specialisation may be allowed for M.Ed. multi-category but the reverse is not allowed. B.Ed. with multi-category should not be admitted for specialisation in a single disability at the M.Ed. level.

**10. Course pattern (Semester /Non Semester)**

The decision on Semester or non-semester nature of the course depends upon the pattern followed in the University concerned to which the College is affiliated.

**11. Passing Minimum**

The minimum passing marks is 45% in each theory paper and 50% in aggregate.

**12. Nature of Evaluation**

The institute implementing the course may decide on the internal or external or both the systems of evaluation subject to the approval of the University concerned.

**13. Reappearing facility**

The student who fails in any paper may be allowed to appear in the particular paper only for a maximum of 3 times or as per the University guidelines. If the student fails to pass the examination after three appearances, he/she will be expected to undergo the course again.

**14. Improvement of Marks**

The student will also be given opportunities for improvement of marks in the particular examination by reappearing in the specific paper in the next examination. The examination pattern of the special education programmes may be as per the regulations of the implementing Universities/Colleges of Education. However, the guidelines pertaining to the examination procedures prescribed by the Rehabilitation Council of India may also be taken into consideration.

**15. 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.

**16. Staff Requirement**

As per RCI norms (available on RCI website)

**17. Infrastructural Facilities**

The College of Education and University Departments offering M.Ed. special education course should have necessary infrastructural facilities such as the psychology laboratory, language laboratory, work experience laboratory, computer room, etc. Minimum 2 to 3

books should be available on each paper given in the references, however, more books should be added in subsequent years. In addition to the infrastructural facilities, aids and appliances necessary for the specialisation concerned should also be available. Moreover, the institution should have a model school with disabled children of specific category or all categories attached to it to provide relevant hands on experience during the course. For universities, until such a facility is made available at the campus, a model school in the vicinity can be adopted.

## **18. Certification as a Registered Professional**

It is mandatory 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. 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.

# **COMMON PAPERS**

**PAPER - 1**  
**DEVELOPMENTS IN SPECIAL EDUCATION**

**(60 Hours)**

**Objectives:**

After studying this paper, the student teachers are expected to realize the following objectives:

1. Explain the concept of special education in different perspectives.
2. Examine critically the concept, nature and characteristics of various disabilities
3. Explain the policies and legislation at the national and international levels.
4. Enumerate the current needs, trends and issues related to education and special education.
5. Focus the present trends and future perspectives in education and special education.

**Course Content:**

**Unit 1: Historical Perspectives of Special Education**

**(12Hours)**

- 1.1 Historical development in India and Abroad
- 1.2 Evolutionary process in attitude change towards persons with special needs
- 1.3 Philosophical approaches to special education
- 1.4 Psychological perspectives of special education
- 1.5 Sociological perspectives of special education

**Unit 2: Overview of Different Disabilities**

**(12 Hours)**

- 2.1 Concept, nature, and characteristics of Visual Impairment & Mental Retardation
- 2.2 Concept, nature and characteristics of- Hearing, Speech and Language impairments
- 2.3 Concept, nature and characteristics of Locomotor and Neurological disability
- 2.4 Concept, nature and characteristics of:
  - (i) Learning disability
  - (ii) Behavioural and Emotional disorders
  - (iii) Intellectual impairment
  - (iv) Giftedness and Talent
  - (v) Autism
- 2.5 Concept, nature and characteristics of Multiple disabilities

**Unit 3: Policies and Legislations for Special Needs Education & Rehabilitation (12 hours)**

- 3.1 International legislations for special education, UNESCAPE, UNCRPP
- 3.2 National legislations, RCI, PWD, NTA, R to E Act, 2009
- 3.3 National Policy on Education with reference to Program of Action 1992, SSA
- 3.4 Government schemes and provisions
- 3.5 Employment agencies and services

**Unit 4: Current Needs and Issues in Special Education**

**(12 Hours)**

- 4.1 Identification and Labeling

- 4.2 Cultural Diversity
- 4.3 Accountability
- 4.4 Advocacy
- 4.5 Attitudes and Awareness

**Unit 5: Current trends and future perspective**

**(12 Hours)**

- 5.1 Normalization, Deinstitutionalization Mainstreaming, Integration and Inclusion
- 5.2 Inclusive Education
- 5.3 Cross disability approach
- 5.4 Open Distance Learning System; Non Formal Education
- 5.5 Parent and Community Involvement

**Practicum**

1. Critical analysis of needs, trends and issues with respect to disabilities.  
(Mode of submission: Journal/Seminar/Debate/Presentation)
2. Study the various Governmental schemes and provisions laid for each disability in your State and submit the report.
3. Critical observation of Resource Rooms / Special / Inclusive schools

