# UNIVERSITY ⚜ OF MYSORE

**Estd. 1916**

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No.AC6/137/2015-16

Dated: 14/08/2015

## NOTIFICATION

Sub: Introduction of 2 years M.Ed.Spl.Ed.(HI) program at AIISH under
CBCS and CAGP from the academic year 2015-16.

Ref: Decision of the BOS in Special Education (CB) Meeting held on
20/07/2015.

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Pursuant to the approval of the Vice Chancellor, pending assent of the Chancellor and pending ratification from the Academic bodies, the proposed recommendations of the Board of Studies in special in Education (CB) which met on 20/07/2015 has been accepted and the new Regulation, Guidelines, Scheme of Examination and Syllabus pertaining to the 2 years (4 semesters) M.Ed.Spl.Ed.(HI) programme at All India Institute of Speech and Hearing, Manasagangotri, Mysuru, under CBCS and CAGP as per the guidelines of NCTE and MHRD is notified herewith. This will come in to effect from the academic year 2015-16.

The Regulation and other contents are annexed.

ಕುಲಸಚಿವರಿಂದ ಕರಡು ಅನುಮೋದಿಸಿದೆ,

**Deputy Registrar(Academic)**

To:

1. The Director and Chairperson, Board of Studies (Special Education) All India Institute of Speech and Hearing, Manasagangotri, Mysuru,- 570006.
2. The Registrar (Evaluation), University of Mysore, Mysore.
3. The Dean, Faculty of Education, DOS in Education, MGM
4. The Chairperson, DOS/BOS in Education (UG/PG), Manasagangotri, Mysore.
5. All the Deputy Registrar's/ Assistant Registrar's AB & EB, University of Mysore, Mysore
6. The Suptd., Academic Section and Syndicate Section, AB, University of Mysore, Mysore
7. The PA to Vice-Chancellor/ Registrar/Registrar (Evaluation), Finance officer UOM, Mysore
8. Office Copy.

Sh/AC6/2

# SYLLABUS FOR

# MASTER OF EDUCATION –

# SPECIAL EDUCATION

# (HEARING IMPAIRMENT)

# M.Ed.Spl.Ed. (HI)

- **Existing AIISH Syllabus for 1-Year Program**
- **Proposed AIISH Syllabus for 2-Year Program**

# Revised following Board of Studies on 20th July 2015

# Master of Education – Special Education (Hearing Impairment):
## M.Ed.Spl.Ed. (HI)
## REGULATIONS

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH<br>(Ref: (1) Regulation & Scheme of Studies for M.S.Ed. (HI) w.e.f. 2013-14 & (2) Updated Regulations of UoM for CBCs & CAGP for PG Degree Programmes w.e.f 2014-15) | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
|---|---|
| **1.0 Title & Commencement**<br>These regulations shall be called the University of Mysore regulations for Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP) for Master of Special Education (Hearing Impairment). | **1.0 Title & Commencement**<br>These regulations shall be called the University of Mysore regulations for Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP) for Master of Education – Special Education (Hearing Impairment). These regulations may come into force from the academic year 2015-16. |
| **2.0 Programme Offered & Duration of the Programme**<br>2.1 Master of Special Education (Hearing Impairment)<br>2.2 Duration of the course: One year/2 semesters<br>**Note:** Each semester shall extend over a minimum period of eighteen weeks excluding examination days. | **2.0 Programme Offered & Duration of the Programme**<br>2.1 Master of Education – Special Education (Hearing Impairment)<br>2.2 Duration of the course: Two years / 4 semesters.<br>**Note:** Each semester shall extend over a minimum period of eighteen weeks excluding examination days. The total duration of a semester is 20 weeks inclusive of semester-end examination. |
| | **3.0 Definitions:** The courses of the study are labelled and designed as follows:<br>3.1 **Course (Paper):** Every course offered will have three components associated with the teaching learning process of the course, namely: (i) Lecture – L (ii) Tutorial – T (iii) Practicum – P, where<br>**L** stands for Lecture session.<br>**T** stands for Tutorial session consisting participatory discussion / self study / desk work / brief seminar presentations by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the Lecture classes.<br>**P** stands for Practice session and it consists of hands on experience / laboratory experiments / field studies / case studies that equip students to acquire the much required skill component. |

| **Existing 1-yr M.S.Ed. (HI) Programme at AIISH**<br>(Ref: (1) Regulation & Scheme of Studies for M.S.Ed. (HI) w.e.f. 2013-14 & (2) Updated Regulations of UoM for CBCs & CAGP for PG Degree Programmes w.e.f 2014-15) | **Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH** |
|---|---|
| | *Definitions (contd.)*<br>In terms of credits, every one hour session of L amounts to 1 credit per semester and a minimum of two hour session of T or P amounts to 1 credit per semester, over a period of one semester of 16 weeks for teaching-learning process. A course shall have either or all of the three components.<br>3.2 **Core Course:** A course which should compulsorily be studied by a candidate as a core-requirement is termed as a Core course. A Core course may be a ***Soft Core*** if there is a choice or an option for the candidate to choose a course from a pool of courses from the main discipline / subject of study or from a sister/related discipline / subject which supports the main discipline / subject. In contrast to the phrase Soft Core, a compulsory core course is called a ***Hard Core*** course.<br>3.3 **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline / subject of study or which provides an extended scope or which enables an exposure to some other discipline / subject/domain or nurtures the candidate's proficiency/ skill is called an Elective Course. Elective courses may be offered by the main discipline / subject of study or by sister / related discipline / subject of study. A Soft Core course may also be considered as an elective. An elective course chosen generally from an unrelated discipline / subject, with an intention to seek exposure is called an ***Open Elective***. An elective course designed to acquire a special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher is called a ***Self Study Elective***.<br>A core course offered in a discipline / subject may be treated as an elective by other discipline / subject and vice versa. The open elective course offered in this programme is open to candidates from other disciplines / subjects.<br>3.4 **Dissertation**: This is a special course for 12 credits involving a problem solving component. |

| **Existing 1-yr M.S.Ed. (HI) Programme at AIISH**<br>(Ref: (1) Regulation & Scheme of Studies for M.S.Ed. (HI) w.e.f. 2013-14 & (2) Updated Regulations of UoM for CBCs & CAGP for PG Degree Programmes w.e.f 2014-15) | **Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH** |
|---|---|
| **3.0 Eligibility for Admission**<br>3.1 Candidates with a B.S.Ed (Hearing Impairment) degree of the University of Mysore or any B.Ed (HI) recognised by RCI or any other University considered as equivalent thereto with an average of not less than 50% of marks in the qualifying examination.  Minimum percentage of marks for admission is relaxable by 5% in the case of SC/ST.<br>3.2 Only those candidates who have not completed 35 years of age as on 1st July of the relevant academic year shall be eligible for admission.<br>3.3 Relaxation of age up to 5 years can be considered for candidates on deputation/in-service.<br>3.4 Distribution of seats shall be according to the policies of the respective institutions. A maximum of 20 students and a minimum of three candidates will be admitted into the course. | **4.0 Eligibility for Admission**<br>4.1 The admission for the degree of M.Ed.Spl.Ed. (HI) degree shall be open to:<br>(a) A candidate who has successfully passed B.Ed.Spl.Ed. (HI) / B.S.Ed. (HI) with minimum 50% marks in or any other degree considered equivalent to B.Ed.Spl.Ed. (HI) from an affiliating university and/ or teaching department under any university recognized by UGC with RCI registration.<br>(b) Minimum percentage of marks for admission is relaxable by 5% in the case of SC/ST.<br>4.2 Only those candidates who have not completed 35 years of age as on 1st July of the relevant academic year shall be eligible for admission.<br>4.3 Relaxation of age up to 5 years can be considered for candidates on deputation/in-service.<br>4.4 A maximum of 20 and a minimum of 5 candidates will be admitted into the course. |

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
|---|---|
| (Ref: (1) Regulation & Scheme of Studies for M.S.Ed. (HI) w.e.f. 2013-14 & (2) Updated Regulations of UoM for CBCs & CAGP for PG Degree Programmes w.e.f 2014-15) | |
| **4.0 Scheme of Instruction**<br><br>4.1 M.S.Ed. (HI) programme is of 2 semesters / one year duration.  A candidate can avail a maximum of 4 semesters / 2 years in one stretch to complete the programme (including blank semesters, if any).<br><br>4.2 A candidate has to earn a minimum of 43 credits, for successful completion of M.S.Ed. (HI) programme.  A candidate shall earn these 43 credits by studying Hard Core, Soft Core, Major Project / Dissertation and Practicum prescribed for the programme.<br><br>4.3 In excess to the minimum of 43 credits for M.S.Ed. (HI), a candidate can opt for an Open Elective of 2 credits in the odd semester and take additional extra credits.<br><br>4.4 Only such candidates who register for a minimum of 18 credits per semester and complete successfully 43 credits in 2 successive semesters shall be considered for declaration of ranks, medals and are eligible to apply for student fellowship, scholarship, freeships and hostel facilities.<br><br>4.5 Hours of instruction (contact hours) per week: (As per credits) – Provided in Section II on Progamme Structure | **5.0 Scheme of Instruction**<br><br>5.1 M.Ed.Spl.Ed. (HI) programme is of 4 semesters / two years duration.  A candidate can avail a maximum of 8 semesters / 4 years in one stretch to complete the programme (including blank semesters, if any).  Whenever a candidate opts for blank semester(s) / DROP in a course or in courses or is compelled to DROP a course or courses as per the provision of the regulation, s/he has to study the prevailing courses offered by the Department as per the prevailing scheme, when s/he continues his/her study.<br><br>5.2 A candidate has to earn a minimum of 77 credits, for successful completion of M.Ed.Spl.Ed. (HI) programme.  A candidate shall earn these 77 credits by studying Hard Core, Soft Core, Dissertation, Practicum and Field Engagement / Internship as Teacher Trainer prescribed for the programme.<br><br>5.3 All candidates shall opt for an Open Elective of 4 credits in the second semester offered by the University of Mysore.<br><br>5.4 A candidate can enrol for a maximum of 24 credits per semester.<br><br>5.5 Only such candidates who register for a minimum of 21 credits per semester in the first two semesters and complete successfully 77 credits in 4 successive semesters shall be considered for declaration of ranks, medals and are eligible to apply for student fellowship, scholarship, freeships and hostel facilities.<br><br>5.6 Hours of instruction (contact hours) per week as per credits have been provided in Annexure I. |
| | **6.0 Medium of Instruction**<br><br>6.1 Medium of instruction and examination shall be English. |

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH<br>(Ref: (1) Regulation & Scheme of Studies for M.S.Ed. (HI) w.e.f. 2013-14 & (2) Updated Regulations of UoM for CBCs & CAGP for PG Degree Programmes w.e.f 2014-15) | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
|---|---|
| **5.0 Attendance**<br>5.1 Each semester shall be taken, as a unit for purpose of calculating attendance and a candidate shall be considered to have put in the required attendance for the semester, if s/he has attended not less than 80% in case of theory classes and 90% in clinical practicum / teaching practice in each semester.<br>5.2 Shortage of attendance of up to 15% may be condoned by the Vice Chancellor on the recommendation of the Head of the Institution on payment of a fee to the University and the Institution. There shall be no condonation if attendance is below 65% in theory classes and 75% in clinical practicum during any semester.<br>5.3 A candidate who is having shortage of attendance in clinical practicum is permitted to make up this shortage by attending clinical practicum during vacation immediately after that semester but before commencement of the second semester.<br>5.4 A candidate, who fails to satisfy the requirement of attendance in a semester, shall rejoin the same semester in the immediate next academic year.<br>Note: This facility shall be available only once in the entire course.<br>5.5 If a candidate represents the institution in Sports/NSS/Cultural or any official activities, the actual period of absence shall be condoned. The duration of such activities shall not exceed 15 days in a semester. | **7.0 Attendance**<br>71. Each semester shall be taken, as a unit for purpose of calculating attendance and a candidate shall be considered to have put in the required attendance for the semester, if s/he has attended not less than 80% for each theory course, 90% for practicum and field engagement / internship courses, and 100% for school internship (5% attendance may be condoned by the Head of institution on genuine grounds).<br>7.2 Shortage of attendance may be condoned by the Head of the Institution. There shall be no condonation if attendance is below 75% for any course during any semester.<br>7.3 A candidate who is having shortage of attendance in practicum and field engagement / internship courses is permitted to make up this shortage by attending practicum and field engagement / internship courses during vacation immediately after that semester, but before commencement of the next semester.<br>7.4 A candidate, who fails to satisfy the requirement of attendance in a semester, shall rejoin the same semester in the immediate next academic year.<br>Note: This facility shall be available only once in the entire course.<br>7.5 If a candidate represents the institution in Sports/NSS/Cultural or any official activities, the actual period of absence shall be condoned. The duration of such activities shall not exceed 15 days in a semester. |
| **6.0 Medium of Instruction**<br>6.1 Medium of instruction shall be English. | |

| **Existing 1-yr M.S.Ed. (HI) Programme at AIISH** (Ref: (1) Regulation & Scheme of Studies for M.S.Ed. (HI) w.e.f. 2013-14 & (2) Updated Regulations of UoM for CBCs & CAGP for PG Degree Programmes w.e.f 2014-15) | **Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH** |
|---|---|
| **7.0 Continuous Assessments, Earning of Credits and Award of Grades** | **8.0 Continuous Assessments, Earning of Credits and Award of Grades** |
| 7.1 There shall be a University Examination at the end of each semester. The details of assessment shall be as given in Annexure II. | 8.1 There shall be a University Examination at the end of each semester. The details of examination shall be as given in Annexure II. |
| 7.2 Duration of examination per theory paper of 70 marks shall be for 3 hours for Semester I and II. | 8.2 The evaluation of the candidate shall be based on continuous assessment. The structure for evaluation is as follows. |
| 7.3 The evaluation of the candidate shall be based on continuous assessment. The structure for evaluation is as follows: | 8.2.1 Assessment and evaluation processes happen in a continuous mode. However, for reporting purpose, a semester is divided into 3 discrete components identified as $C_1$, $C_2$, and $C_3$. |
| 7.4 Assessment and evaluation processes happen in a continuous mode. However, for reporting purpose, a semester is divided into 3 discrete components identified as $C_1$, $C_2$, and $C_3$. | 8.2.2 The performance of a candidate in a course will be assessed for a maximum of 100 marks as explained below. |
| 7.5 The performance of a candidate in a course will be assessed for a maximum of 100 marks as explained below. | 8.2.2.1 The first component ($C_1$), of assessment is for 25 marks. This will be based on test, assignment and seminar. During the first half of the semester, the first 50% of the syllabus will be completed. This shall be consolidated during the 8th week of the semester. Beyond 8th week, making changes in $C_1$ is not permitted. |
| 7.6 The first component ($C_1$), of assessment is for 15 marks. This will be based on test, assignment and seminar. During the first half of the semester, the first 50% of the syllabus will be completed. This shall be consolidated during the 8th week of the semester. | 8.2.2.2 The second component ($C_2$), of assessment is for 25 marks. This will be based on test, assignment and seminar. The continuous assessment and scores of second half of the semester will be consolidated during the 16th week of the semester. During the second half of the semester the remaining units in the course will be completed. |
| 7.7 The second component ($C_2$), of assessment is for 15 marks. This will be based on test, assignment and seminar. The continuous assessment and scores of second half of the semester will be consolidated during the 16th week of the semester. During the second half of the semester the remaining units in the course will be completed. | |

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH<br>(Ref: (1) Regulation & Scheme of Studies for M.S.Ed. (HI) w.e.f. 2013-14 & (2) Updated Regulations of UoM for CBCs & CAGP for PG Degree Programmes w.e.f 2014-15) | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
|---|---|
| *Continuous Assessments, Earning of Credits and Award of Grades (contd.)*<br><br>7.8 The outline for continuous assessment activities for Component I ($C_1$) and Component II ($C_2$) will be proposed by the teacher/s concerned before the commencement of the semester and will be discussed and decided in the respective Departmental Council. The students should be informed about the modalities well in advance. The evaluated courses/ assignments during component I ($C_1$) and component II ($C_2$) of assessment are immediately returned to the candidates after obtaining acknowledgment in the register maintained by the concerned teacher for this purpose.<br><br>7.9 During the 18th – 20th week of the semester, a semester-end examination of 3 hours duration shall be conducted for each course. This forms the third/final component of assessment ($C_3$) and the maximum marks for the final component will be 70.<br><br>7.10 Setting question papers and evaluation of answer scripts<br><br>7.10.1 Question papers in two sets shall be set by the internal examiner for a course. Whenever there are no sufficient internal examiners, the chairman BoE shall get the questions paper set by external examiners.<br><br>7.10.2 The Board of Examiners shall scrutinize and approve the question papers and scheme of valuation<br><br>7.10.3 (i) There shall be single valuation for all theory papers by internal examiners. In case the number of internal examiners falls short, external examiners may be invited.<br>(ii) The examination of Practical work/ Field work / Project work will be conducted jointly by two internal examiners. However the BoE on its discretion can also invite external examiners if required. | *Continuous Assessments, Earning of Credits and Award of Grades (contd.)*<br><br>8.2.2.3 The outline for continuous assessment activities for Component I ($C_1$) and Component II ($C_2$) will be proposed by the teacher/s concerned before the commencement of the semester and will be discussed and decided in the respective Departmental Council. The students should be informed about the modalities well in advance. The evaluated courses/assignments during component I ($C_1$) and component II ($C_2$) of assessment are immediately returned to the candidates after obtaining acknowledgment in the register maintained by the concerned teacher for this purpose.<br><br>8.2.3 During the 18th – 20th week of the semester, a semester-end examination of 2 hours duration shall be conducted for each course. This forms the third/final component of assessment ($C_3$) and the maximum marks for the final component will be 50.<br><br>**8.2.4 Setting question papers and evaluation of answer scripts**<br><br>8.2.4.1 Question papers in three sets shall be set by the internal examiner for a course. Whenever there are no sufficient internal examiners, the Chairman BoE shall get the questions paper set by external examiners.<br><br>8.2.4.2 The Board of Examiners shall scrutinize and approve the question papers and scheme of valuation.<br><br>8.2.4.3 (i) There shall be single valuation for all theory courses by internal examiners. In case the number of internal examiners falls short, external examiners may be invited.<br>(ii) The examination of Practical work/ Field work / Project work will be conducted jointly by two internal examiners. However the BoE on its discretion can also invite external examiners if required. |

| **Existing 1-yr M.S.Ed. (HI) Programme at AIISH** (Ref: (1) Regulation & Scheme of Studies for M.S.Ed. (HI) w.e.f. 2013-14 & (2) Updated Regulations of UoM for CBCs & CAGP for PG Degree Programmes w.e.f 2014-15) | **Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH** |
|---|---|
| *Continuous Assessments, Earning of Credits and Award of Grades (contd.)* | *Continuous Assessments, Earning of Credits and Award of Grades (contd.)* |

*Existing column:*

(iii) If a course is fully of (L=0):T:(P=0) type, then the examination for $C_3$ component will be as decided by the BoS concerned.

7.10.4 Challenge valuation

A student who desires to apply for challenge valuation shall obtain a photocopy of the answer script by paying the prescribed fee within 10 days after the announcement of the results. He / She can challenge the grade awarded to him/her by surrendering the grade card and by submitting an application along with the prescribed fee to the registrar (Evaluation) within 15 days after the announcement of the results. This challenge valuation is only for $C_3$ component. The answer scripts for which challenge valuation is sought for shall be sent to another external examiner. The marks awarded will be the higher of the marks obtained in the challenge valuation and in maiden valuation.

7.11 In case of a course with only practical component a practical examination will be conducted with two examiners (ref: 7.10.3). A candidate will be assessed on the basis of a) Knowledge of relevant processes (b) Skills and operations involved (c) Results / products including calculation and reporting. If external examiner does not turn up then both the examiners will be internal examiners. The duration for semester-end practical examination shall be decided by the department council.

*Proposed column:*

(iii) If a course is fully of (L=0):T: (P=0) type, then the examination for $C_3$ component will be as decided by the BoS concerned.

8.2.5 Challenge Valuation

(i) A student who desires to apply for challenge valuation shall obtain a photocopy of the answer script by paying the prescribed fee within 10 days after the announcement of the results. S/he can challenge the grade awarded to him/her by surrendering the grade card and by submitting an application along with the prescribed fee to the Registrar (Evaluation) within 15 days after the announcement of the results. This challenge valuation is only for $C_3$ component.

(ii) The answer scripts for which challenge valuation is sought for shall be sent to another external examiner. The marks awarded will be the higher of the marks obtained in the challenge valuation and in maiden valuation.

8.2.6 In case of a course with only practical component, a practical examination will be conducted with two examiners (ref: 8.2.4.3-ii). A candidate will be assessed on the basis of (a) Knowledge of relevant processes (b) Skills and operations involved (c) Results / products including calculation and reporting. If external examiner does not turn up then both the examiners will be internal examiners. The duration for semester-end practical examination shall be decided by the departmental council.

| **Existing 1-yr M.S.Ed. (HI) Programme at AIISH** | **Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH** |
|---|---|
| (Ref: (1) Regulation & Scheme of Studies for M.S.Ed. (HI) w.e.f. 2013-14 & (2) Updated Regulations of UoM for CBCs & CAGP for PG Degree Programmes w.e.f 2014-15) | |

*Continuous Assessments, Earning of Credits and Award of Grades (contd.)*

7.12 If X is the marks of the candidate out of 70 in $C_3$ in theory examination, if Y is the marks scored by the candidate out of 70 in $C_3$ in practical examination, and if Z is the marks scored by the candidate out of 70 in $C_3$ for a course of (L=0):T:(P=0) type that is entirely tutorial based course, then the final marks M in $C_3$ is decided as per the following table.

| LTP Distribution | Final Mark M in $C_3$ |
|---|---|
| L:T:P | $\dfrac{((L+T)*X)+((T+P)*Y)}{L+2T+P}$ |
| L:(T=0):P | $\dfrac{(L*X)X+(P*Y)}{L+P}$ |
| L:T:(P=0) | X |
| L:(T=0):(P=0) | X |
| (L=0):T:P | Y |
| (L=0):(T=0):P | Y |
| (L=0):T:(P=0) | Z |

7.13 The details of continuous assessment are summarized in the following table.

| Compo-nent | Syllabus in a Course | Weight-age | Period of Continuous Assessment |
|---|---|---|---|
| $C_1$ | 50% (any 2 units of total 4 units of the course) | 15% | First half of the semester. To be consolidated by 8th week |
| $C_2$ | Remaining 50% (Remaining 2 units of the course) | 15% | Second half of the semester. To be consolidated by 16th week |
| $C_3$ | Semester-end examination (All 4 units of the course) | 75% | To be completed during 18th - 20th week |
| ***Final grades to be announced latest by 24th week*** | | | |

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*Continuous Assessments, Earning of Credits and Award of Grades (contd.)*

8.2.7 If X is the marks of the candidate out of 50 in $C_3$ in theory examination, if Y is the marks scored by the candidate out of 50 in $C_3$ in practical examination, and if Z is the marks scored by the candidate out of 50 in $C_3$ for a course of (L=0):T:(P=0) type that is entirely tutorial based course, then the final marks M in $C_3$ is decided as per the following table.

| LTP Distribution | Final Mark M in $C_3$ |
|---|---|
| L:T:P | $\dfrac{((L+T)*X)+((T+P)*Y)}{L+2T+P}$ |
| L:(T=0):P | $\dfrac{(L*X)+(P*Y)}{L+P}$ |
| L:T:(P=0) | X |
| L:(T=0):(P=0) | X |
| (L=0):T:P | Y |
| (L=0):(T=0):P | Y |
| (L=0):T:(P=0) | Z |

8.2.8 The details of continuous assessment are summarized in the following table.

| Compo-nent | Syllabus in a Course | Weight-age | Period of Continuous Assessment |
|---|---|---|---|
| $C_1$ | 50% (any 2 units of total 4 units of the course) | 25% | First half of the semester. To be consolidated by 8th week |
| $C_2$ | Remaining 50% (Remaining 2 units of the course) | 25% | Second half of the semester. To be consolidated by 16th week |
| $C_3$ | Semester-end examination (All 4 units of the course) | 50% | To be completed during 18th - 20th week |
| ***Final grades to be announced latest by 24th week*** | | | |

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
|---|---|
| (Ref: (1) Regulation & Scheme of Studies for M.S.Ed. (HI) w.e.f. 2013-14 & (2) Updated Regulations of UoM for CBCs & CAGP for PG Degree Programmes w.e.f 2014-15) | |

*Continuous Assessments, Earning of Credits and Award of Grades (contd.)*

**Existing column:**

7.14 A candidate's performance from all 3 components will be in terms of scores, and the sum of all three scores will be for a maximum of 100 marks (15 + 15 + 70).