## Reference Books

1. Cruschank, W.M. (1975). Psychology of Exceptional Children and Youth. Englewood Cliffs N.J.: Prentice Hall
2. Deno, E. (1973). Instructional Alternatives for Exceptional Children. Reston V A E.F.
3. Evans, R.C. & MC Laughlin, P.3. (1993). Recent Advances in Special Education and Rehabilitation. Boston :Andover Medical Publishers
4. Evans, P&Verma, V. (Eds) (1990) Special Education. Past Present and Future. The Falmer Press.
5. Guilford, P. (1971). Special Education Needs. Routlege Kagan Paul
6. Hollahan, D and Kauffman, J.M. (1978). Exceptional Children: An Introduction to Special Education. Ni. Englewood Cliffs: Prentice Hall.
7. Panda, K.C. (1997). Education of Exceptional Children, New Delhi , Vikas Publishing House.
8. Pandey, R.S. and Advani, L. (1995). Perspectives in Disability and Rehabilitation. New Delhi : Vikas Publishing House.
9. Stephens, T.M. Etal (1983). Teaching Mainstream Students. New York: John VViley.
10. WHO (1976). International Classification of Procedures in Medicine. Geneva Vol. 1 & 2.
11. Dessent, T. (1987). Making the Ordinary School Special. The Falmer Press, London.
12. Friel, J. (1997). Children with special needs, Jessica Kingsley Publication, London
13. Brelje, W. (1999). Global Perspective on Education of the Deaf. Selected countries, Butte Publication Inc. – USA.
14. Baquer, A. and Sharma, A. (1997). Disability: Challenges Vs. Responses. CAN, New Delhi
15. Robert, F. & Juanne, M.H. (1995). Foundation of Education: The Challenge of Professional Practice. Allyn & Becon.
16. Dubbey, S.N. (2001). Education Scenario in India – 2001. Authors Press.

**PAPER - 2**  
**ADVANCED EDUCATIONAL PSYCHOLOGY AND HUMAN DEVELOPMENT**

**(60 HOURS)**

**Objectives:**

After studying this paper, the student teachers are expected to realize the following objectives:

1. Explain the psychological principles and their application in specific context of education and special education.
2. Explain the principles and their implication for growth and development.
3. Explain the implications of various disabilities on teaching of learning situations and personality development.
4. Explain critically various teaching - learning processes.
5. Apply the psychological aspects on teaching - learning situations.

**Course Content:**

**Unit 1: Introduction to Educational Psychology & Human Development (12 Hours)**

- 1.1 Nature and scope of educational psychology
- 1.2 Methods of educational psychology and their application to persons with special needs.
  - 1.3.1 Observation
  - 1.3.2 Experimentation
  - 1.3.3 Clinical method
  - 1.3.4 Case Study
- 1.3 Applications of educational psychology to person with Special Needs
- 1.4 Contemporary trends
- 1.5 Human Development- Introduction and contemporary trends

**Unit 2: Theoretical Foundations of Growth and Development (12 Hours)**

- 2.1 Methods of studying development Longitudinal, Cross-sectional, Cohort sequence.
- 2.2 Physical development
- 2.3 Cognitive and intellectual development; Piaget, Vygotsky and Kohlberg
- 2.4 Personality and social development
- 2.5 Development delays and disorders associated with disabilities

**Unit 3: Cognition and Information Processing (12 Hours)**

- 3.1 Sensation, Perception and Attention
- 3.2 Memory - Nature and types; Remembering and Forgetting
- 3.3 Thinking, problem solving and reasoning; Concept formation, creativity
- 3.4 Intelligence: Nature, types and assessment
- 3.5 Individual differences in cognition and information processing abilities of disabled

#### **Unit 4: Learning Processes**

**(12 Hours)**

- 4.1 Intelligence- Theories: Spearman, Thurston, Cattell, Guilford, Garder
- 4.2 Classical and Contemporary learning theories: Behavioral; Cognitive; Social
- 4.3 Types of thinking-Concept Formation, Problem Solving, Reasoning
- 4.4 Motivation; Theories- Achievement, Attribution, Cognitive Dissonance
- 4.5 Personality-
  - 4.5.1 Theories- i) Psychoanalytic- Freud & Neo-Freudians  
ii) Humanistic
  - 4.5.2 Assessment of Personality

#### **Unit 5: Psychological Aspects of Teaching**

**(12 Hours)**

- 5.1 Individual differences in cognitive and affective areas and educational Implications
- 5.2 Classroom climate, group dynamics and teacher effectiveness
- 5.3 Peer tutoring, co-operative learning, self-regulated learning
- 5.4 Teacher competencies & effectiveness
- 5.5 Strategies for enhancing self-esteem of disabled