7.15 Finally, awarding the grades should be completed latest by 24th week of the semester.

**8.0 Dissertation Work (Minor/ Major Project Evaluation)**

8.1 The candidates shall carryout dissertation in I & II semesters. Dissertation shall be evaluated only at the end of II semester.

8.2 The candidates shall submit three copies of dissertation before the commencement of theory examination of fourth semester. Candidates who fail to submit their dissertations on or before the stipulated date shall not be permitted to appear for the final semester examination.

8.3 Right from the initial stage of defining the problem, the candidate has to submit the progress report periodically and also present his/her progress in the form of seminars in addition to the regular discussion with the guide. Components of evaluation are as follows.

Component I ($C_1$): Periodic Progress and Progress Reports (15%)

Component II ($C_2$): Results of Work and Draft Report (15%)

Component III ($C_3$): Final viva-voce and evaluation (70%). The report evaluation is for 40% and the viva voce examination is 30%

8.4 The ($C_3$) (Component III) for dissertation works shall be evaluated by a panel of two members consisting of the guide and an external examiner.

8.5 In case a candidate secures less than 30% in $C_1$ and $C_2$ put together, the candidate is said to have DROPPED the course, and such a candidate is not allowed to appear for $C_3$. This shall be declared by the chairperson of the department before the commencement of $C_3$ examination.

**Proposed column:**

8.2.9 A candidate's performance from all 3 components will be in terms of scores, and the sum of all three scores will be for a maximum of 100 marks (25 + 25 + 50).

8.2.10 Finally, awarding the grades should be completed latest by 24th week of the semester.

**8.3 Dissertation Work (Minor/ Major Project Evaluation)**

8.3.1 Right from the initial stage of defining the problem, the candidate has to submit the progress reports periodically and also present his/her progress in the form of seminars in addition to the regular discussion with the guide. Components of evaluation are as follows.

III Semester: Dissertation I – Research Proposal

| Components | Basis | Remarks |
|---|---|---|
| $C_1$: 25% | Preparation of research proposal | To be awarded by the Guide |
| $C_2$: 25% | Research proposal presentation | To be evaluated by a panel of two members consisting *of the guide and an internal examiner* |
| $C_3$: 50% | Periodic progress & progress report following proposal presentation. | To be awarded by the Guide |

IV Semester: Dissertation II – Data Collection, Analysis, & Report

| Components | Basis | Remarks |
|---|---|---|
| $C_1$: 25% | Progress related to data collection | To be awarded by the Guide |
| $C_2$: 25% | Results of work and draft report | To be awarded by the Guide |
| $C_3$: 50% Report evaluation: 35marks & Viva- voce examination: 15marks | Final viva-voce and evaluation | To be evaluated by a panel of two members consisting of the *guide and an internal examiner* |

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
|---|---|
| (Ref: (1) Regulation & Scheme of Studies for M.S.Ed. (HI) w.e.f. 2013-14 & (2) Updated Regulations of UoM for CBCs & CAGP for PG Degree Programmes w.e.f 2014-15) | |

*Continuous Assessments, Earning of Credits and Award of Grades (contd.)*

**Existing 1-yr M.S.Ed. (HI) Programme at AIISH**

8.6 In case a candidate's attendance is less than 75% or as stipulated by the University, the candidate is said to have DROPPED the course, and such a candidate is not allowed to appear for $C_3$ in that course. Teachers offering the courses will place the above details in the Department Council meeting during the last week of the semester, before the commencement of $C_3$, and subsequently a notification pertaining to the above will be brought out by the Chairman of the Department before the commencement of $C_3$ examination. A copy of this notification shall also be sent to the office of the Registrar & Registrar (Evaluation).

8.7 In case a candidate secures less than 30% in $C_3$, s/he may choose DROP/MAKEUP option. In case a candidate secures more than or equal to 30% in $C_3$, but his/her grade (G) = 4, as per section 8.9 below, then s/he may be declared to have been conditionally successful in this course, provided that such a benefit of conditional clearance based on G=4 shall not be availed for a maximum of 4 credits for the entire programme of Master's Degree of one year. In case a candidate secures more than 30 % in $C_3$ but G=4, then s/he may choose DROP/MAKE-UP option. The candidate has to exercise his/her option immediately within 10 days from the date of notification of results. A MAKE-UP examination will be conducted within 25 days from the date of notification of results. If the candidate still remains unsuccessful after MAKE-UP examination s/he is said to have DROPPED that course.

**Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH**

8.3.3 The candidates shall submit three copies of dissertation before the commencement of theory examination of that semester. Candidates who fail to submit their dissertations on or before the stipulated date shall not be permitted to appear for the final semester examination.

8.3.4 A candidate who is said to have DROPPED dissertation work has to re-register for the same subsequently within the stipulated period.

8.4 In case a candidate secures less than 30% in $C_1$ and $C_2$ put together, the candidate is said to have DROPPED in that course, and such a candidate is not allowed to appear for $C_3$ in that course.

8.5 In case a candidate's attendance is less than 75% or as stipulated by the University, the candidate is said to have DROPPED the course, and such a candidate is not allowed to appear for $C_3$ in that course. Teachers offering the courses will place the above details in the Department Council meeting during the last week of the semester, before the commencement of $C_3$, and subsequently a notification pertaining to the above will be brought out by the Chairman of the Department before the commencement of $C_3$ examination. A copy of this notification shall also be sent to the office of the Registrar & Registrar (Evaluation).

8.6 Provided a candidate satisfies the attendance requirement and $C_1 + C_2$ requirements, s/he is allowed to appear for $C_3$. However if s/he does not clear $C_3$, the candidate is permitted to opt for DROP or MAKE UP option.

| **Existing 1-yr M.S.Ed. (HI) Programme at AIISH** | **Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH** |
|---|---|
| (Ref: (1) Regulation & Scheme of Studies for M.S.Ed. (HI) w.e.f. 2013-14 & (2) Updated Regulations of UoM for CBCs & CAGP for PG Degree Programmes w.e.f 2014-15) | |

*Continuous Assessments, Earning of Credits and Award of Grades (contd.)*

*(left column)*

8.8 A Candidate has to re-register for the DROPPED course when the course is offered again by the department if it is a hard core course. The candidate may choose the same or an alternate core/elective in case the dropped course is soft core/elective course. A candidate who is said to have DROPPED project work has a re-register for the same subsequently within the stipulated period. The details of any dropped course will not appear in the grade card.

8.9 The tentative / provisional grade card will be issued by the Registrar (Evaluation) at the end of every semester indicating the courses completed successfully. This statement will not contain the list of DROPPED courses.

8.10 Upon successful completion of Bachelors Honours / Masters Degree a final grade card consisting of grades of all courses successfully completed by the candidate will be issued by the Registrar (Evaluation). The grade and the grade point earned by the candidate in the subject will be as given below.

| Marks | Grade | Grade Point (GP = V x G) |
|---|---|---|
| 30-39 | 4 | V*4 |
| 40-49 | 5 | V*5 |
| 50-59 | 6 | V*6 |
| 60-64 | 6.5 | V*6.5 |
| 65-69 | 7 | V*7 |
| 70-74 | 7.5 | V*7.5 |

Here, P is the percentage of marks ($P = ([C_1 + C_2] + M)$) secured by a candidate in a course which is rounded to nearest integer. V is the credit value of course. G is the grade and GP is the grade point.

*(right column)*

*Continuous Assessments, Earning of Credits and Award of Grades (contd.)*

(i) In case a candidate secures more than or equal to 30% in $C_3$, but his/her grade (G) = 4, as per section 8.10 below, then s/he may be declared to have been conditionally successful in this course, provided that such a benefit of conditional clearance based on G = 4 shall not be availed for more than 8 credits for the entire programme of Master's Degree of two years.

(ii) In case a candidate secures less than 30% in $C_3$, s/he may choose DROP/MAKE-UP option.

(iii) The candidate has to exercise his/her option to DROP immediately within 10 days from the date of notification of results.

(iv) A MAKE-UP examination for odd semester courses will be conducted along with next regular odd semester examinations and for even semester courses along with a next regular even semester examinations. If a candidate is still unsuccessful, s/he may opt for DROP or again take up MAKE-UP examination; however, not exceeding double the duration norm in one stretch from the date of joining the course.

8.7 A Candidate has to re-register for the DROPPED course when the course is offered again by the Department if it is a hard core course. The candidate may choose the same or an alternate core/elective in case the dropped course is soft core/elective course. A candidate who is said to have DROPPED project work has to re-register for the same subsequently within the stipulated period. ***The details of any dropped course will not appear in the grade card.***

8.8 The tentative / provisional grade card will be issued by the Registrar (Evaluation) at the end of every semester indicating the courses completed successfully. This statement will not contain the list of DROPPED courses.

| **Existing 1-yr M.S.Ed. (HI) Programme at AIISH**<br>(Ref: (1) Regulation & Scheme of Studies for M.S.Ed. (HI) w.e.f. 2013-14 & (2) Updated Regulations of UoM for CBCs & CAGP for PG Degree Programmes w.e.f 2014-15) | **Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH** |
|---|---|
| *Continuous Assessments, Earning of Credits and Award of Grades (contd.)*<br><br>8.11 Overall cumulative grade point average (CGPA) of a candidate after successful completion of  the required number of credits (42) is given by<br>**CGPA = ∑ GP / Total number of credits** | *Continuous Assessments, Earning of Credits and Award of Grades (contd.)*<br><br>8.9 Upon successful completion of Bachelors Honours / Masters Degree a final grade card consisting of grades of all courses successfully completed by the candidate will be issued by the Registrar (Evaluation).<br>8.10 The grade and the grade point earned by the candidate in the subject will be as given   in the following table. |

| Marks | Grade | Grade Point $(GP=V \times G)$ |
|---|---|---|
| 30-39 | 4 | $V*4$ |
| 40-49 | 5 | $V*5$ |
| 50-59 | 6 | $V*6$ |
| 60-64 | 6.5 | $V*6.5$ |
| 65-69 | 7 | $V*7$ |
| 70-74 | 7.5 | $V*7.5$ |
| 75-79 | 8 | $V*8$ |
| 80-84 | 8.5 | $V*8.5$ |
| 85-89 | 9 | $V*9$ |
| 90-94 | 9.5 | $V*9.5$ |
| 95-100 | 10 | $V*10$ |

Here, P is the percentage of marks ($P = [C_1 + C_2] + M$) secured by a candidate in a course which is rounded to nearest integer. V is the credit value of course. G is the grade and GP is the grade point.

8.11 A candidate can withdraw any course within ten days from the date of notification of final results. Whenever a candidate withdraws a paper, s/he has to register for the same course in case it is hard core course, the same course or an alternate course if it is soft core/open elective.  DROPPED course is automatically considered as a course withdrawn.

8.12 Overall cumulative grade point average (CGPA) of a candidate after successful completion of  the required number of credits (77) is given by
**CGPA = ∑ GP / Total number of credits**

| **Existing 1-yr M.S.Ed. (HI) Programme at AIISH** <br> (Ref: (1) Regulation & Scheme of Studies for M.S.Ed. (HI) w.e.f. 2013-14 & (2) Updated Regulations of UoM for CBCs & CAGP for PG Degree Programmes w.e.f 2014-15) | **Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH** |
|---|---|

**9.0 Classification of Results**

9.1 The final grade point (FGP) to be awarded to the student is based on CGPA secured by the candidate and is given as follows.

| CGPA | Final Grade Point (FGP) | |
|---|---|---|
| | Numerical Index | Qualitative Index |
| 4 <= CGPA < 5 | 5 | SECOND CLASS |
| 5 <= CGPA < 6 | 6 | SECOND CLASS |
| 6 <= CGPA < 7 | 7 | FIRST CLASS |
| 7 <= CGPA < 8 | 8 | FIRST CLASS |
| 8 <= CGPA < 9 | 9 | DISTINCTION |
| 9 <= CGPA < =10 | 10 | DISTINCTION |

**9.0 Classification of Results**

9.1 The final grade point (FGP) to be awarded to the student is based on CGPA secured by the candidate and is given as follows.

| CGPA | Final Grade Point (FGP) | |
|---|---|---|
| | Numerical Index | Qualitative Index |
| 4 <= CGPA < 5 | 5 | SECOND CLASS |
| 5 <= CGPA < 6 | 6 | SECOND CLASS |
| 6 <= CGPA < 7 | 7 | FIRST CLASS |
| 7 <= CGPA < 8 | 8 | FIRST CLASS |
| 8 <= CGPA < 9 | 9 | DISTINCTION |
| 9 <= CGPA < =10 | 10 | DISTINCTION |

*Overall percentage – 10\*CGPA or is said to be 50% if CGPA<5*

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**10.0 Provision for Appeal** (Existing)

If a candidate is not satisfied with the evaluation of $C_1$ and $C_2$ components, s/he can approach the grievance cell with the written submission together with all facts, the assignments, and test papers etc, which were evaluated. S/he can do so before the commencement of semester-end examination. The grievance cell is empowered to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the university on the candidate if his/her submission is found to be baseless and unduly motivated. This cell may recommend taking disciplinary/corrective action on an evaluator if s/he is found guilty. The decision taken by the grievance cell is final.

For every program there will be one grievance cell. The composition of the grievance cell is as follows.

(i) The Registrar (Evaluation) ex-officio Chairman / Convener

(ii) One senior faculty member (other than those concerned with the evaluation of the course concerned) drawn from the department/discipline and/or from the sister departments/sister disciplines.

(iii) One senior faculty members/subject experts drawn from outside the University department.

**10.0 Provision for Appeal** (Proposed)

10.1 If a candidate is not satisfied with the evaluation of $C_1$ and $C_2$ components; s/he can approach the grievance cell with the written submission together with all facts, the assignments, and test papers, etc., which were evaluated. S/he can do so before the commencement of semester-end examination. The grievance cell is empowered to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the university on the candidate if his/her submission is found to be baseless and unduly motivated. This cell may recommend taking disciplinary/corrective action on an evaluator if s/he is found guilty. The decision taken by the grievance cell is final.

10.2 For every program there will be one grievance cell. The composition of the grievance cell is as follows.

(i) The Registrar (Evaluation) ex-officio Chairman / Convener

(ii) One senior faculty member (other than those concerned with the evaluation of the course concerned) drawn from the department/discipline and/or from the sister departments/sister disciplines.

(iii) One senior faculty members/subject experts drawn from outside the University department.

| **Existing 1-yr M.S.Ed. (HI) Programme at AIISH**<br>(Ref: (1) Regulation & Scheme of Studies for M.S.Ed. (HI) w.e.f. 2013-14 & (2) Updated Regulations of UoM for CBCs & CAGP for PG Degree Programmes w.e.f 2014-15) | **Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH** |
|---|---|
| **11.0 Marks Cards**<br>The marks cards shall be issued after affixing the security hologram of the University and laminating it on both sides. | **11.0 Marks Cards**<br>11.1 The marks cards shall be issued after affixing the security hologram of the University and laminating it on both sides. |
| **12.0 Barring of Simultaneous Study**<br>12.1 No candidate admitted to a degree course in a College/Institution under the jurisdiction of this University shall be permitted to study simultaneously in any other course leading to a degree (regular, evening & morning) offered by this or any other University.<br>12.2 If a candidate gets admitted to more than one course, the University shall cancel without giving prior notice, his/her admission to all the courses to which s/he has joined. | **12.0 Barring of Simultaneous Study**<br>12.1 No candidate admitted to a degree course in a College/Institution under the jurisdiction of this University shall be permitted to study simultaneously in any other course leading to a degree (regular, evening & morning) offered by this or any other university.<br>12.2 If a candidate gets admitted to more than one course, the University shall cancel without giving prior notice, his/her admission to all the courses to which s/he has joined. |
| **13.0 Miscellaneous**<br>13.1 These revised regulations will apply to candidates admitted for the academic year 2013-2014 onwards.<br>13.2 Any other issue, not envisaged above, shall be resolved by the Vice Chancellor in consultation with the appropriate bodies of the University, which shall be final and binding. | **13.0 Miscellaneous**<br>13.1 These revised regulations will apply to candidates admitted for the academic year 2015-16 onwards.<br>13.2 Any other issue, not envisaged above, shall be resolved by the Vice Chancellor in consultation with the appropriate bodies of the University, which shall be final and binding. |

## Hours of Instruction per Week as per Credits

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | | | | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH | | | |
|---|---|---|---|---|---|---|---|
| Course & Code | Course Title | Total Credits (L:T:P) | Total Hours/ Week (L:T:P) | Course with RCI Code | Course Title | Total Credits (L:T:P) | Total Hours/ Week (L:T:P) |
| **SEMESTER I** | | | | | | | |
| Hard Core (EDHC 1): 81531 | Advanced Educational Psychology – I | 3 (2:1:0) | 4 (2:2:0) | Hard Core (A1) | Developments in Education & Special Education | 3 (2:1:0) | 4 (2:2:0) |
| Hard Core (EDHC 3): 81532 | Educational Thoughts & Practices | 3 (2:1:0) | 4 (2:2:0) | Hard Core (A2) | Psychology of Development & Learning | 3 (2:1:0) | 4 (2:2:0) |
| Hard Core (EDHC 5): 81533 | Research Methodology & Data Analysis – I | 3 (2:1:0) | 4 (2:2:0) | Hard Core (B8) | Identification, Assessment & Needs of Children with HI | 4 (3:1:0) | 5 (3:2:0) |
| Soft Core (EDSC 1.7): 81534 \n\n 81535 | Audiological Intervention for Children with HI (OR) Educational Technology for Children with HI | 3 (2:1:0) | 4 (2:2:0) | Hard Core (B9) | Curriculum & Teaching Strategies for Children with HI | 4 (3:1:0) | 5 (3:2:0) |
| Soft Core (EDSC 2.9): 81536 \n\n 81537 | Special Intervention Services for Children with HI (OR) Perspectives in Education of Individuals with HI | 3 (2:1:0) | 4 (2:2:0) | Soft Core | Identification, Assessment & Needs of Children with – <ul><li>Intellectual Disabilities (OR)</li><li>Learning Disabilities</li></ul> | 3 (2:1:0) | 4 (2:2:0) |
| Practicum | Education Practicum I: Evaluation & Intervention | 2 (0:0:2) | 4 (0:0:4) | Hard Core Practicum (E1) | Audiological & Speech Evaluation and Management at Different Levels | 4 (0:0:4) | 16 (0:0:16) |
| Dissertation | Dissertation Proposal | 2 (0:0:0:2) | 8 (0:0:0:8) | | | | |
| Discipline-Centric Elective (EDOE 6): 81538 (EDOE 7): 81539 | Overview of Early Identification & Management of Children with HI (OR) Overview of IE for Children with Communication Disorders | 2 (2:0:0) | 2 (2:0:0) | | | | |
| *Total* | | *21* | *34* | *Total* | | *21* | *38* |

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | | | | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH | | | |
|---|---|---|---|---|---|---|---|
| Course | Course Title | Total Credits (L:T:P) | Total Hours/ Week (L:T:P) | Course with RCI Code | Course Title | Total Credits (L:T:P) | Total Hours/ Week (L:T:P) |
| **SEMESTER II** | | | | | | | |
| Hard Core (EDHC 2) 81541 | Advanced Educational Psychology – II | 3 (2:1:0) | 4 (2:2:0) | Hard Core (A3) | Research Methodology & Statistics | 3 (2:1:0) | 4 (2:2:0) |
| Hard Core (EDHC 4) 81542 | Education System, Policies & Programmes | 3 (2:1:0) | 4 (2:2:0) | Hard Core (A4) | Curriculum Design & Development | 3 (2:1:0) | 4 (2:2:0) |
| Hard Core (EDHC 6) 81543 | Research Methodology & Data Analysis II | 3 (2:1:0) | 4 (2:2:0) | Hard Core (A5) | Inclusive Education | 3 (2:1:0) | 4 (2:2:0) |
| Soft Core (EDSC 1.8) 81544 81546 | Management of Communication Skills (OR) Manual Modes of Communication | 3 (2:1:0) | 4 (2:2:0) | Hard Core (B11) | Therapeutics & Assistive Devices | 4 (3:1:0) | 5 (3:2:0) |
| Soft Core (EDSC 2.10) 81545 81547 | Organisation of Programmes for Individuals with HI (OR) Teacher Education in the Field of Special Education | 3 (2:1:0) | 4 (2:2:0) | Hard Core Practicum (E2) | Language and Educational Evaluation | 4 (0:0:4) | 16 (0:0:16) |
| Practicum | Education Practicum II: Evaluation & Intervention | 2 (0:0:2) | 4 (0:0:4) | Open Elective | Indian Sign Language | 4 (3:0:1) | 5 (3:0:2) |
| | Teacher Education Practicum | 2 (0:0:2) | 4 (0:0:4) | | | | |
| Dissertation | Dissertation Report & Viva | 4 (0:0:0:4) | 8 (0:0:0:8) | | | | |
| **Total** | | **23** | **36** | **Total** | | **21** | **38** |

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | | | | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH | | | |
|---|---|---|---|---|---|---|---|
| **Course** | **Course Title** | **Total Credits (L:T:P)** | **Total Hours/ Week (L:T:P)** | **Course with RCI Code** | **Course Title** | **Total Credits (L:T:P)** | **Total Hours/ Week (L:T:P)** |
| **SEMESTER III** | | | | | | | |
| | | | | Hard Core (A6) | Perspectives in Teacher Education: In-service & Pre-service | 3 (2:1:0) | 4 (2:2:0) |
| | | | | Hard Core (A7) | Educational Evaluation | 3 (2:1:0) | 4 (2:2:0) |
| | | | | Hard Core (B10) | Adulthood & Family Issues | 3 (2:1:0) | 4 (2:2:0) |
| | | | | Soft Core (C12) OR (C13) OR (C14) | • Educational Management (OR) <br> • Educational Technology (OR) <br> • Guidance & Counselling | 3 (2:1:0) | 4 (2:2:0) |
| | | | | Soft Core Dissertation (D1) | Dissertation – I*: Research Proposal In the areas of – <br> • Educational Evaluation (OR) <br> • Special Educational Intervention (OR) <br> • Human Resource Development | 4 (0:1:3) | 8 (0:2:6) |
| | | | | Hard Core Field Engagement/ Internship (F2) | Field Engagement/ Internship as Teacher Educators – I (including EPC on Self Development) | 4 (0:0:4) | 12 (0:0:12) |
| | | | | | ***Total*** | ***20*** | ***36*** |