#### **Practicum:**

Students are required to conduct practicum / assignments on special children related to any three psychological tests and any two tools out of the following concepts:

##### **1. Tests / Concepts**

- 1. Intelligence
- 2. Creativity
- 3. Conservation (Piaget's)
- 4. Personality
- 5. Motivation

##### **2. Tools**

- 6. Case Study Method
- 7. Clinical Method
- 8. Moral Development Test
- 9. Sociometric Test

## Reference Books

1. Bernard, H.W. (1972). Psychology of Learning and Teaching. New York: Mc Grow Hill
2. DeCecco, J.P. & Crawford, W (1977). Psychology of Learning and Instruction. New Delhi: Prentice Hall of India
3. Hurlick, E.B.(1992). Child Development. New York: Mc Grow Hill
4. Joyce, M. & Others (1992). Models of Teaching. New York: Holt Rinehart and Winston
5. Lindgren, H.C. (1976) Educational Psychology in the Classroom, New York : John Wiley
6. Mildred, C.R.F. (1978). Infants, Children: Their Development and Learning. Gran Hill, New York. (Indian Reprint).
7. Panda, K.C.(1997). Elements of Child Development. New Delhi: Kalyani Publishers
8. Chauhan, S.S. (1996). Advanced Educational Psychology. New Delhi: Vikas Publishing House.
9. Sharma, P. (1995) Basics on Development and Growth of a Child, New Delhi: Reliance.
10. Wilson, A.R. Rockbeck, M.C. & Michael, N.B. (1979). Psychological Foundations of Learning and Teaching. New York: Mc Grand Hill.
11. Slavin, E.R. (2003). Educational Psychology: Theory and Practice, 7th Edition. Allyn & Becon.
12. Driscoll, P.M. (1994). Psychology of Learning for Instruction. Allyn & Becon.

**PAPER - 3**  
**RESEARCH METHODOLOGY AND STATISTICS**

**(60 HOURS)**

**Objectives:**

After studying this paper, the student teachers are expected to realise the following objectives:

1. Comprehend the role and need of research in theory and practice of education and special education.
2. Understand and develop competencies to design, execute and writing research report and interpretation of the data. .
3. Apply various statistical techniques to analyse data.
4. Describe the parametric and non-parametric techniques.

**Course Content:**

**Unit 1: Educational Research**

**(12 Hours)**

- 1.1 Scientific Thinking and Nature of Educational Research
- 1.2 Nature and Scope of Educational Research
- 1.3 Types and modalities of Research Fundamental, Applied and Action. Descriptive and Experimental & Clinical studies
- 1.4 Methods of Research
- 1.5 Variables, Internal and External Validity Ethics of Research

**Unit 2: Steps Involved in Research**

**(12 Hours)**

- 2.1 Selection, Statement of problem, Variables
- 2.2 Operational Definitions & limitation, Delimitation
- 2.3 Review of literature
- 2.4 Hypothesis Formulas Types
- 2.5 Tests, tools and techniques of research:
  - 2.5.1 Tests: CRT, NRT and Teacher Made Tests
  - 2.5.2 Tools: Questionnaire, Rating Scale, Check-list, Score-card
  - 2.5.3 Techniques: Interview, Observation
  - 2.5.4 Construction, try out and standardization
  - 2.5.5 Reliability and validity
- 2.6 Reprint writing

**Unit 3: Sampling and Research Designs**

**(12 Hours)**

- 3.1 Population & Sample
- 3.2 Factors determining sample size
- 3.3 Techniques: Probability and non-probability
- 3.4 Experimental Research designs;
- 3.5 Qualitative and Quantitative methods of research.

#### **Unit 4: Application of Statistical Methods**

**(12 hours)**

- 4.1 Meaning, functions, scope and limitations
- 4.2 Descriptive and inferential statistics
- 4.3 Types and characteristics of measurement Scales: Nominal, ordinal, interval and ratio
- 4.4 Review of measures of central tendency, dispersion
- 4.5 Normal probability and its variations.