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | | | | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH | | | |
|---|---|---|---|---|---|---|---|
| Course | Course Title | Total Credits (L:T:P) | Total Hours/ Week (L:T:P) | Course with RCI Code | Course Title | Total Credits (L:T:P) | Total Hours/ Week (L:T:P) |
| **SEMESTER IV** | | | | | | | |
| | | | | Soft Core | • Development & Use of Educational Assessment Material (OR) <br> • Development & Use of Instructional Material | 3 (2:1:0) | 4 (2:2:0) |
| | | | | Soft Core Dissertation (D2) | Dissertation – II*: Data Collection, Analysis & Report In the areas of – <br> • Educational Evaluation (OR) <br> • Special Educational Intervention (OR) <br> • Human Resource Development | 8 (0:2:6) | 16 (0:4:12) |
| | | | | Hard Core Field Engagement/ Internship (F2) | Field Engagement / Internship as Teacher Educators – II | 4 (0:0:4) | 12 (0:0:12) |
| | | | | | ***Total*** | *15* | *32* |
| **GRAND TOTAL** | | **44** | | **GRAND TOTAL** | | **77** | |

**Note:**  * Choice area for research for the 2 courses of dissertation should be constant/ uniform

- Lecture (L): 1 Credit = 1 Hour;
- Tutorial (T): 1 Credit = 2 Hours;
- Dissertation (D): 1 Credit = 2 Hours;
- Practicum (P):  ○ 1Credit = 4 Hours for Hard Core Practicum Courses,
    ○ 1Credit = 3 Hours for Hard Core Field Engagement / Internship &
    ○ 1Credit = 2 Hours for practicum as part of Soft Core & Open Elective Courses

## MODEL QUESTION PAPER PATTERN

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | | | | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH | | | |
|---|---|---|---|---|---|---|---|
| **(All Units are Compulsory)** | | | | **(All Units are Compulsory)** | | | |
| Paper Title: ...................    **Marks: 50** | | | | Paper Title: ...................    **Marks: 50** | | | |
| Paper Code: ..................    **Time: 2 Hours** | | | | Paper Code: ..................    **Time: 2 Hours** | | | |
| **Unit No.** | **Question Number** | **Question/s** | **Marks** | **Unit No.** | **Question Number** | **Question/s** | **Marks** |
| **I** | 1 | A xxxxxxxxxxxxxxxxxxxxx OR | 15 | **I** | 1 | A xxxxxxxxxxxxxxxxxxxxx OR | 10 |
| | 2 (a) | B xxxxxxxxxxxxxxxxxxxxx | 10 | | 2 (a) | B xxxxxxxxxxxxxxxxxxxxx | 05 |
| | 2 (b) | C xxxxxxxxxxxxxxxxxxxxx | 05 | | 2 (b) | C xxxxxxxxxxxxxxxxxxxxx | 05 |
| **II** | 3(a) | D xxxxxxxxxxxxxxxxxxxxx | 15 | **II** | 3(a) | D xxxxxxxxxxxxxxxxxxxxx | 10 |
| | 3(b) | E xxxxxxxxxxxxxxxxxxxxx OR | 05 | | 3(b) | E xxxxxxxxxxxxxxxxxxxxx OR | 05 |
| | 4 | F xxxxxxxxxxxxxxxxxxxxx | 20 | | 4 | F xxxxxxxxxxxxxxxxxxxxx | 15 |
| **III** | 5(a) | G xxxxxxxxxxxxxxxxxxxxx | 10 | **III** | 5(a) | G xxxxxxxxxxxxxxxxxxxxx | 05 |
| | 5(b) | H xxxxxxxxxxxxxxxxxxxxx | 05 | | 5(b) | H xxxxxxxxxxxxxxxxxxxxx | 05 |
| | 5(c) | I xxxxxxxxxxxxxxxxxxxxx OR | 05 | | 5(c) | I xxxxxxxxxxxxxxxxxxxxx OR | 05 |
| | 6(a) | J xxxxxxxxxxxxxxxxxxxxx | 10 | | 6(a) | J xxxxxxxxxxxxxxxxxxxxx | 10 |
| | 6(b) | K xxxxxxxxxxxxxxxxxxxxx | 10 | | 6(b) | K xxxxxxxxxxxxxxxxxxxxx | 05 |
| **IV** | 7(a) | L xxxxxxxxxxxxxxxxxxxxx | 10 | **IV** | 7(a) | L xxxxxxxxxxxxxxxxxxxxx | 05 |
| | 7(b) | M xxxxxxxxxxxxxxxxxxxxx | 03 | | 7(b) | M xxxxxxxxxxxxxxxxxxxxx | 03 |
| | 7(c) | N xxxxxxxxxxxxxxxxxxxxx OR | 02 | | 7(c) | N xxxxxxxxxxxxxxxxxxxxx OR | 02 |
| | 8(a) | O xxxxxxxxxxxxxxxxxxxxx | 05 | | 8 | O xxxxxxxxxxxxxxxxxxxxx | 10 |
| | 8(b) | P xxxxxxxxxxxxxxxxxxxxx | 05 | | | | |
| | 8(c) | Q xxxxxxxxxxxxxxxxxxxxx | 05 | | | | |

**Regulation:** For a theory paper carrying 70 marks, each full question shall carry either 20 or 15 marks, with internal choices having equal marks. Each **20** mark question can be divided as follows: **20, 15+5, 10+10,** and **10+5+5**; and each **15** mark question can be divided as follows: **15, 10+5, 10+3+2,** and **5+5+5**. Maximum number of subdivisions in a question shall be THREE.

**Regulation:** For a theory paper carrying 50 marks, each full question shall carry either 10 or 15 marks, with internal choices having equal marks. Each **15** mark question can be divided as follows: **15, 10+5,** and **5+5+5**; and each **10** mark question can be divided as follows: **10, 5+5,** and **5+3+2**. Maximum number of subdivisions in a question shall be THREE.

# COURSE CONTENT

## I SEMESTER

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
|---|---|
| **1. EDUCATIONAL THOUGHTS & PRACTICES** (only Units 3 & 4) <br> **Course:** Hard Core (EDHC 2) <br> **Credits:** 03 <br> **Contact Hours:** (2L + 2T / week) 64 <br> **Marks:** (15+15+70) 100 <br><br> **2. EDUCATION SYSTEM, POLICIES & PROGRAMMES** <br> **Course:** Hard Core (EDHC 4) <br> **Credits:** 03 <br> **Contact Hours:** (2L + 2T / week) 64 <br> **Marks:** (15+15+70) 100 | **DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION** <br><br> **Course:** Hard Core <br> **Credits:** 03 (L:T:P = 2:1:0) <br> **Contact Hours:** 2L + 2T / week <br> **Marks:** (25 + 25 + 50) 100 |
| **Objectives** <br> The Student will be able to: <br> 1... <br> • Critically examine the current system and practices of education in India <br> • Examine the relationship between education and social process <br> • Examine the concern of school education <br> 2... <br> • Analyse and understand the implementation of some determinants of education for present educational programme. <br> • Develop innovative ways to solve problems related and challenges of present educational system. <br> • Become aware about privatization <br> • Become familiar with the latest an innovative practices in the field of education | **Objectives** <br> After learning the course, the teacher educators should be able to: <br> • Trace development of general and special education system (PwDs) in India. <br> • Appreciate implications of recommendations made by the various committees and commissions for educational (general and special) developments in India. <br> • Develop insight into the issues and challenges of present day education system. <br> • Understand important quality related issues which need to be taken into account for revision/ development of new education policy. |
| **1. EDUCATIONAL THOUGHTS & PRACTICES** <br> **Unit 3: Socio-Cultural Dimension of Indian Education          (16 hours)** <br><br> 3.1 Sociological foundations of Education <br> 3.2 Characteristics of Indian Society- multicultural, multilinguistic, multireligious – Implications to education and methods of teaching | **Unit 1: An Overview of Development of Education System** <br> 1.1 Shaping of education in pre-independence India <br> 1.2 Shaping of education in post-independence India <br> 1.3 Emerging education in India and in the global context <br> 1.4 Perspectives of education for the persons |

3.3 Socialization and acculturation – Sanskritisation and westernization – Implications to education

3.4 Sociological challenges in Contemporary Indian Society – gender equality, socially and culturally disadvantaged, education of the challenged

with disabilities

1.5 Constitutional provisions and directive principles related to education and education

**Unit 4: Education and Economic Development    (16 hours)**

4.1 Concept of Economic Growth and Development

4.2 Impact of Globalization and Privatization on education

4.3 Education and Economic Development – Education and employment – Impact of globalization – Role of education in Sustainable development

4.4 Human Resource Development – Concept and Role of education – Strategies of Human Resource Development

**Unit 2: Issues in Indian Education with Special Reference to Persons with Disabilities**

2.1 Accessibility to school, curriculum and learning resources and attitudinal barriers

2.2 Analysis of the status of elementary and secondary education for all (SSA, RMSA) and issues for bridging gaps

2.3 Ensuring equity principles across disabilities, gender, caste, socially disadvantaged groups, marginalized and their specific educational problems

2.4 Challenges of special education, inclusion, systemic reforms, provisions and support system, public private partnership (PPP) and NGO Initiatives

2.5 Support systems to meet diverse learning needs: Family, community, school, peer, administrative and resource support

2.6 Role of governmental and non-governmental agencies in general and special education

**2. EDUCATION SYSTEM, POLICIES & PROGRAMMES**

**Unit 1: An Overview of the Development of Education System in India (16 hours)**

1.1 Education in Pre-independence India

1.2 Evolution Indian system of education in post-independence; Nature and focus of education after independence – different commissions.

1.3 National policy of Education (1986), programme of action (1992); Report of the committee for review of NPE (Ram Murthy)

1.4 Constitutional provisions and directive principles related to education and their implementation, Right to education, Right to information act.

**Unit 3: Quality Issues in Education**

3.1 Indicators of quality related to teaching: Learning strategies, classroom environment, and student assessment

3.2 Linking pedagogy with curriculum; Contextual constructivism

3.3 Ensuring standards in open and distance learning system: Non-formal education, face-to-face vs. distance mode

3.4 Special and inclusive education: Adopting flexible strategies for the acquisition and use of inputs and monitoring performance in inclusive set up

3.5 Quality enhancement in service delivery and community rehabilitation

**Unit 2: Education as Investment, Consumption, Service, Mankind (Soft Skills) System (16 hours)**

**Unit 4: Current Trends and Future Perspectives**

4.1 Education as a development indicator, and

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| 2.1 Education for social justice, Education for manpower requirement<br>2.2 Concept of Quality and Total Quality management (TQM) Liberalization, Privatization, Globalization – concept and its impact on education.<br>2.3 GATS<br>2.4 Influence of World Bank and other donating agencies on Indian Education – DPEP, SSA and partnership in Education – Government, private. | enhancer of development indicators<br>4.2 Education for sustainable development, and right-based approach<br>4.3 International curriculum framework in the light of changing priorities and international perspectives<br>4.4 Education for conservation of environment and social change<br>4.5 Education for individual and national development<br>4.6 Current issues: Identifications, labelling, cultural and linguistic diversity and advocacy |
| **Unit 3: Issues and Challenges in Indian Education (16 hours)**<br>3.1 Critical appraisal of current status of Universal Elementary Education (access, enrolment, retention, stagnation, dropout) w.r.t. equity principles across habitation, gender, caste and other differently challenged children, socially disadvantaged groups include first generation learners in immigration population – Need for Universalization of secondary Education.<br>3.2 Universal pattern of educational system, Language policy in educational system, Medium of instruction, concept, implication, present trends in education. Role of NGO in adorning<br>3.3 UEE – Mahila sanga, Azim premzi, Pratham contribution of NCTE and NAAC | |
| **Unit 4: Educational Improvement Programmes** (16 hours)<br>4.1 An overview of different programmes of Education<br>4.2 Minimum level of learning (MLL) – concepts, goals and practices.<br>4.3 District primary education programme (DPEP) – Goals and strategies in quantitative and qualitative improvement of education, different programmes in DPEP.<br>4.4 Sarva Shikshana Abhiyan and Madyamika Shikshana Abhiyana goals at national and state level to improve, access, enrolment, retention, participation and achievement.<br>4.5 Monitoring and evaluation of specific schemes like mid-day meals, providing transportation facilities and different | |

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| incentives schemes. | |
| **Transactional mode / Session work** | **Course Work/ Assignments** |
| • Library survey and reading as themes suggested and classroom presentation <br> • Seminar presentation and reading by students on selected themes individually leading to discussion <br> • Study of various documents, recent govt curriculum as various policies and work <br> • Group work and presentation on selected themes <br> • Lecture cum discussion; discussion and reflection in groups; assignments based on reference to resource-library and internet followed by presentation in seminars; field visit followed with report. <br><br> The students may undertake any one of the following activities: <br> • Each student is required to prepare a seminar on classroom process, access, enrolment, retention, participation and learning achievement. Present seminar on different schemes that comes under DPEP, SSA, amd MSA. <br> • A study of committee and Committee report ( document analysis) <br> • Critical analysis of the education data to assess the extent of achievement of UEE in India <br> • Seminar presentation on identified topics under unit II <br> • Analysis of Initiative at elementary level regarding different programmes | • Trace development of education in India during pre-independence <br> • Identify constitutional provisions ensuring equity and protection of human rights as well as non-discrimination <br> • Study factors influencing special education as a discipline in India <br> • Identify quality related issues of students' state/s and suggest strategies to address them |
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- V.C. pandey – Education and Globalization.
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Education

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| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
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| **1. ADVANCED EDUCATIONAL PSYCHOLOGY I**<br><br>**Course:** Hard Core (EDHC 1)<br>**Credits:** 03 (L:T:P = 2:1:0)<br>**Contact Hours:** (2L + 2T / week) 64<br>**Marks:** (15+15+70) 100<br><br>**2. ADVANCED EDUCATIONAL PSYCHOLOGY II**<br><br>**Course:** Hard Core (EDHC 2)<br>**Credits:** 03 (L:T:P = 2:1:0)<br>**Contact Hours:** (2L + 2T / week) 64<br>**Marks:** (15+15+70) 100 | **PSYCHOLOGY OF DEVELOPMENT AND LEARNING**<br><br>**Course:** Hard Core<br>**Credits:** 03 (L:T:P = 2:1:0)<br>**Contact Hours:** 2L + 2T / week<br>**Marks:** (25 + 25 + 50) 100 |
| **Objectives**<br>After studying this course the students shall be able to:<br>1…<br>• Analyze the influence of heredity mechanisms on human development.<br>• Explains various learning theories and applies their principles in teaching – learning situations.<br>• Explain theories of personality<br>• Suggest self instructional methods<br>• Explain different theories of intelligence<br>• Examines the suitability of different psychological tests<br>2…<br>• Critically examine the role of adjustment in the maintenance of mental health<br>• Analyze the process involved in social cognition<br>• Examine the relevance of different information processing models for teaching – learning.<br>• Analyze the cognitive processes involved on information processing.<br>• Compare different interpretations of motivation<br>• Explain concept and principles of Humanistic psychology. | **Objectives**<br>After completing the course teacher educators will be able to:<br>• Explain the psychological principles and their application in specific context of education and special education.<br>• Explain the principles and their implication for growth and development.<br>• Critically analyse the process from the point of view of cognitive psychology.<br>• Explain role of motivation in learning, learning processes and theories of personality.<br>• Apply psychological aspects to teaching - learning situations. |
| **1. ADVANCED EDUCATIONAL PSYCHOLOGY I**<br>**Unit 1: Human Development and Behaviour**<br>1.1 Genetic determinants of development — Heredity mechanism and Mendel's laws — their implications to education.<br>1.2 The influence of endocrine glands— | **Unit 1: Overview of Educational Psychology**<br>1.1 Nature and scope of educational psychology<br>1.2 Principles of educational psychology<br>1.3 Methods of educational psychology<br>    1.3.1 Observation |

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| Influence of enzymes and vitamins on behaviour. | 1.3.2 Experimental method |
| 1.3 Environmental influences on behaviour. Educational implications. | 1.3.3 Correlational |
| | 1.3.4 Clinical |
| | 1.3.5 Case Study |
| 1.4 Cognitive Development – Piaget's Theory, Bruner's Theory, Vygotsky's views of knowledge construction from socio cultural perspective. | 1.4 Applications of educational psychology to persons with disabilities |
| 1.5 Language Development – Biological and environmental influences, Chomosky's views. | 1.5 Contemporary trends |
| 1.6 Moral Development – Piaget and Kohlberg Theories of Moral Development. Role of family, peer group and schools. | |
| 1.7 Personal Development – Development of Personality, Erickson's Psycho-social stages of development. | |
| **Unit 2: Personality and Adjustment** | **Unit 2: Understanding the Development of the Learner** |
| 2.1 Different approaches to the study of personality. | 2.1 Concept of growth and development |
| 2.2 Theories of personality – | 2.2 Methods of studying development: Longitudinal, cross-sectional, cohort sequence |
| 2.2.1 Trait theory of Allport , Caltell and Eysenck | |
| 2.2.2 Psycho-analytic theories of Freud, Jung and Adler's. Neo-Freudian views – Karen Horney and Erich Fromm | 2.3 Physical, social, emotional, moral development, play and language development |
| 2.2.3 Humanistic perspective – Carl Rogers & Abraham Maslow. | 2.4 Cognitive development: Piaget, Vygotsky and Kohlberg |
| 2.3 Concept of Maladjustment – Meaning, source of maladjustment – Anxiety, Frustration and Conflicts – Their causes and symptoms; Resolution of Frustrations and Conflicts. | 2.5 Factors affecting growth and development |
| 2.4 Concepts of adjustment, mental health and hygiene; Role of Parents and schools. | |
| 2.5 Psychological deviations during childhood and Adolescence – Classification, symptoms, causes and therapeutic measures. | |
| **Unit 3: Theories of learning** | **Unit 3: Cognition and Information Processing** |
| 3.1 Classification of Learning Theories, background, basic Concepts and principles and educational implications of the following Learning theories: Classical conditioning (Pavlov), Operant conditioning (Skinner), Learning by Insight (Kohler), Contiguity Theory (Guthrie), Sign – Gestalt Theory (Tolman), Gagne's Hierarchy learning | 3.1 Sensation, perception and attention |
| | 3.2 Memory: Nature and types of memory; Factors affecting memory |
| | 3.3 Thinking: Concept formation, reasoning, problem solving |
| | 3.4 Intelligence: Nature, types, theories and assessment |
| | 3.4.1 Creativity |

| | 3.5 Individual differences in cognitive and affective areas and its educational implications |
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| **Unit 4: Individual Differences**<br>4.1 Intelligence: Concept, theories of intelligence – Unitary Theories and Multifactor Theories, Spearman's two factor Theory, Group factor Theory, Guilford's SI model (Structure of Intellect), Theories of Sternberg and Gardner. Tests of intelligence; Concept of Emotional Intelligence and their Educational Implications ;Creativity- Meaning, Factors, Characteristics of Creative children, Fostering Creative talents.<br>4.2 Aptitudes – Meaning, Nature, Types , Assessment, Aptitude Tests<br>4.3 Attitudes – Meaning, Dimensions, assessing and changing attitudes; Attitude Scales.<br>4.4 Interest - Meaning, Nature, assessment and Interest Inventories. | **Unit 4: Motivation, Learning and Personality**<br>4.1 Concept, definition and theories of motivation<br>4.2 Classical and contemporary learning theories: Behavioural, cognitive and social<br>4.3 Classroom climate and group dynamics<br>4.5 Concept, definition and principles of personality development<br>4.5 Personality Theories<br>   4.5.1 Psychoanalytic: Freud and neo-Freudians, trait, humanistic<br>   4.5.2 Assessment of personality<br>   4.5.3 Teacher effectiveness and competence<br>4.6 Implications in teaching-learning with reference to children with disabilities<br>   4.6. 1 Guiding children with disabilities<br>   4.6.2 Self-regulated learning |
| **2. ADVANCED EDUCATIONAL PSYCHOLOGY II**<br>**Unit 1: Social Cognition** (16 hours)<br>1.1 Social Cognition – meaning and importance, Perception of other's body language, prejudice, self perception, attribution theory.<br>1.2 Inter personal attraction, Social influence — persuasion, obedience to authority,<br>1.3 Social Cognitive Theory, Bandura's Theory of Modelling. | |
| **Unit 2: Information Processing** (16 hours)<br>2.1 Meaning of Information processing Information processing view of learning, Atkinson – Shiffrin Model of Information Processing, cognitive processes in information processing: Implications for teaching – learning. | |
| **Unit 3: Motivation** (16 hours)<br>3.1 Meaning, concept of Arousal: Types of Motivation – Intrinsic – Extrinsic: Biological, social and cognitive Motives: Importance for Education.<br>3.2 Different interpretations of Motivation | |

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| 3.3 Behavioral interpretation of motivation (Watson and Skinner)<br>3.4 Cognitive interpretation of motivation – Atkinson's theory of Achievement Motivation: Attribution Theory (Rotter).<br>3.5 Humanistic Interpretation – Maslow's Hierarchy of Needs.<br>3.6 Enhancing motivation for learning – Richard Suchman's Intrinsic Motivation. | |
| **Unit 4: Humanistic Psychology** (16 hours)<br>4.1 Meaning and emphasis of Humanistic Psychology Roger's Self Theory: Maslow's concept of Self-actualization: characteristics of Self-actualized person: Concept of Stithapragna (Bhagvad Gita): Higher States of Consciousness; Role of Yoga and Meditation. | |

| Practical Activities | Course Work/ Assignments/ Practicum |
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| 1...<br>• Collect the moral judgments taken from a sample of students in different situations and determine the stage of moral development according to Piaget's Theory.<br>• Illustrate of Erickson's Psycho-social stages of development by practically observing the behaviour of children and matching the behaviour with each stage.<br>• Prepare a strategy for teaching language.<br>• Identify symptoms of maladjustment through observing behaviours of children.<br>• Administer an Aptitude test, and analyze and interpret the results.<br>• Administer an Attitude scale, and analyze and interpret the results.<br>• Administer Interest Scale Inventory and prepare an Interest Profile.<br>2...<br>• Conducts social cognition tests, and analyzes and interprets the results.<br>• Illustrates of different Information theories by taking any two lessons from the subjects of their choice.<br>• To prepare an instructional strategy based on Bandura's observational learning<br>• To identify the needs of adolescents & adults & suggest programs to satisfy these needs. | • Plan and conduct a survey about attitudes/ practices regarding one or more of the following: Children with disabilities, prenatal development, prenatal hazards, school drop-outs, motivation of children<br>• Conduct an experiment with Piagetian methods of evaluating cognitive development and submit a report<br>• Analyze any autobiography to explain human development<br>• Design a behaviour modification plan for a specific child<br>• Present information on cognitive styles and their effects on learning<br><br>**Transaction**<br>• Lecture method<br>• Seminars<br>• Group discussion<br>• Case study<br>• Practical and field work |

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| Existing in 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
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| **AUDIOLOGICAL INTERVENTION FOR CHILDREN WITH HEARING IMPAIRMENT** (only units 1 & 3) <br> **Course**: Soft Core (EDSC 1.7) <br> **Credits**: 03 (L:P:T = 2:1:0) <br> **Contact Hours** : (2L + 2T / week) 64 <br> **Marks**: (15+15+70) 100 <br><br><br> **MANAGEMENT OF COMMUNICATION SKILLS** (only units 1 & 2) <br><br><br> **Course**: Soft Core (EDSC 1.8) <br> **Credits**: 03 (L:P:T = 2:1:0) <br> **Contact Hours** : (2L + 2T / week) 64 <br> **Marks**: (15+15+70) 100 | **IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH HEARING IMPAIRMENT** <br><br> **Course**: Hard Core <br> **Credits**: 04 (L:P:T = 3:1:0) <br> **Contact Hours** : 3L + 2T / week <br> **Marks**: (25 + 25 + 50) 100 |
| **Objectives** <br> After studying this paper the students are expected to: <br> • Comprehend the importance and implications of hearing ability of students in classroom learning <br> • Understand the development of speech and language in normal children and children with hearing impairment <br> • Acquire skills in classroom based assessment and management of speech and language skills in children with HI in classroom context <br> • Acquire skills for making decision about choice of mode of communication and nature of educational set-up <br> • Acquire skills to promote reading. | **Objectives** <br> After completing the course teacher educators will be able to: <br> • Explain audiological evaluation and sign language, and their application in education of children with hearing impairment. <br> • Describe assessment of communication, speech and language of children with hearing impairment. <br> • Explain the practices in educational assessment, especially with relevance to setting up of an educational assessment centre. <br> • Describe the importance of team approach and reflect on their role in assessment and identification of needs. |
| **Unit 1: Hearing Assessment: Need and Implications (16 hours)** <br> 1.1 Role of Hearing in Education <br> 1.2 Need for periodic assessment of hearing in children <br> 1.3 Association of audiological findings on the choice of method of communication <br>     1.3.1 Effect of type, degree and configuration <br>     1.3.2 Effect of speech identification scores <br> 1.4 Role of special educators in providing feedback regarding utility of listening devices and evaluating the utility of listening devices (E.g. Ling's sound test) <br> 1.5 Selection of type of school placement (Special vs. Inclusive Education) based on | **Unit 1: Audiological Assessment, Identification and Needs** <br> 1.1 Overview and need of various audiological assessments <br> 1.2 Choice and selection of audiological tests according to age and functional abilities of the child <br> 1.3 Overview of audiological assessment of children with additional/ associated disabilities <br> 1.4 Association of audiological findings on the choice of method of communication <br>     1.4.1 Effect of type, degree and configuration <br>     1.4.2 Effect of speech identification scores <br> 1.5 Setting up of an educational assessment |

| audiological test findings | clinic/ centre<br>1.5.1 Need and requirements (essentials and desirables)<br>1.5.2 Recommendation of educational set-up (special, partial integration vs. inclusive education) based on aided performance (aided audiogram and speech identification) as one of the factors<br>1.6 Selection of appropriate strategies, material, and equipment for teaching speech |
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| **Unit 3: Speech Spectrum with Respect to Aided Hearing (16  hours)**<br>3.1 Basic acoustical properties of speech sounds and their application in listening training, speech spectrum<br>3.2 Ling's sound test / basic speech perception tests to check / monitor utility of listening devices<br>3.3 Aided audiogram with reference to speech spectrum<br>3.4 Need for assessment of listening levels<br>3.5 Methods to assess listening levels and application of outcome in listening training | **Unit 2: Speech Assessment, Identification and Addressing Needs**<br>2.1 Overview of acoustics of speech; Classification of speech sounds based on major acoustic cues<br>2.2 Compare and contrast speech development in typical developing children and children with hearing impairment<br>2.3 Phonological errors as a function of audiogram configuration (flat, gradually sloping and steeply sloping) and degree of hearing loss<br>2.4 Selection of appropriate strategies, material, and equipment for teaching speech<br>2.5 Need for use of regional language based speech assessment tests |
| **Unit 1:  Development of Speech and Language (16  hours)**<br>1.1 Definition of speech and language<br>1.2 Components of speech and language<br>1.3 Stages of development of speech and language skills in normal children<br>1.4 Stages of development of speech and language skills in children with hearing impairment<br>1.5 Critical period for speech and language development | **Unit 3: Language and Communication Assessment, Identification and Addressing Needs**<br>3.1 Parameters of selecting medium of instruction for children with hearing impairment: Language/s used at home, school and society<br>3.2 Language assessment of the deaf: Challenges and concerns – Standardized versus teacher made tools; Setting norms of children 'with' versus 'without' disability; Modality dependent nature of language; Measuring receptive language; Identifying measurable indicators<br>3.3 Biological foundations and research in early language experiences in the past two decades: From input to uptake<br>3.4 Processing sign languages in early years: Neural reorganization; Access to age appropriate language; Ease of intake; Universal grammar; Modality dependent |

|  | versus modality independent components<br>3.5 Studying language assessment component in ICF; Recommendations related to language assessment reflecting in National Curriculum Framework (NCF) |
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| **Unit 2: Classroom-based Assessment and Management of Speech and Language Skills of Children with Hearing Impairment (16 hours)**<br>2.1 Need and importance of classroom-based assessment of speech and language<br>2.2 Characteristics of voice, articulation, fluency, language and prosody (suprasegmental features) and its assessment in classroom with emphasis on recent advances<br>2.3 Need for planning and management of speech and language skills of children with hearing impairment<br>2.4 Approaches: formal / informal / cognitive / linguistic / behavioural / instrumental / computer-based / augmentative and alternative modes and others<br>2.5 Documentation of reports related to assessment, planning and management | **Unit 4: Team Approach in Assessment, Identification and Assessing Needs**<br>4.1 Team approach: Concept and types (multidisciplinary, interdisciplinary and trans- disciplinary)<br>4.2 Role of various stakeholders: Professionals, personnel, parent and the child<br>4.3 Constitution of team with respect to children with hearing impairment: Considerations on child's age, severity and associated conditions<br>4.4 Team's role before, during and after assessment; Identifying and addressing the need and planning IEP / IFSP<br>4.5 Team's role in outcome measures: Periodic assessment and evaluation; Review of performance against previously set goals |
| **Sessional Work**<br>• Observation and reporting of hearing assessment for five children<br>• Mark the frequency and intensity distribution of environmental and speech sounds on an audiogram (including Ling's 6 sounds).<br>• Prepare a model of ideal classroom in terms of acoustic and lighting<br>• Field observation and documentation of motor and linguistic development in children between 6mths & 1 year; 1 year & 1½ years; 1½ & 2 years; 2 & 2½ years; 2½ & 3 years.<br>• Observation of assessment procedures for 2 children with hearing impairment each in voice, articulation, fluency and language. | **Course Work/ Practical/ Field Engagement**<br>• Compiling a set of 10 aided audiograms and aided speech identification scores for selection of modality, method of communication and educational set-up.<br>• Review two IEP records and reflect upon the role responsibilities and team approach<br>• Reflections on changing trends in language assessment beyond syntax (semantics and pragmatics)<br>• Compiling of recently developed speech tests in India and critically analysing them<br>• Visit an educational assessment clinic / centre and review the different tools available for educational evaluation of children with hearing impairment. |
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| <ul><li>Observation of pre-academic skill training at preschool.</li><li>Hands-on experience applying different approaches in management of speech and language skills in children with hearing impairment.</li><li>Developing need-based, individualised materials for training children with hearing impairment in reading and writing skills.</li></ul> | <ul><li>and Education Professionals. Jones and Bartlett Learning, Boston.</li><li>Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. Plural Publishing, San Diego.</li><li>RCI M.Ed.Spl.Ed. Curriculum Page 46 18 May 2015</li><li>Yoshinaga-Itano, C. (2003). Universal newborn hearing screening programs and developmental outcomes. Audiological Medicine, 1(3), 199-206.</li><li>Yoshinaga-Itano, C., Sedey, A.L., Coulter, D.K., & Mehl, A.L. (1998). Language of early and late identified children with hearing loss. *Paediatrics*, *102*(5), 1161-1171.</li></ul> |

| Existing 1-yr B.S.Ed. (HI) Programme at AIISH | Proposed 2-yr B.Ed.Spl.Ed. (HI) Programme at AIISH |
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| **(Not Existent)** | **CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH HEARING IMPAIRMENT**<br><br>**Course:** Hard Core<br>**Credits**: 04 (L:T:P = 3:1:0)<br>**Contact Hours:** 3L + 2T / week<br>**Marks**: (25 + 25 + 50) 100 |
| | **Objectives**<br>After completing the course teacher educators will be able to:<br>• Describe the curricular needs, framework and practices emerged out of the paradigm shift in education.<br>• Explain the bases, types and strategies of curricular adaptations.<br>• Understand the concept and strategies in differentiated instructions.<br>• Explain the processes and theories of literacy development.<br>• Explain the multiple literacy and their applications in curriculum. |
| | **Unit 1: Curricular Needs at Different Levels**<br>1.1 Paradigm shift in education: School, teacher, learner and curriculum for 21st century<br>1.2 Causes of learning difficulties in children with hearing impairment<br>1.3 Differential curricular needs of early and late intervened children with hearing impairment<br>1.4 Curricular framework for early intervention and early childhood education<br>1.5 Domains of development facilitating the school readiness for inclusive education |
| | **Unit 2: Curricular Adaptations**<br>2.1 Bases of curricular adaptations and decision making<br>2.2 Step wise curricular approach and its adaptation<br>2.3 Types of accommodations, modifications and its applications<br>2.4 Strategies of adaptation of text of different school subjects<br>2.5 Adaptation in evaluation |
| | **Unit 3: Differentiated Instructions** |

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3.1 Relevance and concept of differentiated instructions

3.2 Elements of differentiated instructions (knowing the learner, assessing the learner, school climate, instructional strategies, adjustable assignments)

3.3 Need assessment and decision making for selection of instruction

3.4 Learning pyramid

3.5 Mastery level learning: Principles and approaches (IEP, Direct Instruction)

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**Unit-4: Literacy Development, Teaching Strategies and Evidence-based Practices**

4.1 Deafness and literacy issues

4.2 Theories of literacy development and their applications

4.3 Processes involved in reading and writing

4.4 Processes involved in speaking, listening and manual form of signing in literacy development

4.5 Meta cognitive strategies and instructional practices

4.6 Evidence-based practices in literacy development: Priority areas of research; Identifying the gaps; Readings in research at different levels in the past two decades

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**Transaction & Evaluation**
- Lecture-cum-demonstration
- Workshops on developing tools for content and programme evaluation
- Assignments
- Presentations
- Class tests

**Course Work/ Practical/ Field Engagement**
- Select a text of your choice and adapt the content in terms of knowledge, language, presentations illustrations
- Write an essay on the Montessori curriculum and its relevance to children with
- hearing impairment
- Profile the current level of functioning of literacy (one child )
- Present an article published after 2011 in an indexed journal on literacy

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**Suggested Readings**
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| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
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| **(Not Existent)** | **IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH INTELLECTUAL DISABILITIES**<br><br>**Course:** Soft Core<br>**Credits:** 03 (L:T:P = 2:1:0)<br>**Contact Hours:** 2L + 2T / week<br>**Marks:** (25 + 25 + 50) 100 |
| | **Objectives**<br>After learning the course, the teacher educators should be able to:<br>• Understand the concept, etiology and characteristics of persons with intellectual disabilities (PwID).<br>• Use appropriate instruments for assessment of PwID.<br>• Describe the programming needs across different age levels of PwID.<br>• Utilize assessment information for educational programming, referral services and placement. |
| | **Unit 1:  Overview of Intellectual Disability**<br>1.1 Definition, historical review,  and prevalence of intellectual disability<br>1.2 Etiological factors of intellectual disability<br>    1.2.1 Biological, environmental factors<br>    1.2.2 Pre-natal, natal, and post-natal causes<br>1.3 Classification of intellectual disability: Medical, educational, psychological criteria for classification and issues and current practices in certification of intellectual disability<br>1.4 Characteristics of intellectual disability<br>1.5 Intellectual disability and associated conditions: Cerebral palsy, autism, sensory impairments, ADD, ADHD, epilepsy |
| | **Unit 2:  Screening, Identification, Assessment and Diagnosis**<br>2.1 Introduction to existing screening, identification and assessment / techniques trends in the field of intellectual disability<br>2.2 Approaches and methods of assessment<br>2.3 Introduction to developmental assessment tools: Intellectual (Binet, WISC, VSMS, DST Indian adaptations and other Indian tools); social, behavioral, language and speech |

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| | assessment tools and other Indian tools; Special education (CRTs, construction, precautions to be taken for development with reference to programming) |
| | 2.4 Introduction to existing educational assessment tools: Upanayan (0 - 6 years), NIMH – Aarambh (Early Childhood Special Education Inclusive Package), Indian adaptation of Portage guide, Madras Developmental Programming Systems, NIMH- Functional Assessment Checklists for Programming (FACP) and other relevant tools |
| | 2.5 Implications of the above for inclusion |
| | **Unit 3:  Identification of Needs** |
| | 3.1 Infancy and early childhood; EI and Family involvement (NIMH – Family Based Program Plan) |
| | 3.2 School age; Placement alternative (special school, resource room, inclusive classroom); Multidisciplinary team collaboration and role of special education teacher |
| | 3.3  Transition and career development: Individualized Transition Plan ( ITP) |
| | 3.4 Vocational development; Employment, types; Emerging job opportunity; Placement and follow- up |
| | 3.5 Implications of the above for inclusion |
| | **Unit 4:  Use of Assessment Information** |
| | 4.1 Use of assessment information: Medical, special educational, psychological, therapeutic and vocational |
| | 4.2 Interpretation of assessment information to develop training goals |
| | 4.3 Use of support needs assessment for person centred planning |
| | 4.4 Writing of assessment report: For administrative purpose, for educational programming, for referral and for alternative placement |
| | 4.5 Implications of the above for inclusion |
| | **Practicum/ Assignment/ Engagement (Any One)** |
| | In School/ Clinic/ Community: |
| | • To conduct assessment of PwID using appropriate assessment tools |
| | • To organize discussion program on role of |

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|  | a Special Educator in intervention from Infancy to Adulthood<br>• To presentation a seminar on Community Based services for ID<br>• To conduct orientation and sensitization program on disability issues for teachers, parents, and community members and present a report |
|  | **Essential Readings**<br><br>• Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor. University of Alberta, Alberta.<br>• Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System. Vijay Human Services, Chennai.<br>• King-Sears, H.E. (1994). Curriculum Based Assessment in Special Education. Singular publishing Group, San Diego.<br>• Mittler, P. (1976). Psychological Assessment of Mental and Physical Handicaps. Tavistock, London.<br>• Myreddi, V., & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.<br>• Narayan, J. (2003).Grade Level Assessment Device for Children with Learning Problems in Regular Schools. NIMH, Secunderabad.<br>• Panda, K. C. (1997) Education of Exceptional Children. Vikas, New Delhi.<br><br>**Suggested Readings**<br>• Overton, J. (1992) Assessment in Special Education. An Applied Approach. Macmillan, New York.<br>• Overton, T. (2000). Assessment in Special Education: An Applied Approach, 3rd Ed, Prentice Hall Inc. Merril.<br>• Pun, M., & Sen, A.K. (1989) Mentally Retarded Children in India. Mittal Publication. New Delhi<br>• Smith, D.D. (2004). Introduction to Special Education. Training in an Age of Opportunity, 3rd Ed. Allyn & Becon. Boston.<br>• Wehman.P., & Kuegel. J. (2004). Functional Curriculum, Pro-Ed. Austin. |

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
|---|---|
| **(Not Existent)** | **IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH LEARNING DISABILITIES**<br><br>**Course:** Soft Core<br>**Credits:** 03 (L:T:P = 2:1:0)<br>**Contact Hours:** 2L + 2T / week<br>**Marks:** (25 + 25 + 50) 100 |
| | **Objectives**<br>After learning the course, the student educators should be able to:<br>• Define and explain the different types of learning disabilities.<br>• Explain the meaning and concept of screening, identification and assessment of children with learning disability.<br>• Describe various approaches and techniques of assessment.<br>• Analyse the needs and based on assessment reports. |
| | **Unit 1: Overview of Learning Disabilities**<br>1.1 Evolution of learning disability as a field of a study<br>1.2 Prevalence, incidence: National and international<br>1.3 Types of Learning Disabilites: Dyslexia, dysgraphia, dyscalculia, dysphasia, dyspraxia, SLI, non-verbal learning disability<br>1.4 Associated conditions: ADHD, liability<br>1.5 Etiology: Neuro-biological |
| | **Unit 2: Approaches and Techniques of Assessment**<br>2.1 Definition, scope and purpose of assessment.<br>2.2 Principles for selection of tools for assessment in various settings<br>2.3 Levels of assessment<br>2.4 Approaches to assessment<br>    2.4.1 Neuro-development<br>    2.4.2 Cognitive<br>    2.4.3 Psycho-linguistic<br>    2.4.4 Behavioural<br>    2.4.5 Task analytical<br>    2.4.6 RTI<br>2.5 Techniques of assessment |

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| | 2.5.1 Observation<br>2.5.2 Interviews<br>2.5.3 Case study<br>2.5.4  Sociometric<br>2.5.5 Error analysis/Miscue analysis |
| | **Unit 3:  Areas and Types of Assessment**<br>3.1 Basic learning processes: Attention, perception, memory, executive functioning<br>3.2 Application in the content areas of language, mathematics, social sciences<br>3.3 Psychological: Wechsler's Intelligence Scale, Bender Gestalt Visuo-Motor Test, Raven's Progressive Matrices, Wechsler's Memory Scale, Dyslexia Screening Tests, Woodcock Johnson Test of Cognitive Ability, Test of Thinking Ability<br>3.4 Achievement:  Stanford Diagnostic Reading Test, Stanford Diagnostic Maths Test, Woodcock Johnson Test of Achievement, Grade Level Achievement Device (GLAD )<br>3.5 Psycho Educational:  DTRD , DTLD, Aston Index, NIMHANS Index of SLD,<br>3.6 Teacher made tests (Educational): Construction, scoring, interpretation<br>3.7 Differential diagnosis and report writing |
| | **Unit 4: Trends and Issues With Reference to –**<br>4.1  Ethical issues in assessment<br>4.2 Responsive reporting and communication<br>4.3 Collaboration between team members<br>4.4 Legal provisions and issues<br>4.5 Advocacy |
| | **Transaction**<br>• The course is developed for M.Ed. level. Thus, provide the trainees with theoretical basis of understanding the various types of LD. Link the classification of different specific LDs (e.g., dyslexia, dyscalculia, dysgraphia, dysphasia) with their neurobiological basis. The specific disabilities have to be understood as manifesting deficits in the curricular areas. Hence, a comparison has to be made with the skills in the curriculum hierarchies at different grade levels. Language assessment has to include both – oral language assessment (listening and speaking) as well as written language assessment (reading |

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and writing). The discussion on the trends and issues should focus on international as well as national scenario.

**Course Work/ Practical/ Field Engagement**
- Seminar on various types of learning disabilities
- Debate the various approaches and techniques for assessment
- Preparation of a assessment tool in a given area
- Differential diagnosis of given case from reports obtained
- Report on the current kinds of tools/tests used in inclusive schools for identifying students with learning disabilities
- Preparation of an awareness booklet with explanation of learning disabilities and the legal provisions available
- Diagnose the case based on case profiles
- Develop teacher made tests to assess various domains and curricular areas
- Conduct assessments and writing reports to communicate assessment outcomes

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**Essential Readings**
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**Suggested Readings**

- Harwell, J, M., & Shoup, C. D. (2003). Ready-to-Use Information and Materials for Assessing Specific Learning Disabilities: Complete Learning Disabilities Resource Library, Volume I.
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| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
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| **EDUCATION PRACTICUM I: EVALUATION & INTERVENTION**<br><br>**Course:** Practicum (EDEI 1)<br>**Credits:** 02 (L:T:P = 0:0:2)<br>**Contact Hours:** (4 P / Week) 64 hours<br>**Marks:** (15+15+70) 100 | **AUDIOLOGICAL & SPEECH EVALUATION AND MANAGEMENT AT DIFFERENT LEVELS**<br><br>**Course:** Hard Core Practicum<br>**Credits:** 04 (L:T:P = 0:0:4)<br>**Contact Hours:** 16P / week<br>**Marks:** (25 + 25 + 50) 100 |
| **Objectives**<br>After completing the practical work the students should be able to:<br>• Carry out appropriate evaluation and assessment procedures at the beginning and during the academic year for decision-making at important transitional stages in the education of children with hearing impairment<br>• Carry out effective educational intervention services for children with hearing impairment at different levels with focus on inclusive education | |
| **Task 1: Assessment Services**<br>**Activities:**<br>a. Early Stimulation to Preschool Admission (for at least 3 children)<br>b. Grade Level Assessment (for at least 5 children)<br>c. Post school Transitional Assessment (for at least 3 adolescents)<br>d. Child with Hearing Impairment & Other Associated Problems (with multiple special needs) (for at least 1 child) | **Task 1: Observing Behavioural Audiological Tests in Children below the Age of 2 Years (12 hours)**<br>**Setting:** Audiological Clinic<br>**Activities:**<br>• Behavioural Observation Audiometry (2 children)<br>• Visual Reinforcement Audiometry (2 children) |
| **Task 2: Educational Intervention**<br>**Activities:**<br>a. Preschool training for Children with Hearing Impairment (at least 20 instructional sessions)<br>b. Individualised Educational Programme / Curricular Support Services for School Going Children with Hearing Impairment (at least 20 instructional sessions) | **Task 2: Observing Behavioural Audiological Tests in Children between 2 to 5 years (6 hours)**<br>**Setting:** Audiological Clinic<br>**Activities:**<br>• Conditioned play audiometry (2 children)<br>• Speech audiometry: Closed-set testing (2 children) |
| | **Task 3: Observing Behavioural Audiological Tests in Children (6 hours)**<br>**Setting:** Audiological Clinic<br>**Activities:**<br>• Conditioned play audiometry (2 children of |

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| | 3 years and above)<br>• Speech audiometry: Open-set testing (2 children of 5 years and above) |
| | **Task 4: Observing Physiological and Electro-Physiological Testing (12 hours)**<br>**Setting:** Audiological Clinic<br>**Activities:**<br>• Immitance audiometry (2 children)<br>• Otoacoustic emission (2 children)<br>• Auditory evoked potentials (2 children) |
| | **Task 5: Observing Hearing Aid Trial (24 hours)**<br>**Setting:** Audiological Clinic<br>**Activities:**<br>• Hearing aid selection (digital and analogue) (2 children each)<br>• Measurement of aided audiogram (2 children)<br>• Measurement of aided speech detection / identification (2 children) |
| | **Task 6: Use Aided Audiogram and Speech Identification Scores to Make Recommendations (12 hours)**<br>**Setting:** Audiological Clinic<br>**Activities:**<br>• Making recommendations regarding mode of training and educational placement using aided audiogram and speech audiometry (10 children in different age groups) |
| | **Task 7: Listening Training (12 hours)**<br>**Setting:** Audiological Clinic<br>**Activities:**<br>• Prepare lesson plans for listening training for children aged 2 years (2 plans)<br>• Prepare lesson plans for listening training for children aged 5 years (2 plans)<br>• Prepare lesson plans for speech reading training for children aged 6 years |
| | **Task 8: Screening for Hearing Loss Using Checklists (24 hours)**<br>**Setting:** Inclusive School / Clinic<br>**Activities:**<br>• Administer a checklist having signs and symptoms of hearing loss and behavioural observation on primary school children (20 |