#### **Unit 5: Parametric and Non-parametric techniques**

**(12 Hours)**

- 5.1 Correlation: Product moment, rank- order, bi-serial, point bi-serial and phi-coefficient
- 5.2 Testing of hypothesis- Null, Alternate
- 5.3 Analysis of variance
- 5.4 Chi square- equality and probability basis, Mann-Whitney test
- 5.5 Computer application in data analysis

#### **Practicum**

1. Review and presentation of two research articles in the area of disabilities and discuss the research methodology and statistical analysis used.
2. Prepare 2 research proposals based on your specialization

#### **Reference Books**

1. Aryg, D. Luck, C, and others (1972). Introduction to Research in Education. New York: Hoit,
2. Rinehart and Winston
3. Best, John. W. (1977). Research in Education New Delhi. Prentice Hall of India
4. Ferguson, G.F. (1981). Statistical Analysis in Psychology and Education. New York: Mc Graw Hill
5. Guildord, J.P. (1995). Fundamentals of Statistics in Psychology and Education. New York: Mc Graw Hill
6. Kaul. L. (1996). Methodology in Educational Research. New Delhi: Vikas Publishing House
7. Kerlinger, N.A.(1978). Foundations of Behavioural Research. New York: Holt, Rinehart & Winston.
8. Mouly, G.J. (1963). The Science of Educational Research. New Delhi: Eurasia
9. Popham, W.J. (1973). Educational Statistics use and Interpretation. New York: Harper & Row
10. Langenbach, M., Naughn, C. & Aagaard, L. (1998). An Introduction to Educational Research. Allyn & Becon.
11. Misra, B. (2003). An Introduction to Educational Research. Sumit Enterprises .

# **OPTIONAL PAPERS**

**PAPER - 1**  
**MANAGEMENT IN SPECIAL EDUCATION**

**(60 Hours)**

**Objectives:**

After studying this paper, the student teachers are expected to realize the following objectives:

1. Enumerate the management system with reference to the special education
2. Explain the process of management
3. Describe the management information system
4. Explain the process involved in human resource management
5. Comprehend the financial aspect of management of an institution

**Course Content:**

**Unit 1: Introduction to Management in Special Education**

**(12 Hours)**

- 1.1 Definitions and Principles of management
- 1.2 Theories and Approaches of management
- 1.3 Management of Special and inclusive education system
- 1.4 Manager; Role & competencies of the
- 1.5 Evaluation of the system

**Unit 2: Processes in Management**

**(12 Hours)**

- 2.1 Planning: Institutional Planning
- 2.2 Communication
  - 2.2.1 Concept and Importance
  - 2.2.2 Vertical and Horizontal Communication
  - 2.2.3 Verbal (written and oral) and Non-verbal
  - 2.2.4 Interpersonal Communication Skills
- 2.3 Delegation Process
  - 2.3.1 Concept and Importance
  - 2.3.2 Process of Delegation
- 2.4 Decision Making
  - 2.4.1 Concept and Importance
  - 2.4.2 Decision making process
  - 2.4.3 Implementation
- 2.5 Controlling - Components of a Control System in an organization.

**Unit 3: Management Information Systems**

**(12 Hours)**

- 3.1 Database Concept
- 3.2 Database Management
- 3.3 Office Management
- 3.4 Physical Management
- 3.5 Information coding

#### **Unit 4: Human Resource Management**

**(12 Hours)**

- 4.1 Staff selection; Personnel development
- 4.2 Performance appraisal systems; Motivation and job satisfaction
- 4.3 Organizational climate; Team building
- 4.4 Meetings - types, group dynamics
- 4.5 Management of time, conflict and stress

#### **Unit 5: Financial Management**

**(12 Hours)**

- 5.1 Resource Mobilization and Allocation
- 5.2 Basic accounting
- 5.3 Preparation of budget
- 5.4 Role of central and state governments
- 5.5 Contribution of local authorities, NGOs and Parents' organizations

#### **Practicum**

1. Developing a system in a Special school with reference to systems approach
2. Observing a group and reporting on elements of group dynamics.
3. Identify a Special School and critically study the human resource and financial management and submit the report.

#### **Reference Books**

1. Das, R.C. (1991). Educational Technology. New Delhi: Sterling publishers
2. D.ES(1982). Handicapped Pupil and Special Schools, Regulations London: HMSO
3. Dahama O.P.and Bhatnagar, O.P.(1985). Education and Communication for Development. New Delhi: Oxford & IBH Co.
4. Evans, P. and Varma. V. (1990). Special Education: Past Present and Future.
5. The Falmer Press. London. Ch. 4 & 14 Govt. of India, Persons with Disability Act, 1995
6. Hills, P. (1986). Teaching and Learning as a Communication Process. London : Croom Helm.
7. Hussain, K.M. (19/8). Development of Information System for Education. New Jersey: Prentice Hall.
8. Kierman, C. Reid, B & Golbert, 3. (1987). Foundations of Communication and Language Course Manual. Manchester University Press.
9. Paul, M. (1990). Principles of Educational Administration. New York: Mc Graw Hill
10. Zirpoli, T.J. & Mellor, K.J. (1993) Behaviour Management: Application for Teachers and Parents. Toronto.: Maxwell McMillan.