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| | children) |
| | **Task 9: Troubleshooting Hearing Aids (12 hours)**<br>**Setting:** Special School<br>**Activities:**<br>• Carrying out Ling's 6 sound test (2 children<br>• Troubleshooting hearing aids (2 children) |
| | **Task 10: Room Acoustics (12 hours)**<br>**Setting:** Special School / Inclusive School<br>**Activities:**<br>• Suggesting modifications for classroom acoustics to optimise auditory and visual reception of speech (1 inclusive school and 1 special school) |
| | **Task 11: Observing Phonation Evaluation (12 hours)**<br>**Setting:** Speech Clinic<br>**Activities:**<br>• Evaluation of phonation in normal hearing children and children with hearing impairment (2 each) |
| | **Task 12: Observing Articulation Evaluation (12 hours)**<br>**Setting:** Speech Clinic<br>**Activities:**<br>• Evaluation of articulation in normal hearing children and children with hearing impairment (2 each) |
| | **Task 13: Screening of Articulation Problems (12 hours)**<br>**Setting:** Special School<br>**Activities:**<br>• Screening of articulation in children with hearing impairment (4 children) |
| | **Task 14: Measuring Intelligibility of Speech (24 hours)**<br>**Setting:** Special School<br>**Activities:**<br>• Measuring intelligibility of speech of typically developing children and children with hearing impairment (6 each) |
| | **Task 15: Home Training and Counselling (12 hours)**<br>**Setting:** Speech and Hearing Clinic / Special |

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| | School / Inclusive School<br>**Activities:**<br>• Based on the auditory, speech and language abilities of children, prepare home training activities (2children)<br>• Counsel family regarding home training activities to improve listening skills, articulation and language |
| | **Task 16: Use of Apps for Speech Outcomes (12 hours)**<br>**Setting:** Clinic<br>**Activities:**<br>• Use of free downloadable apps for measuring outcomes of phonation and articulation of children with hearing impairment |
| | **Task 17: Psychological Assessment (24 hours)**<br>**Setting:** Clinic / School<br>**Activities:**<br>• Observe, undertake and interpret results on assessment of intellectual functioning by using Bhatia Battery / WISC-Indian Adaptation. |
| | **Submissions (16 hours for preparing journals and practical records)**<br>• For tasks 1 to 16: Journal with reflections<br>• For task 17: Practical record |

## II SEMESTER

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
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| **(1) RESEARCH METHODOLOGY AND DATA ANALYSIS I**<br><br>**Course:** Hard Core (EDHC 5)<br>**Credits:** 03 (L:T:P = 2:1:0)<br>**Contact Hours:** (1 L + 2T / week) 64<br>**Marks:** (15+15+70) 100<br><br>**(2) EDHC6: RESEARCH METHODOLOGY AND DATA ANALYSIS II**<br><br>**Course:** Hard Core (EDHC 6)<br>**Credits:** 03 (L:T:P = 2:1:0)<br>**Contact Hours:** (1 L + 2T / week) 64 hours<br>**Marks:** (15+15+70) 100 | **RESEARCH METHODOLOGY AND STATISTICS**<br><br>**Course:** Hard Core<br>**Credits:** 03 (L:T:P = 2:1:0)<br>**Contact Hours:** 2L + 2T / week<br>**Marks:** (25 + 25 + 50) 100 |
| **Objectives**<br>On completion of this course, the students will be able to:<br>• Describe the nature, purpose, scope, areas, and types of research in education.<br>• Explain the characteristics of quantitative, qualitative and mixed research.<br>• conduct a literature search and develop a research proposal<br>• explain tool design and procedure for collection of data<br>• convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation<br>• Select and explain the method appropriate for a research study<br>• Explain different methods of quantitative, qualitative and mixed research<br>• Select an appropriate experimental design for a research study | **Objectives**<br>After completing the course teacher educators will be able to:<br>• Develop a conceptual understanding of research, its need and ethical research practices.<br>• Describe the types, methods and process of research.<br>• Apply statistical techniques for analysis of data.<br>• Explain the methods and techniques of qualitative research.<br>• Prepare research proposal and report. |

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| • Examine relationship between and among different types of variables of a research study<br>• Explain or predict values of a dependent variable based on the values of one or more independent variables<br>• Estimate the characteristics of populations based on their sample data<br>• Test specific hypotheses about populations based on their sample data<br>• Use appropriate procedures to analyse quantitative and qualitative data<br>• Demonstrate competence in the use of statistical packages for analysis of data | |
| **(1) RESEARCH METHODOLOGY AND DATA ANALYSIS I**<br>**Unit 1: Research in Education: Conceptual Issues**<br>1.1 Research in Education: Meaning, purpose, characteristics, constraints and limitations, ethical considerations and areas of educational research in terms of content, issues and levels of education.<br>1.2 Scientific method – basic assumptions of science, nature and steps, its application to research in education.<br>1.3 Kinds of educational research: basic, applied and action research and their characteristics. Research paradigms in education -  qualitative, quantitative and mixed, and their characteristics, Types of research under each paradigm – meaning and characteristics only (Quantitative – experimental, survey, causal-comparative, co relational, exploratory, evaluative, cross sectional  )<br>1.4 Planning the research study: Sources of research problems, Review of the literature-purpose and resources; conducting the literature search: using databases and internet tools<br>1.5 Identification and Conceptualization of Research Problem: criteria for selection, assumptions, postulates, laws and | **Unit 1: Scientific Knowledge and Research**<br>1.1 Sources and philosophy of knowledge<br>1.2 Scientific thinking and research<br>1.3 Role of theory in research<br>1.4 Need for research in education and special education<br>1.5 Ethics in research |

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| theories, statement of problem, purpose/ objectives, and research questions in qualitative and quantitative research<br>1.6 Variables: meaning, types and relationships; Operational Definitions, Formulation of Hypotheses: Types and Characteristics<br>1.7 Use of computer for review of literature and other references | |
| **Unit 2: Sampling in Quantitative, Qualitative and Mixed Research (16 hours)**<br>2.1 Concept of population and its type, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples<br>2.2 Random Sampling Techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling<br>2.3 Non- Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling and snowball sampling<br>2.4 Determining the sample size when using random sampling<br>2.5 Sampling in qualitative and mixed research | **Unit 2: Types and Methods of Research**<br>2.1 Types of research: Quantitative, qualitative, fundamental, applied, action<br>2.2 Methods of Research:<br>• Descriptive<br>• Correlational<br>• Ex-post facto<br>• Experimental Designs: (i) Pre-experimental, (ii) Pre-Post designs, (iii) Quasi experimental design, (iv) Single subject design<br>2.3 Variables: Types and threats<br>2.4 Process of research: Selection of problem; Review of literature; Sampling; Types and selection process, Hypothesis, Instruments – tests, questionnaire, interview, observation schedule, rating scale; Data collection and analysis<br>2.5 Standardization of research instrument: Selection of items; Reliability and validity; Norms<br>2.6 Preparing research proposal and report: Components of research proposal; Presentation of proposal; Writing of thesis/ dissertation; Writing technical paper for publication; Research management |
| **Unit 3: Tools /Techniques of Data Collection (16 hours)**<br>3.1 Tests – Norm Referenced and Criterion Referenced, Inventories and Scales: types and their construction and uses<br>3.2 Questionnaire: forms, principles of | **Unit 3: Methods of Quantitative Analysis**<br>3.1 Frequency distribution, tabulation and graphical representation<br>3.2 Descriptive Statistics:<br>  3.2.1 Measures of central tendency and dispersion: Mean, median, mode, |

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| construction and their scope in educational research, administration of questionnaires<br>3.3 Interview: types, characteristics and applicability, guidelines for conducting interviews<br>3.4 Observation: Qualitative and quantitative, : use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion / interview<br>3.5 Secondary (existing) data: sources : use of documents, scrutiny and analysis<br>3.6 Standardized tools – advantages and limitations; selection of appropriate tool using reliability and validity information<br>3.7 Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposals | standard deviation<br>3.2.2 Concept of correlation: Product-moment, Biserial-r, Point-biserial, Phi-coefficient<br>3.2.3 Concept of regression analysis.<br>3.3 Inferential statistics: Underlying concepts – Sampling error, standard error of mean, confidence level, degrees of freedom, one tail-two tail test, type I and type II errors, normal distribution and its properties<br>3.4 Parametric and non-parametric tests (concept only):<br>3.4.1 Differences between parametric and nonparametric tests.<br>3.4.2 Student t- test, ANOVA, ANCOVA.<br>3.4.3 Chi-square, Sign Test, Wilcoxon signed rank test, Mann Whitney U test, Kruskal-Wallis test, Friedman's test.<br>3.5 Computer applications for analysis |
| **Unit 4: Descriptive Analysis of Quantitative Data (16 hours)**<br>4.1 Statistical data / series – continuous and discrete, concept of a score; Data types: Nominal, Ordinal, Interval and Ratio; Data Levels: individual and group<br>4.2 Representation of data : Tabular representation with regard to the types of data, frequency distribution; Graphical representation of Data – histogram, frequency polygon, ogive, pie chart, bar diagram and line graph<br>4.3 Description and comparison of groups: measures of central tendencies (Mean, Median and Mode) and dispersion (Range, Quartile Deviation, Standard Deviation, Coefficient of Variation) , Relative Positions (Percentiles and Deciles),Percentile Rank - assumptions, uses , computation and interpretation:<br>4.4 Raw scores and Derived scores: meaning, characteristics, types of derived scores - scores, z scores, T | **Unit 4: Qualitative Research Methods and Analysis**<br>4.1 Grounded theory<br>4.2 Ethnography and case study<br>4.3 Narrative/ discourse and visual methodologies<br>4.4 Mixed method<br>4.5 Themes, coding and presentation |

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| scores and Stanines (meaning, uses and calculations)<br>4.5 Normal Distribution: Theoretical and empirical distributions, Deviation from normality and underlying causes, characteristics of Normal Probability curve and its applications | |

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| **(2) EDHC6: RESEARCH METHODOLOGY AND DATA ANALYSIS II**<br>**Unit 1: Quantitative Methods of Research in Education (16 hours)**<br>1.1 Experimental Research<br>    1.1.1 Nature of experimental research, Variables in experimental research -independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables – internal and external validity of an experiment<br>    1.1.2 Experimental Research designs: Single-Group Pretest-Posttest Design, Pretest-Posttest Control-Group Design, Posttest only Control-Group Design, and Factorial Design – examples, merits and demerits | |
|     1.1.3 Quasi-Experimental Designs: Non-equivalent Comparison Group Design, and Time-Series Design, Ex Post Facto Research<br>1.2 Non- Experimental Research<br>    1.2.1 Steps in Non- Experimental Research<br>    1.2.2 Survey Research: Meaning and types, methodology, merits and demerits.<br>    1.2.3 Simple cases of Casual-Comparative and Correlational research; necessary conditions for causation<br>    1.2.4 Techniques of control: matching, holding the extraneous variable constant and statistical control<br>    1.2.5 Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives-Descriptive, Predictive and Exploratory | |

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| **Unit 2: Qualitative Methods of Research in Education (16 hours)**<br><br>2.1 Qualitative Research: meaning, steps and characteristics<br>2.2 Qualitative research approaches- Phenomenology, Ethnography, Case studies and Grounded theory- characteristics, types (credibility, dependability, trustworthiness, triangulation, inquiry audit), projective and sociometric methods, data collection, analysis and report writing<br>2.3 Historical Research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source<br>2.4 Mixed Research-meaning, fundamental principles, strength and weaknesses, types and limitations – concept mapping, participatory approach (PR)<br>2.5 Similarities and differences between Quantitative and Qualitative research | |
| **Unit 3: Analysis of Data (16 hours)**<br>3.1 Inferential Analysis of Quantitative Data<br>    3.1.1 Estimation of a Parameter- Concept of parameter and statistic, sampling error, sampling distribution, Standard Error of Mean (large and small samples) – confidence levels, limits and intervals<br>    3.1.2 Testing of Hypotheses- Levels of Significance, tests of significance – directional (one sided) and non-directional (two sided); testing the Significance of difference between the following statistics for independent and correlated samples: Proportions, Means (large and small samples), Variances<br>    3.1.3 Analysis of Variance and Co-Variance (ANOVA and ANCOVA)- concept, assumptions and uses<br>    3.1.4 Analysis of Frequencies using | |

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| Chi-square-Chi-square as test of goodness of fit and test of independence, conditions for application; Contingency Coefficient and its uses<br>3.1.5 Parametric and Non-parametric tests – meaning and uses; Non-Parametric statistics: assumptions and uses of sign test, rank test and median test<br>3.2 Data Analysis in Qualitative and Mixed Research<br>3.2.1 Transcription of data, frequencies and percentages ; Memoing, Analysis of visual data, segmenting coding and developing category systems; Enumeration, identifying relationships among categories, constructing diagrams, corroborating and validating results, content analysis, triangulation.<br>3.2.2   Use of Computer for Data Analysis and Hands on experience on use of Software for Statistical Analysis such as SPSS, EXCEL, N6 for qualitative data. | |

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| **Unit 4: Other Methods of Data Analysis, Interpretation and Reporting (16 hours)** | |
| 4.1 Examining Relationships: Scatter plots and their interpretation Product Moment, Rank, Biserial, Point-biserial, Tetra-choric, Partial and Multiple correlations | |
| 4.2 Linear Regression Analysis-concept of regression, regression equation, regression line and their uses, accuracy of prediction | |
| 4.3 Interpretation and generalization of results : Interpretation in terms of objectives, limitations of tools and data, earlier findings, unstudied factors, intervening variables, results obtained through different techniques of analysis; generalization in terms of bases, justifications; implications for researchers and practitioners. | |
| 4.4 Preparation, Evaluation and Publication of Research documents : General principles, format and style - Proposal, Report, Dissertation and a Thesis, paper, abstract / synopsis of the thesis, monograph, project Report, research reviews, trend reports; References and Bibliography | |
| 4.5 Educational research in Indian context: Problems and issues, funding agencies – UGC, ERIC, ICSSR, UNICEF etc., (schemes and provisions) | |
| **Transaction Mode** Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations; Panel discussion; Seminar presentations, research exercises.<br><br>**Sessional Work** The students may undertake any one of the following activities:<br>• Development of a Research Proposal on | **Transaction & Evaluation**<br>• The research concepts and processes included in this course should be taught using examples from special education and disability studies.<br>• Topics from statistics should be explained through variables, hypothesis and type of data collected in selected research studies.<br>• Evaluation may be done by asking |

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| an identified research Problem<br>• Preparation, Try Out and finalization of a tool<br>• Identification of variables of a research study and classification of them in terms of functions and level of measurement<br>• Preparation of a sampling design given the objectives and research questions/hypotheses of a research study<br>• Preparation of a review article<br>• Use of Internet in Reviewing the Literature in the area of study<br>• Review of Research report<br>• Development of a Research Proposal on an identified research Problem<br>• Preparation, Try Out and finalization of a tool<br>• Identification of variables of a research study and classification of them in terms of functions and level of measurement<br>• Preparation of a sampling design given the objectives and research questions/hypotheses of a research study<br>• Preparation of a review article<br>• Use of Internet in Reviewing the Literature in the area of study<br>• Review of Research report | students to select and apply suitable statistical measure to a given set of data. |
| **References**<br>• Best J. W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.<br>• Borg, W. R. and Gall, M.D. (1983). *Educational Research – An Introduction,* New York: Longman, Inc.<br>• Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.<br>• Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.<br>• Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.<br>• Kaul, Lokesh (1984). Methodology *of Educational Research*. New Delhi: Vikas Publications. | **Essential Readings**<br>• Agarwal, A.N. (2002). Quantitative Methods. Vrinda Publishing, New Delhi.<br>• Best, J.W., & Kahn, J.V. (1996). Research in Education. Prentice-Hall, New Delhi.<br>• Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.<br>• Desu, M.M., & Raghavarao, D. (1990) Sample Size Methodology. Academic Press, Boston.<br>• Dooley, D. (1997). Social Research Methods. Prentice-Hall, New Delhi.<br>• Gaur,A.S., & Gaur, S. S.(2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. Sage Publishers, New Delhi.<br>• Greene, S., & Hogan, D. (2005).Researching |

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| Publications Pvt. Ltd.<br>• Stake, Robert E. (1995). The Art of Case Study Research. Thousand Oaks: C.A: Sage.<br>• Travers, Robert M.W. (1978). An Introduction to Educational research (4th edition). London: MacMillan.<br>• Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill. | |

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| **(Not Existent)** | **CURRICULUM DESIGN AND DEVELOPMENT**<br><br>**Course:** Hard Core<br>**Credits:** 03 (L:T:P = 2:1:0)<br>**Contact Hours:** 2L + 2T / week<br>**Marks:** (25 + 25 + 50) 100 |
| | **Objectives**<br>After completing the course teacher educators will be able to:<br>• Define and identify different components of curriculum.<br>• Understand and analyze various approaches to curriculum development.<br>• Explain and demonstrate curriculum differentiation. |
| | **Unit 1: Nature of Curriculum**<br>1.1 Definition, scope and ideology of curriculum<br>1.2 Bases of curriculum: Philosophical, sociological and psychological<br>1.3 Curriculum as a social construct<br>1.4 Principles of curriculum transaction<br>1.5 Fundamentals of curriculum |

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| | development: Knowledge-based, activity-based, skill-based and experience-based<br>1.6 Historical and contemporary evolution of curriculum |
| | **Unit 2: Principles, Approaches and Types of Curriculum Development**<br>2.1 Theories of curriculum development<br>2.2 Approaches in curriculum development: Developmental approach, functional approach, eclectic approach, ecological approach<br>2.3 Types of Curriculum: Expanded core curriculum, hidden curriculum<br>2.4 Differentiating between curriculum design and curriculum development<br>2.5 Universal Design of Learning for curriculum development |
| | **Unit 3: Curriculum Development and Instructional Design**<br>3.1 Differentiation of curriculum<br>3.2 Pedagogical theories and curriculum transaction<br>3.3 Material and instructional adaptations<br>3.4 Assessment and evaluation |
| | **Unit 4: Critical Issues in Curriculum**<br>4.1 Organisation of learning opportunities for diverse needs<br>4.2 Designing integrated and inter-disciplinary learning experiences<br>4.3 Collaborative curriculum<br>4.4 Alignment of curriculum and modes of assessment<br>4.5 Curricular trends |
| | **Transaction**<br>• Group discussion<br>• Lecture-cum-discussion<br>• Panel discussion<br>• School visits and teaching observations<br>• Individual assignment of lesson planning based on learning needs in the |

| | classroom |
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| | **Course Work/ Practical/ Field Engagement**<br>• Write a 2000 word essay describing a curriculum in action in an inclusive school<br>• Adapt any one lesson in collaboration with a regular teacher within a secondary school text book (using one of the approaches to curriculum development) to meet the needs of children with disabilities |
| | **Essential Readings**<br>• Aggarwal, D. (2007).Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.<br>• Alexander, R. J. (2001). Culture and pedagogy: International comparisons in primary education. Oxford and Boston, Blackwell.<br>• Daniels, H., & Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. McGraw Hill, New York.<br>• Daniels, H., & Porter, J. (2011). Educational theories, cultures and learning: A critical perspective. Routledge, London.<br>• Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues in curriculum. Allyn & Bacon, Boston.<br>• Wiles, J. (2009). Leading Curriculum Development. Corwin Press, New Jersey.<br>• Wiles, J.W., & Joseph, B. (2006). Curriculum Development: A Guide to Practice. Pearson Publication, London.<br><br>**Suggested Readings**<br>• CIET (2006). The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET,NCERT, New Delhi.<br>• Jacobs, H. H. (1997). Mapping the Big |

| | Picture: Integrating Curriculum and Assessment K-12 (Professional Development). Association for Supervision & Curriculum Development, Alexandria. |
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| | • Wiggins, G., & Mc Tighe, J.  (2005). Understanding by Design. Association for Supervision and Curriculum Development, Alexandria. |
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| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
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| **OVERVIEW OF INCLUSIVE EDUCATION FOR CHILDREN WITH COMMUNICATION DISORDERS**<br><br>**Course:** Open Elective Course (EDOE 7)<br>**Credits:** 02 (L:T:P = 2:0:0)<br>**Contact Hours:** (2L / week) 32<br>**Marks:** (15+15+70) 100 | **INCLUSIVE EDUCATION**<br><br>**Course:** Hard Core<br>**Credits:** 03 (L:T:P = 2:1:0)<br>**Contact Hours:** 2L + 2T / week<br>**Marks:** (25 + 25 + 50) 100 |
| **Objectives**<br>After studying this paper the students are expected to:<br>• Become aware of the evolution of the different types of special educational services<br>• Realise the need for inclusive education for children with special needs<br>• Be aware of the national and international measures that facilitate inclusive education<br>• Gain knowledge about the processes involved in implementing inclusive education | **Objectives**<br>After completing the course teacher educators will be able to:<br>• Explain the philosophical, sociological and rights perspective of inclusive education.<br>• Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.<br>• 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 1: Introduction to Inclusive Education (16 hours)**<br><br>1.1 Foundations of special education and evolution of mainstreaming<br>1.2 Deno's Cascade Model of special educational service continuum<br>1.3 Types of mainstreaming – integration and inclusion<br>1.4 Principles of inclusive education – its merits and demerits<br>1.5 National and international legislations, policies and programmes relative to inclusive education (brief overview of relevant aspects)<br>1.5.1 Salamanca Framework of Action, 1994 | **Unit 1: Perspectives in Inclusive Education**<br>1.1 Historical perspective of Inclusive education globally and in India<br>1.2 Approaches to disability and service delivery models<br>1.3 Principles of inclusive education<br>1.4 Key debates in special and inclusive education<br>1.5 Research evidence on efficacy and best practices associated with inclusive education |

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| 1.5.2 United Nations Convention of Rights of Persons with Disabilities 2007<br>1.5.3 National Policy of Education, 1986 and Programme of Action 1992<br>1.5.4 Persons with Disabilities Act 1995, National Policy for Persons with Disabilities 2005<br>1.6 Integrated Education for Disabled Children (IEDC), District Primary Education Programme (DPEP) & Sarva Shiksha Abhiyan (SSA) | |
| **Unit 2: Implementation of Inclusive Education** (16 hours)<br><br>2.1 Pre-requisite assessment of student needs and referrals<br>2.2 Preparations to be made in the classroom and school environment in terms of physical arrangements and manpower<br>2.3 Principles in adaptation of instructional process in terms of teaching–learning content, method, materials and evaluation procedures<br>2.4 Coordinating facilitative supports like Individualised Educational Programme (IEP) and other curricular support services, collaborative teaching and special educational consultancy<br>2.5 Contributory Role of Caregivers and Community | **Unit 2: Covenants and Policies Promoting Inclusive Education – A Critique**<br>2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)<br>2.2 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)<br>2.3 International Frameworks: Salamanca Framework (1994)<br>2.4 National Commissions and Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy for Persons with Disabilities (2006)<br>2.5 National Acts and Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA (2009), IEDSS (2013) |
| | **Unit 3: Building Inclusive Schools**<br>3.1 Identifying barriers to inclusion: Attitudinal, systemic and structural<br>3.2 Ensuring physical, academic and social |

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access

3.3 Leadership and teachers as change
agents

3.4 Assistive technology

3.5 Whole school development

3.6 Universal Design of Learning
highlighting accommodations for
different types of special needs

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**Unit 4: Building Inclusive Learning
Environments**

4.1 Classroom management

4.2 Effective communication

4.3 Promoting positive behaviour

4.4 Reflective teaching

4.5 Peer mediated instruction: Peer tutoring,
co-operative learning

4.6 Collaborations among professionals and
with caregivers

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**Transaction & Evaluation**

- Lecturing
- Practical observation
- Self-study followed by presentation and
group discussions
- Assignments
- Tests

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- Elmore, Richard. (2005). *School Reform from the Inside Out.* Cambridge: Harvard Education Press, pp. 227-258 (chapter 7).

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**Essential Readings**

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**Suggested Readings**
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- Carr, J. F., Herman, N., & Harris, D. E. (2005) Creating Dynamic Schools through Mentoring, Coaching, and Collaboration. Alexandria:ASCD
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| | • Mastropieri, M. A., & Scruggs, T. E. (2006). The inclusive classroom: Strategies for effective instruction. Prentice-Hall, New Jersey. |
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| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
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| **1. AUDIOLOGICAL INTERVENTION FOR CHILDREN WITH HEARING IMPAIRMENT** (only units 2 & 4)<br><br>**Course**: Soft Core (EDSC 1.7)<br>**Credits**: 03 (L:P:T = 2:1:0)<br>**Contact Hours** :  (2L + 2T / week) 64<br>**Marks**: (15+15+70) 100<br><br>**2. MANAGEMENT OF COMMUNICATION SKILLS** (only units 3 & 4)<br><br>**Course**: Soft Core (EDSC 1.8)<br>**Credits**: 03 (L:P:T = 2:1:0)<br>**Contact Hours** :  (2L + 2T / week) 64<br>**Marks**: (15+15+70) 100 | **THERAPEUTICS AND ASSISTIVE DEVICES**<br><br>**Course:**  Hard Core<br>**Credits:** 04 (L:T:P = 3:1:0)<br>**Contact Hours:** 3L + 2T / week<br>**Marks:** (25 + 25 + 50) 100 |
| **Objectives**<br>After studying this paper the students are expected to:<br>• Comprehend the importance and implications of hearing ability of students in classroom learning<br>• Become aware of criteria for selection of appropriate listening devices for children with hearing impairment<br>• Acquire skills for troubleshooting listening devices classroom context<br>• Understand the importance of speech spectrum in the context of classroom<br>• Acquire skills for optimising listening in the classroom environment<br>• Understand the development of speech and language in normal children and children with hearing impairment<br>• Acquire skills in classroom based assessment and management of speech and language skills in children with HI in classroom context<br>• Acquire skills for making decision about choice of mode of communication and nature of educational set-up | **Objectives**<br>After completing the course teacher educators will be able to:<br>• Describe the available schemes and reflect on status of services for individuals with hearing impairment and suggest ways to improve.<br>• Understanding about individual and group listening devices used by children with hearing impairment in schools.<br>• Discuss role of technology in facilitating communicative educational and social functioning of language.<br>• Understanding about use of assistive devices and methods in the management of children with hearing impairment in schools/ clinics.<br>• Explain the present and future technologies, research developments and evidence-based practices facilitating the education of children with hearing impairment. |

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| • Acquire skills to promote reading. | |
| **1. AUDIOLOGICAL INTERVENTION FOR CHILDREN WITH HEARING IMPAIRMENT**<br>**Unit 2: Listening Devices: Need and Benefit (16 hours)**<br>2.1 Need for selection of appropriate listening devices for individuals with hearing impairment<br>   2.1.1 Aided audiograms and their utility in selecting the method of communication<br>   2.1.2 Aided speech perception tests and utility in selecting the method of communication<br>2.2 Benefits and limitations of individual and group amplification devices<br>2.3 Ear moulds: Ways to determine the need for replacement of ear moulds in children<br>2.4 Electroacoustic evaluation: Need and its implications<br>   2.4.1 Need for standard specifications of hearing aids<br>   2.4.2 Role of electroacoustic measurements while referring for change in hearing aids (parameters to decide change in hearing aids)<br>2.5 Care, Trouble shooting of cochlear implants, individual and group amplification devices. | **Unit 1: Schemes and Services for Individuals with Hearing Impairment**<br>1.1 Schemes for persons with disabilities of various ministries/ departments of central and state governments in early intervention, rehabilitation, education and employment<br>1.2 Schemes for availing aids and appliances: ADIP and other schemes<br>1.3 Services for individuals with hearing impairment: Types, availability, coverage and quality<br>1.4 Delivery of services; Role of various stakeholders; Planning, implementing, collaboration, challenges and issues<br>1.5 Appraisal of services: Methods of measuring outcomes and suggesting plan of action |
| **Unit 4: Optimising Listening in the Classroom Environment (16 hours)**<br><br>4.1 Importance of listening training in education of children with hearing impairment<br>4.2 Ways to incorporate the principles of auditory training / auditory verbal therapy | **Unit 2: Listening and Assistive Devices in Audiological Management**<br>2.1 Hearing aids: Overview to hearing aids; Overview and need to study electro-acoustic characteristics; Importance of ear moulds and its modifications; Care and maintenance, trouble shooting<br>2.2 Cochlear Implant: Overview to cochlear implants; Need and importance for |

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| 4.2.1 In the education of children with hearing impairment within classroom<br>4.2.2 In the education of children with hearing impairment outside classroom situations<br>4.3 Pre-requisites of an ideal classroom<br>    4.3.1 Allowable noise level and ways to achieve it<br>    4.3.2 Allowable reverberation and ways to achieve it<br>    4.3.3 Recommended lighting / illumination<br>    4.3.4 Recommended dimensions<br>    4.3.5 Recommended teacher–student ratio | regular mapping, Care and maintenance, trouble shooting<br>2.3 FM systems and Infrared systems: Components, functioning, types, advantages and disadvantages<br>2.4 Induction loop systems and hardwire systems: Components, functioning, types, advantages and disadvantages<br>2.5 Criteria for recommendation of one device over the other; Role of special educators in measuring outcome of listening devices |
| **2. MANAGEMENT OF COMMUNICATION SKILLS**<br>**Unit 3: Nature of Communication set-up (16 hours)**<br><br>3.1 Review of modes of communication (oral – aural, visual – graphic, visual – manual, speech reading, reading and writing)<br>3.2 Methods of communication: Oralism, Manualism, Total Communication, Bilingual Communication (oral & sign language)-Philosophy and need; Present status in India<br>3.3. Nature of educational set-up<br>    3.3.1 Concept of integrated and inclusive education<br>    3.3.2 Advantages of integrated and inclusive education<br>    3.3.3 Present status of integrated and inclusive education in India and ways to augment inclusive education in India<br>3.4 Evaluation for readiness of the child for integrated and inclusive education programmes<br>3.5 Evaluation and guidance for post-school education/career placement | **Unit 3: Assistive Devices in Management of Language, Communication and Education**<br>3.1 Meta level understanding of use of technology for language development<br>3.2 Access to whole language: Challenges of communication options and use of technology for ways to overcome<br>3.3 Use and availability of social media for sign language users: Communicative, educational and social purposes<br>3.4 Orientation to web based Curriculum Based Measurement (CBM) tools<br>3.5 Tele captioning of popular media and its role in literacy development<br>3.6 Assistive technologies for personal and educational purposes: Devices and processes and their application<br>3.7 Research and developments in educational technology: National and international; Evidence-based practices |
| **Unit 4: Classroom Management of Reading and Writing Skills (as** | **Unit 4: Technology and Methods in Management of Speech** |

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| **Secondary Communication Skills (16 hours)**<br><br>4.1 Overview of reading and writing skills<br>4.2 Prerequisites for acquisition of reading and writing skills<br>4.3 Development of reading and writing skills, types of reading (analytic and holistic), purpose of reading and writing (communicative, functional, recreational, etc.)<br>4.4 Classroom-based assessment of reading and writing skills – individual and group; checklists; and tests; qualitative and quantitative<br>4.5 Classroom Management of reading and writing skills – traditional and technology-based approaches, documentation of reports | 4.1 Parameters measured in phonation and suprasegmental aspects of speech using advanced technology and their application<br>4.2 Need and methods to analyse and to correct articulation of speech<br>4.3 Selecting management techniques for phonation and suprasegmental aspects of speech<br>4.4 Selecting management methods for facilitating articulation in children with hearing impairment<br>4.5 Methods to improve speech intelligibility; Measurement of outcome |
| **Sessional Work**<br>• Observation and reporting of hearing assessment for five children<br>• Observing recording of different physical characteristics of different hearing aids<br>• Observe and report the parameters of the following:<br>• Counselling on trouble shooting of the hearing aids, ALDs and CI<br>• Multimeter check for functioning of hearing aid<br>• Daily listening check of hearing devices<br>• Visual check of hearing devices<br>• Mark the frequency and intensity distribution of environmental and speech sounds on an audiogram (including Ling's 6 sounds).<br>• Prepare a model of ideal classroom in terms of acoustic and lighting<br>• Field observation and documentation of motor and linguistic development in children between 6mths & 1 year; 1 year & 1½ years; 1½ & 2 years; 2 & 2½ years; 2½ & 3 years.<br>• Observation of assessment procedures | **Course Work/ Practical/ Field Engagement**<br>• Compare the application of the technology in classroom teaching between a developing and a developed country<br>• Undertake a survey of available services in your locality and reflect on their status for individuals with hearing impairment. Prepare a report.<br>• Analysis of electro-acoustic characteristics of 5 hearing aids and write a report<br>• Use social media to link with individuals with deafness and submit report on your experience<br>• Interaction with a D/deaf adult to find out role of technology in his/her social life. Write your reflections<br>• Measure the speech intelligibility of 2 children with hearing impairment<br>• Compare schemes available in your state / country with any state / country<br><br>**Transaction & Evaluation** |

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| for 2 children with hearing impairment each in voice, articulation, fluency and language.<br>• Exposure to sign language.<br>• Observation of pre-academic skill training at preschool.<br>• Hands-on experience applying different approaches in management of speech and language skills in children with hearing impairment.<br>• Developing need-based, individualised materials for training children with hearing impairment in reading and writing skills.<br>• Field observation and documentation of motor and linguistic development in children between 6mths & 1 year; 1 year & 1½ years; 1½ & 2 years; 2 & 2½ years; 2½ & 3 years.<br>• Observation of assessment procedures for 2 children with hearing impairment each in voice, articulation, fluency and language.<br>• Exposure to sign language.<br>• Observation of pre-academic skill training at preschool.<br>• Hands-on experience applying different approaches in management of speech and language skills in children with hearing impairment.<br>• Developing need-based, individualised materials for training children with hearing impairment in reading and writing skills. | • Self learning<br>• Lecture-cum-demonstration<br>• Workshops |
| **References**<br>• Bess, F.H. and Humes, L.E. (1990). *Audiology: The fundamentals*. London: Williams & Wilkins.<br>• Bunch G. (1987). 'Designing an Integration Rating Guide'. *Volta Review*, *89*, 35-45.<br>• Correspondence Program for Parents of the Deaf, John Tracy clinic.<br>• Calvert, D.R., and Richard, (1975). Methods for developing speech the | **Essential Readings**<br>• 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.<br>• Mani. M.N.G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.<br>• Singh, J.P. (2003). Technology for the Blind- Concept and Context, Kanishka |

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| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
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| **EDUCATION PRACTICUM II: EVALUATION & INTERVENTION**<br><br>**Course:** Practicum (EDEI 1)<br>**Credits:** 02 (L:T:P = 0:0:2)<br>**Contact Hours:** (4 P / Week) 64<br>**Marks:** (15+15+70) 100 | **LANGUAGE AND EDUCATIONAL EVALUATION**<br><br>**Course:** Hard Core Practicum<br>**Credits:** 04 (L:T:P = 0:0:4)<br>**Contact Hours:** 16P / week<br>**Marks:** (25 + 25 + 50) 100 |
| **Objectives**<br>After completing the practical work the students should be able to:<br>• Carry out appropriate evaluation and assessment procedures at the end of academic year for decision-making at important transitional stages in the education of children with hearing impairment<br>• Carry out effective educational intervention services for children with hearing impairment at different levels with focus on inclusive education<br>• Communicate in Indian Sign Language | |
| **Task 1:  Assessment Services**<br><br>**Activities:**<br><br>e.   School Readiness (at least 5 children with hearing impairment) | **Task 1: Compilation of Tools Available for Educational Evaluation (20 hours)**<br>**Setting:** Educational Assessment Centre / Clinic<br>**Activities:**<br>• Collect different tools available for evaluation of typically hearing children and those with hearing impairment |
| **Task 2:  Educational Intervention**<br><br>**Activities:**<br><br>c.   Individualised Educational Programme / Curricular Support Services for School Going Children with Hearing Impairment (at least 20 instructional sessions) | **Task 2: Case History (10 hours)**<br>**Setting:**  Educational Assessment Centre / Clinic<br>**Activities:**<br>• Studying the case history of 5 children with hearing impairment with a special focus on educational history of parents, language and biographic & educational background of children with hearing impairment |

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| **Task 3: Indian Sign Language**<br><br>**Activities:**<br><br>a. Practical training in Indian Sign Language (at least 40 hours) | **Task 3: Administration of Language Assessment Tools (20 hours)**<br>**Setting:** Educational Assessment Centre / Clinic<br>**Activities:**<br>• Observe the administration of language tests (2 standardised and 4 non-standardised) on 5 children and report the findings |
| | **Task 4: Tools for Evaluation of Children with Hearing Impairment in Other Areas like Communication, Socio-Emotional Maturity (10 hours)**<br>**Setting:** Educational Assessment Centre / Clinic<br>**Activities:**<br>• Observe the administration of language two tests / checklists / rating scales on children with hearing impairment at different levels and report the findings<br>  • Preschool child – 1<br>  • Primary school child – 1 |
| | **Task 5: Tools for Scholastic Achievement and Literacy Achievement (20 hours)**<br>**Setting:** Educational Assessment Centre / Clinic<br>**Activities:**<br>• Observe the administration of tests for assessing scholastic achievement and literacy achievement at different levels:<br>  • Preschool child – 1<br>  • Primary school child – 1 |

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| | **Task 6: Observation of Educational Evaluation (20 hours)**<br>**Setting:** Educational Assessment Centre / Clinic<br>**Activities:**<br>• Observe the educational evaluation of children with hearing impairment in different levels and study the findings in different areas:<br> • Children with hearing impairment below 5 years (5 nos.)<br> • Children with hearing impairment above 5 years (5 nos.) |
| | **Task 7: Conducting Educational Evaluation (40 hours)**<br>**Setting:** Educational Assessment Centre / Clinic<br>**Activities:**<br>• Carry out the educational evaluation of 5 children with hearing impairment:<br> • Preschool / primary school student – 3<br> • Secondary school student – 1 |
| | **Task 8: Tool Development (30 hours)**<br>**Setting:** Educational Assessment Centre / Clinic<br>**Activities:**<br>• Develop one tool for assessment of language / school subject |
| | **Task 9: Development of Materials for Literacy Development (30 hours)**<br>**Setting:** Educational Assessment Centre / Clinic<br>**Activities:**<br>• Develop materials for developing pre-reading and pre-writing skills |
| | **Task 10: Lesson Planning (16 hours)**<br>**Setting:** Special School / Inclusive School<br>**Activities:**<br>• Develop 3 lesson plans and demonstrate any one model lesson plan |

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| | **Task 11: Psychological Assessment (24 hours)**<br>**Setting:** Clinic / School<br>**Activities:**<br>• Observe, undertake and interpret results of the following psychological tests:<br>  • Any test for assessing personality<br>  • Any test for assessing occupational interest and aptitude |
| | **Submissions (16 hours for preparing journals & practical records)**<br>• For tasks 1 to 10: Journal reports with reflections<br>• For task 171 Practical record |

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
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| **(Not Existent)** | **INDIAN SIGN LANGUAGE**<br><br>**Course:** Open Elective<br>**Credits:** 04 (L:T:P = 3:0:1)<br>**Contact Hours:** 3L + 2P / week<br>**Marks:** (25 + 25 + 50) 100 |
| | **Objectives**<br>After completing the course the teacher educators will be able to:<br>• Explain about origins and structure of Indian Sign Language<br>• Use signs for 500 basic functional vocabulary items<br>• Use 100-150 conversational sentences including statements questions and instructions in Indian Sign Language<br>• Employ sign language when communicating with individuals with hearing impairment<br>• Translate sentences from sign into any spoken language; and from spoken language into sign |
| | **I. THEORY**<br><br>**Unit 1: Overview of Manual Communication**<br>1.1  Nature and types of manual communication; gesture vs. sign language<br>1.2  Relevance of manual communication to common man<br>1.3  Dos & Don'ts when using manual forms of communication |
| | **Unit 2: Evolution of Sign Language in India**<br>2.1  Evolution of sign language in India<br>2.2  Deafness & Deaf culture in India<br>2.3  Social implications of sign language in India |

|  | **Unit 3: Fundamentals of Indian Sign Language** |
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|  | 3.1 Nature and function of Indian Sign Language |
|  | 3.2 Structure and features of Indian Sign Language |
|  | 3.3 Steps in instruction of Indian Sign Language |
|  | **Unit 4: Use of Indian Sign Language** |
|  | 4.1 Recent trends in ISL |
|  | 4.2 Advantages and disadvantages of ISL |
|  | 4.3 Independent and combined use of ISL |
|  | **II. PRACTICUM**<br><br>**Unit 5: Sign Language Practice related to –** |
|  | 5.1 Double-handed finger spelling |
|  | 5.2 Single-handed finger spelling |
|  | 5.3 Greetings and special statements |
|  | 5.4 Describing people and objects |
|  | 5.5 Pronouns, Possession |
|  | **Unit 6: Sign Language Practice related to –** |
|  | 6.1 Family and relations |
|  | 6.2 Common household & environmental objects |
|  | 6.3 Actions, verbs & expressive movements |
|  | 6.4 People and professions |
|  | 6.5 Places, place names and talking about work place |
|  | 6.5 Colours and food items (fruits, vegetables, beverages) |
|  | **Unit 7: Sign Language Practice related to –** |
|  | 7.1 Use of interrogatives |
|  | 7.2 Use of negatives – in commands, responses |
|  | 7.3 Calendar aspects – week, months, year and talking about time |

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| | 7.4   Talking about language<br>7.5   Use of space, perspectives and role play |
| | **Unit 8: Sign Language Practice related to –**<br><br>8.1   Environment – earth and sky<br>8.2   Animals and plants<br>8.3   Measures and geometric shapes<br>8.4   Body, health, deafness and disability<br>8.5   Abstract concepts |
| | **Transaction & Evaluation**<br>• Orientation lecture<br>• Practical demonstration<br>• Observation in real settings<br>• One-to-one practice<br>• Group practice<br>• Written tests<br>• Practical testing |
| | **Essential Readings**<br>• Deshmukh, D. (1997). *Sign language and bilingualism in deaf education*. Ichalkaranj, India: Deaf Foundation.<br>• Mani, N. N. G., Gopalakrishna, V, & Amaresh, G. (2001). *Indian Sign Language dictionary*. Coimbatore, TN: Ramakrishna Vidyalaya.<br>• Mook Badhir Sangathan (2009). *Orientation to Indian Sign Language* (virtual material on CD with printed manual). New Delhi: RCI.<br>• Rehabilitation Council of India (2011). *Communication options and students with deafness*. New Delhi: The author.<br>• Schwartz, S. (Ed.) (2007). *Choice in deafness: A parents' guide to communication options* (3rd edn). : Woodbine House.<br>• Vasishta, M., Woodward, J. C., & Wilson, K. L. (1978). Sign language in India: Regional variation within the deaf population. *Indian Journal of Applied Linguistics 4* (2): 66–74. |

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# III SEMESTER

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
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| **TEACHER EDUCATION IN THE FIELD OF SPECIAL EDUCATION**<br><br>**Course:** Soft Core (EDSC 2.10 )<br>**Credits:** 03 (L:T:P = 2:1:0)<br>**Contact Hours:** (2L + 2 T) 64<br>**Marks:** (15+15+70) 100 | **PERSPECTIVES IN TEACHER EDUCATION: IN-SERVICE AND PRE-SERVICE**<br><br>**Course:** Hard Core<br>**Credits:** 03 (L:T:P = 2:1:0)<br>**Contact Hours:** 2L + 2T / week<br>**Marks:** (25 + 25 + 50) 100 |
| **Objectives**<br>After studying this paper, the students are expected to:<br>• Realise the roles and responsibilities of an educator<br>• Develop the characteristics and competencies of a teacher educator.<br>• Become aware of the current trends in the field of education for individuals with hearing impairment & their implications in practice<br>• Become aware of the policies, programmes and schemes of teacher education | **Objectives**<br>After completing the course teacher educators will be able to**:**<br>• Gain insight and understand development of teacher education with reference to education of children with disabilities.<br>• Reflect on issues and problems related with teacher preparation for education of children with disabilities.<br>• Familiar with responsibilities of different organisations in preparation of competent teachers and critically examine it.<br>• Appreciate importance of in-service programmes and develop capacity to plan and execute it as per specific need and purpose.<br>• Appraise the existing teacher education curriculum and its relevance, issues and challenges. |
| **Unit 1: Professionalization of Teacher Educator in the Field of Special Education (16 hours)**<br>1.1 Teacher education and professional development for practitioners<br>1.2 Characteristics of teachers and special educator as professionals<br>1.3 Special educational needs code of practice<br>1.4 Teacher accountability- meaning and | **Unit: 1 Understanding Teacher Education**<br>1.1 Concept, aims and objectives of teacher education<br>1.2 Significance of teacher education in India<br>1.3 Types of teacher education: Pre-service and in-service; continued development of teacher as a professional<br>1.4 Structure of teacher education in India and organizations/ agencies involved<br>1.5 Factors influencing the practices in |