**PAPER - 2**  
**EDUCATIONAL TECHNOLOGY**

**(60 HOURS)**

**Objectives**

**After studying this paper, the student teachers are expected to realise the following objectives:**

1. Define the educational technology and explain the various approaches
2. Explain the different techniques and approaches in communication processes.
3. Narrate the models of teaching and individualised learning.
4. Identify the use of computer packages in special education.
5. Comprehend the electronic systems and apply them in special education

**Unit 1: Introduction to Educational Technology**

**(12 Hours)**

- 1.1 Educational Technology - concept, definition
- 1.2 Development of instructional technology
- 1.3 Trends in educational technology - Mass instructional technology, Technology of instruction
- 1.4 Approaches Hardware, Software, Cybernetics and Systems.
- 1.5 Role of Technology in Education and Special Education

**Unit 2: Educational Technology and Communication**

**(12 Hours)**

- 2.1 Communication Process
- 2.2 Information Theory
- 2.3 Channels of Communication through mass media in Education
- 2.4 Flander's Interaction Analysis
- 2.5 Reciprocal category system

**Unit 3: Models of teaching and Individualized Learning**

**(12 hours)**

- 3.1 Developmental Model
- 3.2 Concept Attainment Model
- 3.3 Advance Organiser Model
- 3.4 Non directive Learning Model
- 3.5 Programmed Learning Model - Concept, Principles, Types, Developing programmed Learning Package

**Unit 4: Use of Computer Packages in Special Education**

**(12 hours)**

- 4.1 Hardware
- 4.2 Assistive devices and computer aids
- 4.3 Use of Computer in: Educational Management, Library, Assessment and Evaluation of Persons with Disabilities, Assistive devices and computer aids, Information Handling, Graphics

- 4.4 Use of Computer Assisted Instructions in Tutorial, Self- study and Distance Learning
- 4.5 Use of software for Individuals with Special needs – Teaching, Remediation

### **Unit 5: Use of Electronic Systems**

**(12 Hours)**

- 5.1 Teleconferencing
- 5.2 Interactive video
- 5.3 Computer Conferencing
- 5.4 Multi-Media, Use of Internet
- 5.5 Applications of Educational Technologies for Pre-service and In-service Programmes

### **Practicum**

- 1. Developing a programme learning package
- 2. Preparing Computer Assisted Instruction Programme

### **Reference Books**

- 1. Alberto, P.A. & Tontman, A.C.(1986). Applied Behaviour Analysis for Teachers. London : Merril Publishing Co.
- 2. Das, R.C. (1992). Educational Technology: A Basic Text New Delhi Sterling
- 3. Dececco, J.P. (1964) Educational Technology, New York: HRW
- 4. Joyce, B. & Others ( 1992) Models of Teaching New York : Holt, Rinehart & Winston.
- 5. Mukhopadhyaya, M.(Ed.) Educational Technology year Book from 1988.
- 6. Rao. V. (1991) Educational Technology. Delhi : Himalayan Publishing House
- 7. Sompath, K. Etal (1990) Educational Technology. New Delhi: Sterling.
- 8. Sharma, R.A. (1983) Technology of Teaching Meerut, International.
- 9. Rao, U. (2001). Educational technology, 4th Revised Ed. Himalaya Publishing House.
- 10. Kishore, Nand (2003). Educational Technology. Abhishek Publications.
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- 12. Mehra, Vandana (1995). Educational Technology. S.S. Publishers: Delhi.
- 13. Juice, B. & Weil, M. (2003). Models of Teaching, 5th Ed. Prentice Hall India Pvt. Ltd.
- 14. Vanaja, M. (2003). Educational Technology. Neelkamal Publishers.

**PAPER - 3**  
**CURRICULUM DEVELOPMENT**

**(60 HOURS)**

**Objectives:**

**After studying this paper, the student teachers are expected to realise the following objectives:**

1. Explain the concept and principles in curriculum development
2. Apply curricular approaches in field of special education
3. Enumerate the skills required to develop a need based curriculum in the field of special education
4. Effectively use and evaluate assessment and programme technique for a given need based curriculum
5. Describe the recent trends, issues in curricular development in field of special education

**Course Content:**

**Unit 1: Introduction to curriculum**

**(12 Hours)**

- 1.1 Definition and scope of Curriculum
- 1.2 Bases of curriculum - Philosophical, Sociological and Psychological
- 1.3 Principles of curriculum development
- 1.4 Types of curriculum: Knowledge based, Activity based, Skill based and Experience based
- 1.5 Curricular approaches in special education

**Unit 2: Approaches and Types in Curriculum Development**

**(12 Hours)**

- 2.1 Developmental Approach
- 2.2 Functional Approach
- 2.3 Eclectic approach - Needs Based
  - 2.3.1 Subject
  - 2.3.2 Activity
  - 2.3.3 Ecological
- 2.4 Core curriculum
- 2.5 Collateral curriculum

**Unit 3: Steps in Curriculum Development**

**(12 Hours)**

- 3.1 Assessment of need with respect to individual and environment
- 3.2 Designing a curriculum
  - 3.2.1 Situational Analysis
  - 3.2.2 Selection of content and method
- 3.3 Designing a collaborative curriculum
- 3.4 Validation and Implementation
- 3.5 Evaluation

**Unit 4: Basic Curriculum Skills****(12 Hours)**

- 4.1 Concept of School readiness
- 4.2 Curricular skills related to Cognitive domain
- 4.3 Curricular skills related to Conative domain
- 4.4 Curricular skills related to Affective domain
- 4.5 Core curriculum, collaborative curriculum and support curriculum

**Unit 5: Alternative Curriculum: Conceptions and Trends****(12 hours)**

- 5.1 Cognitive processes
- 5.2 Self-actualization
- 5.3 Social reconstruction
- 5.4 Academic rationalization
- 5.5 Curricular trends
  - 5.5.1 Life long learning
  - 5.5.2 Environmental Education
  - 5.5.3 Media and technology
  - 5.5.4 Futuristic Education

**Practicum**

1. Curriculum appraisal and presentation
2. Comparatively study the curricula at different levels (State Board / ICSE/ CBSE) and submit the report

**Reference Books**

1. Goodland, J.(1979). Curriculum Enquiry the Study of Curriculum Practices. New York : McGraw Hill.
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3. Hooer, Richar(Ed.) (1971). Curriculum: Context, Design and Development. New York : Longmans.
4. Oliver, Albert (1977). Curriculum Improvement a Guide Principles and Processes. New York: Harper and Row.
5. Payne, ID.A.(1973). Curriculum Evaluation: Commentaries on Purpose Process and Product Boston: D.C. Health
6. Pratt D. (1980). Curriculum Design and Development. Harcourt, Brace and Jovanvich.
7. Tanner, D. end Tanner, L. (1980). Curriculum Development: Theory into Practice. Chicago: University of Chicago Press.

# **SPECIALIZATION**

**PAPER - 1**  
**AURAL REHABILITATION/HABILITATION OF CHILDREN WITH HEARING IMPAIRMENT**

**Objectives:** **(60 HOURS)**

After studying this paper, the student teachers are expected to realise the following objectives:

1. Explain the hearing and auditory processes.
2. Describe the perception through hearing aids and auditory training and evaluation of hearing aids.
3. Comprehend the development of speech processes.
4. Enumerate the components of speech and teaching techniques.
5. Explain the role of speech lessons in dealing with hearing impaired children.

**Course Content:**

**Unit 1: Hearing and Auditory processes** **(12 HOURS)**

- 1.1: Neurology and Psychology of hearing
- 1.2: Procedures in audiometry:
  - 1.2.1 Interpretation of audiograms
  - 1.2.2 Hearing aids trials and fitting-aided and unaided
  - 1.2.3 Matching audiological information to hearing aids.
- 1.3: Introduction to objective tests-impedance, BSE-their application in early identification.
- 1.4: Amplification systems used with hearing impaired Individual Systems- Hearing aids.  
Vibrotactile aids, Cochlear Implants  
Group Systems  
Induction loop system  
F.M. System  
Infrared System
- 1.5: Environmental factors in selection of site, environmental consideration for building and classroom acoustics with reference to schools for the deaf.

**Unit - 2: Perception through Hearing Aids and Auditory Training and Evaluation of Hearing Aids** **(12 HOURS)**

- 2.1: Perception through auditory modality Basic Acoustic properties of speech and its effect on hearing aids
- 2.2: Auditory training and its importance and Auditory Verbal Therapy (AVT)
- 2.3: Application of Material and Methods in classroom and outside the classroom for individuals and group.
- 2.4: Evaluation of hearing aids
  - Electro-acoustic analysis of hearing aids
  - Instrumentation
  - ISI standard and technical specifications.
  - Hearing aids under governmental schemes and their performance

- Makes and models of hearing aids
- Development of Ear mould technology and modification

2.5: Technical specification for classroom devices

**Unit - 3: Introduction to language and theories of Language acquisition (12HOURS)**

3.1: Nature and scope of language: Morphology, Syntax Semantics and pragmatic application to Indian languages

3.2: Theories of language acquisition in the normal and its relevance in understanding languages in H.I

3.3 : Language assessment and error analysis of written language.