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| present practices<br>1.5 Problems faced by teacher educators | teacher education and quality<br>1.6 Organizing teacher education: Conventional versus open  distance learning (ODL) |
| **Unit 2: Teacher Educator  (16 hours)**<br>2.1 Domains of teacher knowledge- Self and Content.<br>2.2 Skills and competencies of a teacher, identification of skills and competencies for a special educator<br>2.3 National Curriculum Frame work for teacher education<br>2.4 Teacher stress and burnout<br>2.5 Recent trend in teacher education | **Unit 2: Teacher Education and Education of Children with Disabilities**<br>2.1 Early Initiatives in preparing teachers children with disabilities in India<br>2.2 Establishment of various national institutes and development of teacher education in special education<br>2.3 Establishment of Rehabilitation Council of India (RCI) as a statutory body in standardizing and promoting teacher education in the field of special education<br>2.4 Changes in school education for children with disabilities and its impact on teacher education<br>2.6 Paradigm shift from segregation to inclusion impacting teacher education<br>2.7 Collaboration/ linkage between Ministry of Human Resource Development (MHRD)/ National Council of Teacher Education (NCTE) and Ministry of Social Justice and Empowerment (MSJE)/ Rehabilitation Council of India (RCI) |
| **Unit 3: Policies, Programmes and Schemes of Teacher Education (16 hours)**<br>3.1 Agencies, institutions and programmes for teacher educators: UGC, NCERT, NUEPA,RCI<br>3.2 Special Needs Policy<br>3.3 Need for standards in special education<br>3.4 Total Quality Management in teacher education<br>3.5 Role of State and Central Governments in special education | **Unit 3:  Pre-service Teacher Education in Education of Children with Disabilities**<br>3.1 Changing scenario of teacher education: Curriculum and evolving priorities<br>3.2 Characteristics of teacher education framework developed by Rehabilitation Council of India (RCI), structure and organisation of different components of teacher education curriculum<br>3.3 Components of pre-service teacher education: Overview of courses at different levels, weight age of course work and evaluation<br>3.4 Various components of teacher education curriculum and their |

| | transactional modalities including Information and communication Technology (ICT)<br>3.5 Organization, transaction and evaluation of different components of teacher education curriculum including school based practicum, and internship<br>3.6 Single disability versus cross disability approach in teacher education and addressing disability issues in general education curriculum |
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| **Unit 4: Research and Development in Special Education (16 hours)**<br>4.1  Teacher education as an area of research- trends<br>4.1 Areas in the field of special education<br>4.2 Advancement with the field of special education<br>4.3 Working with students' parents or guardians<br>4.4 Managing paraprofessionals and strategies useful with paraprofessionals | **Unit 4: Continued Teacher Development Programme**<br>4.1 Need and modalities for continuing professional development of a teacher: Continuing Rehabilitation Education (CRE), workshop, seminar, conferences, projects, exchange programmes, and their advantages and limitations<br>4.2 Structures and models of in-service teacher education: Sub-district, district, state, regional and national level organisations and their role; Voluntary efforts<br>4.3 Modes (face to face, distance modes, on line and mixed modes) and models (induction, one shot, recurrent, cascade, multi-site, school based, and course work) of in-service teacher education<br>4.5  Planning, designing and organizing in-service teacher education programme: Preliminary considerations (purpose, duration, size of group, activities and budget),  assessment of training needs, identifying essential components, guidelines |
| **Sessional Work**<br>• Micro-teaching sessions for developing teacher competencies<br>• Development of stress management techniques for teachers<br>• Listing  the roles of paraprofessionals involved in the field of special education | **Course Work/ Practical/ Field Engagement**<br>• Prepare a checklist/ schedule to collect information about curriculum transaction either in Diploma or B.Ed. in Special Education Courses in any Training Institute. |

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| <ul><li>Developing a curriculum for teacher educators.</li><li>Select any one current practice in teacher education and trace the background of its formulation as a policy</li><li>Identify and list down the qualification, roles and responsibilities of teacher educators for different levels of school education.</li></ul> | <ul><li>Take interview of at least 10 student teachers and analyse the data to suggest improvement in quality of training</li><li>Prepare a checklist/ schedule to collect information from employer about competency of passed out student teachers.</li><li>Take interview of at least 5 principals of schools having children with disabilities and analyse the data to suggest improvement in quality of training and the need for in-service training</li></ul> |
| **References**<ul><li>Ysseldyke, J. & Algozzine , B (2006). Public policy, school reform and special education –A practical guide for every teacher.  California: Corwin Press</li><li>Anderson, L. W. (1995).  International Encyclopedia of teaching and teacher education. Oxford.</li><li>Arora, G. L. (2002). Teachers and their teaching: Need for New perspectives. Ravi Books: New Delhi.</li><li>McClelland V.A. &  Verma V.P. ( 1989). Advances in teacher education. Routledge: London</li><li>Hilliard, F. H. (1971). Teaching the teachers: Trends in Teacher Education. George Allen and Unwin: London.</li><li>Mohanty, S. B. (1987). Student teaching. Ashok publishing House: New Delhi</li><li>NCERT. National Curriculum Framework (2005). NCERT: New Delhi.</li><li>Longford, G. (1978). Teaching as a Profession. Manchester University Press.</li><li>Deve Gowda, A. C. (1973). Teacher education in India. Printersall: Bangalore</li><li>Rosenberg, M.  J. et. al. (2002). Student teacher to master teacher. Columbus: Merrill Prentice hall.</li></ul> | **Essential Readings**<ul><li>Ysseldyke, J. & Algozzine , B (2006). Public policy, school reform and special education –A practical guide for every teacher.  California: Corwin Press</li><li>Anderson, L. W. (1995).  International Encyclopedia of teaching and teacher education. Oxford.</li><li>Arora, G. L. (2002). Teachers and their teaching: Need for New perspectives. Ravi Books: New Delhi.</li><li>McClelland V.A. &  Verma V.P. ( 1989). Advances in teacher education. Routledge: London</li><li>Hilliard, F. H. (1971). Teaching the teachers: Trends in Teacher Education. George Allen and Unwin: London.</li><li>Mohanty, S. B. (1987). Student teaching. Ashok publishing House: New Delhi</li><li>NCERT. National Curriculum Framework (2005). NCERT: New Delhi.</li><li>Longford, G. (1978). Teaching as a Profession. Manchester University Press.</li><li>Deve Gowda, A. C. (1973). Teacher education in India. Printersall: Bangalore</li><li>Rosenberg, M.  J. et. al. (2002). Student teacher to master teacher. Columbus: Merrill Prentice hall.</li></ul>**Suggested Readings**<ul><li>NCTE (1998). Policy Perspectives in Teacher    Education: Critique and</li></ul> |

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| | • (1998). Teacher Education, R-Lall Book Depot, Meerut. |
| | • Sharma, R.A. (2002).  Teacher Education. International Publication House, Meerut. |

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
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| **(Not Existent)** | **EDUCATIONAL EVALUATION**<br><br>**Course:** Hard Core<br>**Credits:** 03 (L:T:P = 2:1:0)<br>**Contact Hours:** 2L + 2T / week<br>**Marks:** (25 + 25 + 50) 100 |
| | **Objectives**<br>After completing the course teacher educators will be able to:<br>• Explain the key concepts of evaluation and describe the developments in evaluation.<br>• Describe the scope of evaluation in education.<br>• Describe the use of evaluation as an effective tool in teaching-learning process.<br>• Describe the ways and means of evaluating programmes.<br>• Explain the current trends in evaluation. |
| | **Unit 1: Evaluation – Foundations and Scope**<br>1.1 Concept of testing, measurement, assessment and evaluation; Areas of Evaluation<br>1.2 Difference between investigation, auditing, monitoring and evaluation<br>1.3 Principles of Evaluation; Evolution of evaluation function: (i) Measurement/ comparison/ transparency/ accountability, (ii) Understanding/ learning/ decision making/ positive accountability<br>1.4 Problem-solving and decision-making<br>1.5 Positive accountability and excellence in education<br>1.6 Advocacy and communication |
| | **Unit 2: Teaching-learning and Evaluation**<br>2.1 Knowledge construction and capacity building of learners |

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| | 2.2 Evaluation of learning, for learning and in learning: Contexts, need and nature<br>2.3 Tools for evaluation and process of standardization<br>2.4 Equity and fairness in evaluation including adaptations and accommodations<br>2.5 Report writing: Format, content and mechanics<br>2.6 Mastery Level Learning |
| | **Unit 3: Programme Evaluation and Review**<br>3.1 Concept, need, goals and tools,<br>3.2 Organizational learning and change, and strategic planning<br>3.3 Evaluation of instructional programmes<br>3.4 Techniques of programme evaluation<br>3.5 Reliability, validity and sensitivity in programme evaluation<br>3.6 Reviewing outcomes |
| | **Unit 4: Current Trends in Evaluation**<br>4.1 Knowledge based evaluation<br>4.2 Performance based evaluation: Role play, concept maps<br>4.3 Authentic evaluation: Interviews, writing samples, projects, exhibitions, reflective journals<br>4.4 Self evaluation: Rubrics and rating scales<br>4.5 Exams: Online, on-demand, take-home, power tests and open book tests |
| | **Transaction & Evaluation**<br>• Lecture-cum-demonstration<br>• Workshops on developing tools for content and programme evaluation<br>• Assignments<br>• Presentations<br>• Class Tests<br><br>**Practicum**<br>• Observe and prepare a report on evaluation practices at any two levels in (i) A mainstream and (ii) A special |

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| | school. Critically analyze the evaluation practices.<br>• Develop a format for self evaluation for teachers in special or mainstream.<br>• Develop tools one each for knowledge-based, performance-based and authentic evaluation for children with disabilities studying in a class or a subject of your choice. |
| | **Essential Readings**<br>• Airasian, P.W. (1991). Classroom Assessment. Mc Graw-Hill, New York.<br>• 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.<br>• 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.<br>• 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.<br>• Gronlund, N.E., & Linn, R. (1990). Measurement and evaluation in teaching (6th Edition). Macmillan, New York.<br>• Hamayan, (1995). Approaches to alternative assessment. "Annual Review of Applied Linguistics," 15, 212-226.<br>• 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.

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**Suggested Readings**
- Braden, J. (2001). The clinical assessment of deaf people's cognitive abilities. In clark,M. D.; Marschark, M., & Kretchmer, M.(Eds.). Context, cognition and deafness, Galludet University press, Washington. Pg.14-37.
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- Eriksen, S.C. (1969). The teacher made test. Memo to the Faculty, no.35. AnnArbor: Centre for Research on learning and teaching, University of Michigan.
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| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
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| **(Not Existent)** | **ADULTHOOD AND FAMILLY ISSUES**<br><br>**Course:** Hard Core<br>**Credits:** 03 (L:T:P = 2:1:0)<br>**Contact Hours:** 2L + 2T / week<br>**Marks:** (25 + 25 + 50) 100 |
| | **Objectives**<br>After completing the course teacher educators will be able to:<br>• Appreciate the importance of planning and implementing transition services for preparing adolescents towards adulthood<br>• Explain strategies of developing independent living skills and preparing them for gainful employment.<br>• Describe communication, cultural and family issues to reflect in planning of services. |
| | **Unit 1: Transition from Adolescence to Adulthood**<br>1.1 Transition: Concept and challenges as perceived by D/deaf adolescents and their families<br>1.2 Domains of transition: Educational, independent living, social-cultural and employment<br>1.3 Factors influencing transition: Academic and personal achievement, aspiration and motivation, interaction and complexities, environmental barriers, late deafened adults; concept of self and self efficacy<br>1.4 Role of support and facilitators: Family, peers, community; agencies and environmental support<br>1.5 Planning and implementing transition services<br>1.6 Facilitating societal inclusion of individuals with hearing impairment |

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**Unit 2: Independent Living, and Community and Cultural Issues**

2.1 Concept and its importance

2.2 Money management and related financial skills

2.3 Health and physical fitness skills

2.4 Life skills: Social-etiquette and mannerism

2.5 Leisure time, hobbies and recreational activities

2.6 Diversity in DEAF WORLD; Comparison of hearing world – D/deaf world on culture and group identity and communication options; Views of cochlear implantees and hearing aid users towards D/deaf culture

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**Unit 3: Higher Education, Vocational Education and Employment**

3.1 Higher Education: Need, scope, status of higher education

3.2 Vocational education: Need, scope, status of vocational education

3.3 Selecting suitable higher education and vocational streams

3.4 Career choices: Job seeking skills and facing interviews

3.2 Work adjustment skills; Job related social skills

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**Unit 4: Family Issues**

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

4.2 Raising of hearing children by D/deaf parents: Deaf Child Deaf Parent (DCDP); Deaf Child Hearing Parent (DCHP) issues

4.3 Communication patterns and parenting issues in families with D/deaf parents and
 hearing children

4.4 Identifying family needs and supporting towards resource.

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| | 4.5 Legal issues regarding communication accessibility |
| | **Practicum/ Field Engagement**<br>• Prepare a poster on family advocacy<br>• Hold a mock interview session and write your reflections upon it<br>• Interview a family to identify 'need and support'<br>• Have a focussed group discussion on D/deaf culture in India, and submit a reflective essay on the same<br>• Make a pamphlet regarding financial management for the D/deaf adult<br><br>**Transaction & Evaluation**<br>• Lecture-cum-demonstration<br>• Inviting Deaf adults to share their experiences and success stories<br>• Case studies |
| | **Essential Readings**<br>• Annable G., Walters, C.,  Strensta,  D., Symanzik, S, Tuuuyb. L., &   Sterwer, N. (2003). Students with disabilities, Transition from postsecondary education to work, Winnipeg. Canadian Centre for disability studies, Manitoba.<br>• Christensen, K.M., & Gilbert, L.D.  (1993). Multicultural Issues in deafness, White Plairs, Longman, New York.<br>• Narayansamy, S., Kamraj, J., & Rangasayee, R. (2006). Family, Community and the hearing impaired child. New Delhi: Kanishka Publishers.<br>• Parasins, L. A.(1996). Cultural and Language Diversity and Deaf Experience. Cambridge University Press, New York.<br><br>**Suggested Readings**<br>• Bowe F.G. (2003). Transition for deaf and hard of hearing    students: A blueprint for change, Journal of  deaf studies and deaf education 8(40;485-93) |

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
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| **ORGANISATION OF PROGRAMMES FOR INDIVIDUALS WITH HEARING IMPAIRMENT**<br><br>**Course:** Soft Core (2.10)<br>**Credits:** 03 (L:T:P = 2:1:0)<br>**Contact Hours:** (2L + 2 T/ week): 64<br>**Marks:** (15+15+70) 100 | **EDUCATIONAL MANAGEMENT**<br><br>**Course:** Hard Core<br>**Credits:** 03 (L:T:P = 2:1:0)<br>**Contact Hours:** 2L + 2T / week<br>**Marks:** (25 + 25 + 50) 100 |
| **Objectives**<br>After studying this paper the students are expected to –<br>• comprehend the scope of rehabilitation services for individuals with hearing impairment,<br>• be familiar with the important components of managing a rehabilitation program,<br>• be conversant with organization of various educational services for children with hearing impairment, and<br>• become aware of various governmental & non-governmental agencies, legislations, policies and welfare measures for children with hearing impairment. | **Objectives**<br>After completing the course teacher educators will be able to:<br>• Explain the basic fundamental areas of management.<br>• Describe the skills required for enhancing institutional quality for sustained development.<br>• Enumerate the skills required for capacity building of human resources.<br>• Explain the skills needed to manage data for various information management processes.<br>• Prepare cost effective budgets, proposals and describe ways of managing financial resources. |
| **Unit 1: Rehabilitation Services for Children with Hearing Impairment (16 hours)**<br>1.1 Meaning, goals and needs of rehabilitation services<br>1.2 Nature of rehabilitation services – with respect to age and levels of integration<br>1.3 Service Delivery System for persons with disabilities (SDS) – History, volunteerism and disability<br>1.4 Human Resource Development in the field of rehabilitation services<br>1.5 National and international legislations and welfare measures relevant to educational rehabilitation of individuals with hearing impairment | **Unit 1: Foundations in Educational Management and Total Quality Management (TQM)**<br>1.1 Definition and concept: Management as an art, science, organization, person and a discipline<br>1.2 Approaches to management: Classical approach, human relation approach, systems approach, contingency approach<br>1.3 Principles and processes of management; Concept of quality and issues in quality management of educational institutes<br>1.4 Assessment of educational institutions; Strategic planning and sustainable |

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| 1.5.1 Rehabilitation Council of India Act 1992, Persons with Disabilities Act 1995, National Trust Act 1992 & Consumer Protection Act<br>1.5.2 United Nations Convention of Rights of Persons with Disabilities 2007<br>1.5.3 All India Institute of Speech & Hearing – Charter of Rights of Persons with Disabilities<br>1.5.4 Relevant policies (National Policy on Education 1986, Programme of Action 1992, National Policy on Persons with Disabilities 2005)<br>1.5.5 Programmes for disability rehabilitation in India | development; Implementing TQM |
| **Unit 2: Administration of Rehabilitation Programmes for Persons with Hearing Impairment (16 hours)**<br>2.1 Planning and Decision-making & Implications of<br>   2.1.1 National Policy on Education<br>   2.1.2 National Curriculum Framework<br>   2.1.3 Principles of equal opportunities<br>2.2 Communication and delegation<br>2.3 Implementation and controlling<br>2.4 Programme auditing<br>   2.4.1 Financial auditing<br>   2.4.2 Performance auditing<br>   2.4.3 Access auditing<br>2.5 Role of governmental organisations<br>   2.5.1 Rehabilitation Council of India<br>   2.5.2 Ali Yavar Jung National Institute of Hearing Handicapped<br>   2.5.3 National Council for Education, Research & Training<br>   2.5.4 National University for Educational Planning and Administration<br>   2.5.5 National and apex institutions related to hearing impairment | **Unit 2: Human Resource Management**<br>2.1 Styles of management: Autocratic, laissez-faire, transactional, contingency; Leader vs. Manager (role competencies)<br>2.2 Manpower planning, talent acquisition and management<br>2.3 Employee benefits, welfare and performance appraisals systems: 360 degree approach<br>2.4 Training, development and capacity building<br>2.5 Organisational behaviour; climate and culture<br>2.6 Individual and group dynamics; Conflict management and negotiations |
| **Unit 3: Management of Rehabilitation Programmes at Different Levels of Education (primary to higher** | **Unit 3: Educational Management Information Systems (EMIS)**<br>3.1 Need, relevance and National agencies |

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| **education) (16 hours)**<br>3.1 Personnel management (Human Resource Management)<br>3.2 Office management<br>3.3 Financial management<br>3.4 Space and material management<br>3.5 Classroom design and infrastructure | for EMIS<br>3.2 Internal and external stakeholders of EMIS<br>3.3 Tools and process for collecting and disseminating data and using information<br>3.4 Constituting indicators and data monitoring plans<br>3.5 Dissemination, distribution and publication of data |
| **Unit 4: Organizing Educational Settings (16 hours)**<br>4.1 Special preparatory services for young children with hearing impairment (early stimulation and preschool services)<br>4.2 Inclusion in Integrated Child Development Services, Early Childhood Care and Education and other early intervention programs<br>4.3 Inclusion & Integration in mainstream schools.<br>4.4 Special day schools and residential settings<br>4.5 Home /Hospital-based intervention & other non-formal educational processes (open schooling) | **Unit 4: Financial Management**<br>4.1 Need and Importance of financial management in educational institutes<br>4.2 Basic concepts in accounting<br>4.3 Importance and types of budgeting<br>4.4 Resource mobilisation and allocation<br>4.5 Proposal writing for funding in educational institutes |
| **Transaction**<br>• Survey and report on service delivery systems adopted in 2 non-governmental agencies<br>• Critical reviews of any 1 national legislation or international convention related to persons with disabilities.<br>• Survey of awareness about national / international legislations and policies among special / mainstream educators.<br>• Survey of manpower training institutions in the field of special education and in-depth case study of any one organisation<br>• Case study of any educational institution for total quality management<br>• Institutional case study of status of | **Transaction**<br>• Lectures<br>• Field visits<br>• Self-study<br><br>**Course Work/ Field Work**<br>• Proposal writing for fund raising of an educational institution<br>• Review performance appraisals from 2 educational institutions one each from a teacher training college and other from special school |

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| <ul><li>manpower in any one special educational setting</li><li>Preparing access audit report for a school, or any other public place</li><li>Institutional case study on performance audit in any one special education setting</li><li>Interview with administrative staff in any educational institution about the process of office / personnel / financial management procedures and reporting</li><li>Preparation of proposal for staff and space requirements for organising any one selected educational setting</li></ul> | |
| **References**<br><ul><li>Abend, A. C., Bednar, M. J., Coiello, W. J. & Stenzler, Y. (1978). *Facilities for Special Education Services: A Planning and Design Guide.* Baltimore, Maryland: State Department of Education.</li><li>Aggarwal, J. C. (2001). *Development and Planning of Modern Education*. New Delhi: Vikas Publishing House.</li><li>Chaturvedi, T. N. (1981*). Administration for the Disabled.* New Delhi: Indian Institute for Public Administration.</li><li>Fiminan, M. J., Fafard, M-B. & Howell, K. W. (1984). *A Teacher's Guide to Human Resources in Special Education Paraprofessionals, Volunteers and Peer Tutors.* Boston, MA: Allyn & Bacon.</li><li>Giangreco, C. J. & Giangreco, M. R. (1970). *The Education of the Hearing Impaired*. Springfield, IL: Charles C. Thomas Publisher.</li><li>Grosof, M.S. & Sardy, H. (1985). *A Research Primer for the Social and Behavioural Sciences*. New York: Academic Press Inc.</li><li>Lass, N.J. (1981). 'Speech and Language'. *Advances in Basic Research And Practice.* (Vol.5). New York: AP.</li><li>Mohanty, J. (2005). *Educational Administration, Supervision and School Management* (2nd edn). New Delhi: Deep</li></ul> | **Essential Readings**<br><ul><li>Aggarwal, J. C. (2001). *Development and Planning of Modern Education*. New Delhi: Vikas Publishing House.</li><li>Chaturvedi, T. N. (1981*). Administration for the Disabled.* New Delhi: Indian Institute for Public Administration.</li><li>Fiminan, M. J., Fafard, M-B. & Howell, K. W. (1984). *A Teacher's Guide to Human Resources in Special Education Paraprofessionals, Volunteers and Peer Tutors.* Boston, MA: Allyn & Bacon.</li><li>Grosof, M.S. & Sardy, H. (1985). *A Research Primer for the Social and Behavioural Sciences*. New York: Academic Press Inc.</li><li>Lass, N.J. (1981). 'Speech and Language'. *Advances in Basic Research And Practice.* (Vol.5). New York: AP.</li><li>Mohanty, J. (2005). *Educational Administration, Supervision and School Management* (2nd edn). New Delhi: Deep & Deep Publications.</li><li>NCERT (1992) *NPE – National Policy on Education*. New Delhi: NCERT.</li><li>NCERT (2000). *NCFSE – National Curriculum Framework for School Education*. New Delhi: NCERT</li><li>NCERT (2005). *NCF– National Curriculum Framework.* New Delhi: NCERT</li></ul> |

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- Prasad, J. (2005). *School Organisation and Management*. New Delhi: Kanishka Publishers.
- Sharma, P. L. (1988). *A Teacher's Handbook on IED Helping Children with Special Needs*. New Delhi: NCERT.
- Silverman, F. H. (1977). *Research Design in Speech Pathology and Audiology*. Englewood Cliffs, NJ: Prentice Hall.
- Szymanski, M. (1996). *Work and Disability: Issues and Strategies in Career Development and Job Placement.* Austin, TX: PRO-ED.
- Urbano, M. T. (1992). *Preschool Children with Special Health Care Needs* (2nd ed.). San Diego: Singular Publishing Group, Inc.
- Urbano, M.T. (1994). *Meeting Early Intervention Challenges*. Baltimore: Paul H. Brookes.
- Venkatesan, S. (2003). *Children with Developmental Disabilities – A Training Guide for Parents, Teachers and Caregivers.* New Delhi: Sage Publications.
- Ventry, I. M. & Schiavetti, N. (1980). *Evaluating Research in Speech Pathology and Audiology.* London: Addison Wesley.
- Wehman, P. (1992). *Life Beyond Classroom: Transition Strategies for Young People with Disabilities.* Baltimore: Paul H. Brooks.
- Wehman, P., Sale, P. & Parent, W. (1992).