**Unit- 4: The Speech process and components of speech (12 HOURS)**

4.1: Characteristics of good speech

4.2: Production of sounds

4.3: Process of speech production and its relevance in understanding Dynamic of voice and articulation

4.4: Identification and analysis of speech errors in H.I.

4.5: Empirical evidences for the above sub units

**Unit- 5: Speech Training (12 HOURS)**

5.1: Objectives and Planning

5.2: Sensory channels/modalities-selection of appropriate sensory channel and materials and equipment

5.3: Recent advances in technology in teaching speech

5.4: Speech teaching goals for pre primary, primary and secondary schools level.

**Reference Books**

1. Boothoyd, A. (1982). Hearing impaired in Young Children. Englewood Cliffs; N.J. Prentice Hall.
2. Bass, H. (1977). Childhood deafness. Bass.
3. Evans, P. and verma, V. (1990) Special Education: Past, Present and Future. The Falmer Press.
4. Mittler P. (1978). The Psychological Assessment of Mental and Physical Handicap. London: Tavistock.
5. Oventon, T. (1992). Assessment in Special Education. An Applied Approach, New York: Macmillan.
6. Panda, K.C. (1997). Education of Exceptional Children, New Delhi: Vikas.

7. Taylor, R.L. (1993). *Assessment of Exceptional Students: Educational and Psychological Procedures*. Boston: Allyn & Bacon.
8. UNESCO (1985) *Consultation on Alternative Approaches for the Education of Deaf*. Paris: UNESCO
9. Martin, F.N.(1991), *Introduction to Audiology*, ed.4, Englewood Cliffs, N.J.: Prentice Hall.
10. Newby, H.A. and Popelka,G.R. (1985) *Audiology*, ed.5, Englewood Cliffs, N.J.: Prentice Hall.
11. Davis J.M & Hardick E. J. (1981). *Rehabilitative Audiology for Children and Adults*. John Wiley & Sons, New York.
12. Erber N.P. (1982) *Auditory Training* A.G. Bell Association for the Deaf, Washington D.C.
13. Jackson A. (Co-ordinator) (1981) *Ways and Means 3.Hearing Impairment – A Resource book of Information, Technical Aids, Teaching Materials and Methods used in the area of Education*. Somerset Education Authority.
14. Ling D. & Ling A. (1980) *Aural Rehabilitation*. A.G. Bell Association for the De Washington D.C.
15. Lowell E.L. & Stoner M. (1960). *Play it by Ear*. John Tracy Clinic.
16. Moog J. & Geers A. *Early Speech Perception Test for profoundly Hearing Impaired Children*. Central institute for the Deaf, St. Louis, U.S.A.
17. Oyer H.J. (1966). *Auditory Communication for the Hard of Hearing*. Prentice Hall Inc, Englewood Cliffs, New Jersey.
18. Pollack D. (1970). *Educational Audiology for the limited hearing infant*. Pub. Charles Thomas.
19. Schow R.L. & Nerbonne M.A. (Eds.) (1996). *Introduction to Audiologic Rehabilitation*. 3<sup>rd</sup> edition. Allyn & Bacon, Boston.
20. Williams D. (1995). *Early Listening Skills*. Winslow Press Ltd.
21. Yoshinaga-Itano C., Sedey A.L., Coulter D.K., Mehl A.L. (1998). *Language of early and late identified children with hearing loss*. *Pediatrics* (1998 Nov) 102(5): 1161-71.

**PAPER - 2**  
**CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN**  
**WITH HEARING IMPAIRMENT (60 Hours)**

**Objectives:**

After studying this paper, the student teachers are expected to realize the following objectives:

1. Explain the curriculum and Teaching methods and their adaptations followed in education of hearing impaired children.
2. Describe the modes of communication used with the hearing impaired persons.
3. Narrate the methods and techniques of teaching language, reading and writing.
4. Comprehend the various aspects of mainstreaming of children with hearing impairment.
5. Explain the concept of Educational evaluation and guidance and apply the various techniques with hearing impaired children.

**Course Content:**

**Unit - 1: Curriculum and Teaching Methods in Education of Children with Hearing Impairment (12 Hours)**

- 1.1: Concept, Principles, procedures and changing trends in curriculum development
- 1.2: Basic curriculum skills
  - 1.2.1. Concept of school readiness
  - 1.2.2. Curriculum skills related to cognitive, affective and psychomotor domain
  - 1.2.3. Alternate curriculum
- 1.3: Review of the curriculum and Types of academic concessions given in different states in India for the H.I. particularly at the S.S.C level.
- 1.4 Teaching principles and approaches
  - 1.4.1. Development and preparation of adaptations and improvisations in the curriculum to meet the child's / group's needs
  - 1.4.2. Individualized education programs (IEP), remedial education programs
  - 1.4.3. Teaching strategies and methods followed at different levels: home – training programs, pro-primary (pre-school) level, (Montessori, play way), primary level and secondary level (methods used for different subjects)
  - 1.4.4 Use of the process of normal language development as a guideline for development of curriculum at the pre-school and primary level.

**Unit-2: Modes of communication used with HI Children/Persons (12 hours)**

- 2.1. Use of manual signs for communication and Sign language of the deaf community – ISL, BSL and ASL
- 2.2. Uni-sensory approach (verbal communication) – Auditory (Aural only)
- 2.3. Multi sensory approach (verbal communication)
  - I. Auditory Visual (Aural Oral i.e. listening and speech reading)
  - II. Visual – Graphic (reading and writing or use of finger spelling)
  - III. Visual – Manual (reading signs and singing)
- 2.4. Multi - sensory/combinations of modes (verbal communication)

- 2.4.1. Signs for speech sounds/letters: finger spelling (One handed, tow handed), cued speech and Indian manual alphabet (IMA)
- 2.4.2. Manually coded languages / signing systems: Indian signing system: Indian signing system (ISS) and signed English (SEE1, SEE2, Love and Piaget German System)
- 2.5. Concept of total communication i.e. combination of modes and Alternative Augmentative Communication (AAC)

**Unit- 3: Methods and techniques of teaching languages reading and writing (12 hrs)**

- 3.1 a. Natural, structural and combined methods
  - b. Techniques used for development of language-Use of: Stories, News, Conversation based on first hand experiences of the Child, Directed activities including visits, craft-free play and Unseen passages.
- 3.2. Developing reading in children with hearing impairment, The reading process, program and development activities – Pre-school, Primary, Intermediate and Advanced levels
- 3.3. Approaches, models and types of reading
- 3.4. Teaching aids used at different levels for different activities
- 3.5. Methods of developing writing skills
  - 3.5.1 Mechanical / motor skills – Hand Writing
  - 3.5.2 Expressive writing-Conceptual act.
  - 3.5.3 Assessment of writing
- 3.6. Literacy problems in children with H.I.
- 3.7. Computer assisted instruction and education of the deaf.

**Unit 4: Mainstreaming and Inclusion (12 Hours)**

- 4.1. Concept of integrated and inclusive education
- 4.2. Models of integrated and inclusive education
- 4.3. Present status of integrated / inclusive education and evaluation for readiness of the child for integrated and Inclusive education programs followed in India.
- 4.4. Language maturity, social integration, mainstreaming and inclusion
- 4.5. Trends in vocational placement of the hearing impaired.

**Unit 5: Educational Assessment and Guidance (12 Hours)**

- 5.1 Concept and types of educational guidance – vocational education personal and
- 5.2 Techniques of counseling Participative modeling, Contingency contracting
- 5.3 Educational assessment : NRT, CRT
- 5.4 Concept of curriculum based assessment
- 5.5 Report writing

## Reference Books

1. Conard.R. (1979). The Deaf School child London: Harper & Row
2. Cruisbank W.M(1975). Psychology of Exceptional Children and Youth Engewood Cliffs.NJ: Prentice Hall
3. Hart, B.O. (1963). Teaching reading to the Deaf. Washington:D.C.A.G. Bells
4. North,C (1976) Education of hearing impairment children in regular schools, Washington: D.C.A.G Bells
5. Quigley. S.P and kretschma, RFC (1982) The Education of Deaf Children: Issues, Theory and Practice. London: Arnoid
6. Bench, J.R (1992) Communication skills in hearing impaired children, whurr Pub.
7. Madan, V., Woodward, James and Santis, Susan (1980) An introduction to Indian sign language. All India federation of the deaf Pub.
8. Zeshan, U. (2000) Signlanguage in Indo-Pakistan John Benjamin: PA
9. Goodland, J (1979). Curriculum enquiry the study of curriculum practices. New York: McGraw Hill.
10. Hass, glen (1991). Curriculum planning. A new approach. Boston: Allyn Bacon.
11. Hooer, Richar(Ed.) (1971) curriculum : context, Design and development new York Longmans.
12. Oliver, Albert (1977). Curriculum improvement a Guide principles and processes. New York: Harper and row.
13. Payne, ID.A. (1973). Curriculum Evaluation.: Commentaries on pupose process and product boston: D.C. Health.
14. Pratt D. (1980) Curriculum design and development Harcourt, Brace and Jovanvich.
15. Tanner, D. end Tanner, L. (1980). Curriculum Development: Theory into Practice. Chicago: University of Chicago: Press.

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