- Oyer, H. J. (1987). *Administration Of Programs in Speech Language Pathology and Audiology*. New Jersey: Prentice-Hall.
- Prasad, J. (2005). *School Organisation and Management*. New Delhi: Kanishka Publishers.
- Sharma, P. L. (1988). *A Teacher's Handbook on IED Helping Children with Special Needs*. New Delhi: NCERT.
- Silverman, F. H. (1977). *Research Design in Speech Pathology and Audiology*. Englewood Cliffs, NJ: Prentice Hall.
- Szymanski, M. (1996). *Work and Disability: Issues and Strategies in Career Development and Job Placement.* Austin, TX: PRO-ED.
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- Ventry, I. M. & Schiavetti, N. (1980). *Evaluating Research in Speech Pathology and Audiology.* London: Addison Wesley.
- Wehman, P. (1992). *Life Beyond Classroom: Transition Strategies for Young People with Disabilities.* Baltimore: Paul H. Brooks.
- Wehman, P., Sale, P. & Parent, W. (1992). *Supported Employment: Strategies for Integration of Workers with Disabilities.* Austin, TX: PRO-ED.
- Werner, D. (1994). *Disabled Village Children*. New Delhi: Voluntary Health Association of India.

**Suggested Readings**
- Abend, A. C., Bednar, M. J., Coiello, W. J. &

*Supported Employment: Strategies for Integration of Workers with Disabilities.* Austin, TX: PRO-ED.
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Stenzler, Y. (1978). *Facilities for Special Education Services: A Planning and Design Guide.* Baltimore, Maryland: State Department of Education.
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- Pande, S., &Basak, S. (2012). Human Resource Management. Text and Cases. Amazon Digital South Asia Services, Inc.
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|  | • 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). |

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
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| **EDUCATIONAL TECHNOLOGY FOR CHILDREN WITH HEARING IMPAIRMENT**<br><br>**Course:** Soft Core (EDSC 1.7)<br>**Credits:** 03 (L:T:P = 2:1:0)<br>**Contact Hours:** (2L + 2T / week) 64<br>**Marks:** (25+25+50) 100 | **EDUCATIONAL TECHNOLOGY**<br><br>**Course:** Soft Core<br>**Credits:** 03 (L:T:P = 2:1:0)<br>**Contact Hours:** 2L + 2T / week<br>**Marks:** (25 + 25 + 50) 100 |
| **Objectives**<br>After completing the course teacher educators will be able to:<br>• Realise the importance of educational technology in teaching children with hearing impairment<br>• Use of technology in the teaching-learning process<br>• Become aware of the current trends in the field of educational technology for individuals with hearing impairment & their implications in practice | **Objectives**<br>After completing the course teacher educators will be able to:<br>• Discuss roles of educational technologists in various context<br>• Apply appropriate instructional strategies.<br>• Develop appropriate instructional media<br>• Integrate suitable ICT effectively in teaching-learning-evaluation.<br>• Suggest suitable modality of instruction (Online, Blended, etc.). |
| **Unit 1: Introduction to Educational Technology**   (16 hours)<br>1.1    Meaning and definition of Education and Technology<br>1.2    Meaning, definition and needs of Educational Technology.<br>1.3    Concept of Technology of education and Technology in Education.<br>1.4    Components of Educational Technology<br>1.5    Technology to teach children with hearing impairment. | **Unit 1: Educational Technology**<br>1.1 Concept, definition and scope of educational technology<br>1.2 Need and role of educational technologists in India<br>1.3 Growth of conceptual framework of Educational Technology: ET1, ET2, ET3<br>1.4 Systems approach: Meaning, scope and components<br>1.5 Communication process<br>    1.5.1  Meaning and components<br>    1.5.2 Models of communication: Simple, Osgood and Schramm, Gerbner's mode<br>    1.5.3 Interaction analysis: Equivalent Category System and Flander's Interaction Analysis System |
| **Unit 2: Use of Educational Technology in Teaching Children with Hearing Impairment** (16 hours)<br>2.1    Teaching – learning Process and | **Unit 2: Instructional Technology**<br>2.1 Concept and definition of instructional technology<br>2.2 Theories and models of ISD: Dick and |

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| Technology.<br>2.2 Educational Technology as Instructional Technology for children with hearing impairment.<br>2.3 Programmed instruction with reference to hearing impairment<br>2.4 Modalities of Teaching- Teaching, Instruction and learning.<br>2.5 Benefits of Educational Technology in Evaluation. | Carrey, Gagne, Kirk and Guftason<br>2.3 Steps in developing instructional design: Learner analysis, content analysis, deciding entry and terminal behaviour, preparing test, selection of method, selection of media, development of material, tryout, formative and summative evaluation<br>2.4 Methods and models of instructional designs for large group and individual instructions<br>2.5 Co-operative and individual learning strategies for children with disabilities |
| **Unit 3: Role of Educational Technology in Educational System** (16 hours)<br>3.1 Educational Technology at different level of educational system (pre-primary, primary, Secondary, higher Secondary, etc)<br>3.2 Technology for Teacher Education.<br>3.3 Effective implementation of Educational Technology in Special Education set-up with reference to Special Education (Hearing Impairment).<br>3.4 Management of Education Technology in Education System with special reference to Special Education (Hearing Impairment).<br>3.5 Availability and Suitability of Educational Technology in Special Educational system. | **Unit 3: Instructional and Interactive Learning**<br>3.1 Interactive learning: Concept, need and components<br>3.2 Instructional media for children with special needs<br>3.3 Interactive learning material for children with disabilities<br>3.4 Development of interactive learning material<br>3.5 Integrating ICTs for children with special needs (e.g. Social Media, collaborative tools and techniques such as Blogging, ICT tools for research, bibliography, etc) |
| **Unit 4: Recent trends in Educational Technology** (16 hours)<br>4.1 Educational Technology as system approach to education.<br>4.2 Advanced approaches of Educational Technology – Software, Hardware, Multi-media, internet, etc…<br>4.3 Availability of man-power in the field of Educational Technology.<br>4.4 Progress of Educational Technology Programme in India and in other | **Unit 4: Information and Communication Technology (ICT) for Inclusion and Recent Trends in Technology**<br>4.1 ICT for 21st century learning<br>4.2 Dilemmas and realities about applications in ICT in inclusive education<br>4.3 Potentials of ICT in inclusive education: Access, equity, participation, skill development and life- long learning<br>4.4 ICT for teaching-learning and its role in |

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| countries (Special reference to Special Education (HI)).<br>4.5     Research in Educational Technology. | curriculum transaction<br>4.5 Online learning and blended Learning<br>4.6 M-Learning<br>4.7 MOOC and OER |
| **Sessional Work**<ul><li>Preparation of teaching learning material on the basis of Educational Technology.</li><li>Collection of available Software for Class room teaching as part of Educational Technology.</li><li>Collection of information about the developed man power.</li><li>Collection of information about the practical status of special educational set-up with reference to Karnataka, India and Global.</li></ul> | **Course Work/ Practical/ Field Engagement**<ul><li>Prepare an observation report of classroom teaching based on Flanders Interaction analysis</li><li>Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics</li><li>Prepare a story board in any one unit of a subject for a child with disability</li><li>Present a research paper on application of any one recent trend in inclusive education</li><li>Seminar on issues in application of ICT in inclusive education</li></ul> |
| <ul><li>Yogendra K. Sharma (2008). *Fundamental aspects of educational technology*. Kanishka Publishers, Distributors, New Delhi- 110 002.</li><li>Neelam Yadav (2005). *A hand book of Educational Technology*. New Delhi: Anmol Publications Pvt. Ltd.</li><li>Tara Chand (2006). *Educational technology*. New Delhi: Anmol Publications Pvt. Ltd.</li><li>Dr. S.P. Ruhela (2002). "*Educational technology*. Delhi: S.K.Garg, Indian Publishers, Distributors.</li><li>Tara Chand, & Pahuja, N. P. (2004). *Essentials of instructional technology*. New Delhi: Anmol Publications Pvt. Ltd.</li><li>Sharma, S. (2005). *Advance educational technology.* New Delhi: Anmol Publications Pvt. Ltd.</li></ul> | **Essential Readings**<ul><li>Mangal, S. K., & Mangal, U. (2009). *Essentials of educational technology*. Delhi: PHI Learning Private Limited.</li><li>Neelam Yadav (2005). *A hand book of Educational Technology*. New Delhi: Anmol Publications Pvt. Ltd.</li><li>Ruhela, S. P. (2002). "*Educational technology*. Delhi: S.K.Garg, Indian Publishers, Distributors.</li><li>Sharma, S. (2005). *Advance educational technology.* New Delhi: Anmol Publications Pvt. Ltd.</li><li>Tara Chand (2006). *Educational technology*. New Delhi: Anmol Publications Pvt. Ltd.</li><li>Tara Chand, & Pahuja, N. P. (2004). *Essentials of instructional technology*. New Delhi: Anmol Publications Pvt. Ltd.</li><li>Yogendra K. Sharma (2008). *Fundamental aspects of educational technology*. New Delhi: Kanishka Publishers, Distributors.</li></ul> |

|  | **Suggested Readings**<br>• Bhatt, B. D., & Sharma, S. R.  (2003). Educational Technology concept and Technique (Modern Education Series). Kanishka Publisher, New Delhi.<br>• Diana, L. O. (2001). Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass<br>• Horton, W. (2001). Designing web-based Training. John Wiley & Sons. New Jersey.<br>• 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.<br>• Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York.<br>• Sallis, E., & Jones, G. (2002). Knowledge Management in Education London: Kogan Page Ltd.<br>• Santhosh, V.  (2009). Information communications technology for teacher education. Kanishka Publisher, New Delhi.<br>• Schank, R.C. (2001). Virtual Learning. McGraw Hill. London.  Shehzad, A. (2007). Teacher's Handbook of Educational Technology. Anmol, Pubishing Pvt. Ltd., New Delhi.<br>• Singh, T. (2009). ICT Skill Development. Tandon Brothers, Ludhiana.<br>• Venkataiah, N. (2002), Educational Technology. New Delhi: APH Publication Corporation. |
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| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
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| **(Not Existent)** | **GUIDANCE AND COUNSELLING**<br><br>**Course:** Soft Core<br>**Credits:** 03 (L:T:P = 2:1:0)<br>**Contact Hours:** 2L + 2T / week<br>**Marks:** (25 + 25 + 50) 100 |
| | **Objectives**<br>After completing the course teacher educators will be able to:<br>• State the basic concepts in guidance and counselling.<br>• Discuss educational, vocational and personal guidance.<br>• Describe testing devices and non-testing techniques of guidance.<br>• Analyze the problems faced by students in the contemporary world.<br>• Discuss the problems faced by children with disabilities. |
| | **Unit 1: Education and Career Guidance**<br>1.1 Concept, principles, objectives and need for guidance at various educational levels<br>1.2 Types of Guidance: Individual and group, personal, educational and vocational<br>1.3 Career development needs of students; Changing scenarios in a global world<br>1.4 Assessment as a prerequisite for guidance: Assessing under-achievement, challenges, giftedness and special strengths<br>1.5 Tests and techniques for guidance: Testing techniques (aptitude, interest, achievement and personality); Non-testing techniques (interview, case study, observation, diary, anecdotal and commutative record); Choosing an appropriate test for career selection<br>1.6 Essential services in a school guidance program |

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| | **Unit 2: Vocational Guidance**<br>2.1 Factors influencing choice of career<br>2.2 Theories : Vocational Choice, Vocational development and Career development theories<br>2.3 Career test construction, administration, scoring and interpretation<br>2.4 Assessment of Vocational maturity<br>2.5 Occupational information in Guidance<br>2.6 Guidance for students with disabilities |
| | **Unit 3: Fundamentals of Counselling**<br>3.1 Concept and nature of counselling<br>3.2 Scope and objectives of counselling<br>3.3 Stages of the counselling process<br>3.4 Counselling techniques<br>3.5 Ethical principles and issues in counselling<br>3.6 Role of counsellor in the contemporary context |
| | **Unit 4: Group approaches in Vocational Counselling and Guidance**<br>4.1 Types, areas and approaches of counselling<br>4.2 Steps and skills in the counselling process<br>4.3 Advantages and disadvantages of group guidance techniques<br>4.4 Essential services in school and community based guidance programs<br>4.5 Placement, research, evaluation services and Job study: (i) Job description, (ii) Job specification, (iii) Job analysis, (iv) Job satisfaction<br>4.6 Guidance and counselling during crisis intervention; Grief, relationship failure, depression, academic, stress, violence and abuse |
| | **Course Work/ Practical/ Field Engagement**<br>• Visit different guidance centres and write an report<br>• Develop a career choice assessment tool |

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• Prepare a brochure on the available career opportunities for children with different disabilities</td>
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<td>**Essential Readings**

• Lombana, J. H. (1982). *Guidance for handicapped students*. Springfield, IL: Charles C. Thomas.
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• Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Philippines.
• Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.</td>
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| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
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| **DISSERTATION PROPOSAL**<br><br>**Course:** Dissertation Proposal (EDDR 1)<br>**Credits:** 02 (L:T:P:D = 0:0:0:2)<br>**Contact Hours:** (4 D / Week) 64<br>**Marks:** (15+15+70) 100 | **DISSERTATION – I: RESEARCH PROPOSAL**<br>• **Educational Evaluation (OR)**<br>• **Special Educational Intervention (OR)**<br>• **Human Resource Development**<br><br>**Course:** Soft Core Dissertation<br>**Credits:** 04 (L:T:P = 0:1:3)<br>**Contact Hours:** 2T + 6P / week<br>**Marks:** (25 + 25 + 50) 100 |
| **Tasks:**<br>1. Review of literature<br>2. Stating the problem<br>3. Selecting the tools<br>4. Preparing research design<br>5. Present research proposal | **Tasks:**<br>• Review of literature<br>• Stating the problem<br>• Preparing research design<br>• Developing research proposal / synopsis<br>• Present research proposal in faculty seminar |

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
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| **TEACHER EDUCATION PRACTICUM**<br><br>**Course:** Practicum (EDTEP)<br>**Credits:** 02 (L:T:P = 0:0:2)<br>**Contact Hours:** (4 P / Week) 64<br>**Marks:** (15+15+70) 100 | **FIELD ENGAGEMENT / INTERNSHIP AS TEACHER EDUCATORS – I**<br>**(Including EPC Course on Self Development)**<br><br>**Course:** Hard Core Field Engagement / Internship<br>**Credits:** 04 (L:T:P = 0:0:4)<br>**Contact Hours:** 12 P/week<br>**Marks:** (25 + 25 + 50) 100 |
| **Objectives**<br>After completing the practical work the students should be able to:<br>• Train / teach to students at diploma and under-graduate level | **Objectives**<br>After completing the internship, student teachers should be able to:<br>• Decipher and elucidate the vision, mission and goals of teacher training institution/s<br>• Develop prototype calendar of activities, and schedules of theory classes, practicum and other activities for teacher training institutions<br>• Assist teacher educators in collection references, compiling information and developing presentations<br>• Create awareness in mainstream educational institutions about inclusive education |
| **Task 1: Practice Lectures**<br>**Activities:**<br>a. At least 1 sub-unit to Diploma in Teaching Young Children with Hearing Impairment (DTYHI) Programme (currently Diploma in Early Childhood Special Education (DECSE-HI))<br>b. At least 1 sub-unit to Bachelor of Special Education – Hearing Impairment (B.S.Ed.-HI) Programme | **Task 1: Understanding the Organisation (9 hours)**<br>**Setting:** Teacher training institute offering diploma / degree teacher training programme<br>**Activities:**<br>• Understanding the organisation's vision, mission & its programmes and activities |

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| **Task 2:  Supervision of Practice Teaching Activities:**<br>a.  Supervision of Practice Teaching by students of Diploma in Teaching Young Children with Hearing Impairment (DTYHI) Programme (currently Diploma in Early Childhood Special Education (DECSE-HI)) in Preschool (at least 5 instructional sessions) | **Task 2: Understanding the Operational Plans (21 hours)**<br>**Setting:**  Teacher training institute offering diploma / degree teacher training programme<br>**Activities:**<br>•  Study the calendar of activities, schedules, distribution of work assigned to the teaching, clinical and administrative staff |
| **Task 3:  Orientation to Mainstream B.Ed. Students**<br>**Activities:**<br>b.  Orientation about management of children with hearing impairment in inclusive classrooms (at least 2 orientation programmes) | **Task 3: Coordination of Support (45 hours)**<br>**Setting:**  Teacher training institute offering diploma / degree teacher training programme<br>**Activities:**<br>•  Support the coordinator in implementing the activities based on the approved calendar of activities & other schedule<br>•  Observing the regularity & punctuality of students<br>•  Supporting the student in filling up examination forms and other procedures of the Institute / University |
| | **Task 4: Teaching Support (60 hours)**<br>**Setting:**  Teacher training institute offering diploma / degree teacher training programme<br>**Activities:**<br>•  Assisting the faculty members in planning and preparing the lectures through PPTs & reference materials<br>•  Demonstration of practical based activities, preparing TLM, assisting faculty in supervising practical based activities / lesson planning, undertaking at practice teaching schools / clinical setup |
| | **Task 5: Library Support (9 hours)**<br>**Setting:**  Teacher training institute offering diploma / degree teacher training |

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| | programme<br>**Activities:**<br>• Supporting the students and faculty members in identifying offline and online resources including reference books and journals |
| | **Task 6: Mainstream / General School Placement (36 hours)**<br>**Setting:** Inclusive School<br>**Activities:**<br>• Visit a school and create awareness about inclusive education of children with disabilities through PPT and prepare report<br>• Study the readiness (facilitators & barriers) of the school in promoting inclusive education through a tool |
| | **Submissions (12 hours for journal & report preparation)**<br>• For all tasks: Journals with reports and reflections |
| **(Not Existent)** | **SELF DEVELOPMENT for Enhancement of Professional Capacities (EPC) as part of FIELD ENGAGEMENT / INTERNSHIP AS TEACHER EDUCATOR – I** |
| | **Objectives**<br>The specific objectives of the course will be to:<br>• To enable the students understand that the "development of self" is a resource to exercise their professionalism.<br>• To make them realize that one is responsible as a person and as a teacher for the integrated development of oneself and the learners: physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.<br>• To help them develop sensitivity towards social-cultural diversities crucial in making teaching–learning environment conductive/congenial to the learner.<br>• To demonstrate sensitivity with respect |

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| | to gender biases and other social disparities in the classroom, and practice inclusiveness in the classroom. To help them in achieving mental and physical well-being |
| | **Course Themes:**<br>*Theme 1: Understanding the Self*<br>*Theme 2: Self-management in stressful/emotional (sad as well happy)/conflicting Situations*<br>*Theme 3: Developing 'Self' in harmony with nature*<br>*Theme 4: Developing 'Self 'as a professional (Teacher Educator)*<br>*Theme 5: Self and Social Responsibilities*<br>*Theme 6: Self and Mental and Physical Well – being* |
| | **Theme 1: Understanding the Self**<br><br>Objectives of the activities is to help students to develop cognitive skills such as:<br>• Developing self-awareness about one's abilities and opportunities to develop self independent thinking, critical thinking and creative thinking, decision making, problem solving and goal setting<br>• Developing objective view of beliefs, prejudices and stereotypes to liberate from irrational tendencies<br><br>**Activities**<br>• SWOT analysis – an exercise to identify Strengths, Weaknesses, Opportunity and Threats<br>• Use of Johari Window to know one's perception about self and others<br>• "Who am I" Self concept<br>• Inspirational Readings |
| | **Theme 2: Self-management in Stressful/ Emotional (Sad as well Happy)/ Conflicting Situations** |

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| | Objective of this activity is to make student recognize the affective resources of self understanding to be understood both as assets such as feelings of love, joy, appreciation, affection, happiness, and threats or limiting factors such as emotions like fear, anger, jealousy etc. in their professionalism.<br><br>**Activities**<br>Following exercises may be organised in the workshop for inner observation for self-knowing while in stress or in emotions and to develop skills of self-management:<br>• Identification of anyone of the above situations (stressful/emotional-sad as well happy/conflicting) by the students<br>• Reflect on it<br>• Share with the group on how it was managed/resolved<br>This activity will help students learn about various ways of managing/ resolving critical situations in life. The focus may be the school context. |
| | **Theme 3: Developing 'Self' in Harmony with Nature**<br><br>The objective is to acquaint students on:<br>• Maintaining harmony in existence and co-existence between nature and self<br>• Dependence of Self on the Nature for the very life<br>• Inter-dependence of people for comfortable living<br>• Responsibility of self towards conservation, protection and nurturing plant and animal life.<br>• Understanding human roots in the divinity to awaken oneself to Truth, Beauty and Goodness both inside and outside.<br><br>**Activities** |

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| | • Observation of nature during nature walk<br>• Reading biographies of great people who contributed their might out of self-abnegation but not with self-centeredness<br>• Sharing personal experiences |
| | **Theme 4: Developing 'Self 'as Professional (Teacher Educator)**<br><br>Self-critical awareness about one's abilities and assets in different contexts of professional life and limitations in terms of knowledge, attitudes, skills and values which may be reviewed or developed while teaching different subjects (Science, Social Science, Mathematics, Languages etc.) or while dealing with other curricular components or classroom situations.<br><br>The objective of this activity is to develop awareness among students in following aspects of their professional endeavors:<br>• Adequacy of subject matter knowledge, professional skills, and effective communication to the students.<br>• One's attitudes towards students, teaching, teaching material, interest in teaching subject, and one's aptitude in developing interest in learning among students and in tapping their abilities to realize the values identified in the subject matter.<br>• Suitability of one's role being performed contextually to enrich learners' capabilities and guiding them for self-actualization while interacting.<br>• Involvement in teamwork with colleagues, head of the institution, parents of learners and management for holistic development of the learners.<br><br>**Activity: Self-reflection and documentation** |

| | The students will be asked to: |
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| | • interact with an eminent educationist in the neighborhood |
| | • read a book of an eminent educationist |
| | • observe the effective teacher in the classroom |
| | • interview an effective teacher |
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| | On the basis of the above the students will: |
| | • Identify the characteristics, values, attitudes of the teacher and reflect upon self with respect to the same. |
| | • Priorities the characteristics, values, attitudes of an effective teacher and will try to develop through practice in real life situation to become a professional. |
| | • Reflect upon self and document the experiences. |
| | **Theme 5: Self and Social Responsibilities** |
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| | This will help in the development of social responsibilities among the learners to enrich human resources and self-esteem; realistic understanding of any self as depending on the source of the whole existence for spiritual awakening free of any religious identity. |
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| | While conducting the group discussion the objective should be to help students develop: |
| | • Responsibility of self towards other human beings in the family, society, and people across the globe |
| | • Critical awareness of the biases based on gender, caste, class, language, religion, nation, region etc. |
| | • Critical understanding of the basic realities of the man- made divisions due to political, historical and social forces over the time-scale. |
| | • Understanding of the basic realities of cultural differences across the time-scale and across the globe |

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**Activities**
- Group discussion: The focus of the discussion will be on the current issues to develop psycho-social skills like interpersonal relationship skills and effective communication skills while dealing with different groups of learners belonging to different social contexts/situation.
- The students will be informed about the topics of discussion in advance so that they share their views and experiences. The duration of discussion may be 2 hours.
- Field Visit: Visits to the slums/migrant groups/institution or NGO's working with disadvantaged groups. Befor field visit students need to be oriented (½ day) on what they are supposed to do in the field.
- During the visits, the students will discuss pertinent issues with these groups and prepare report to discuss and share with other students. This will help students to experience their transformations in different contexts
- Discussion/presentation in the groups may be kept in the beginning of the semester.

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**Theme 6: Self and Mental and Physical Well –being**

The objectives will be to:
- Maintaining physical, mental and spiritual health to perform the roles efficiently
- Achieving self-realization

**Activities**
- Regular practice of yoga and meditation during the semesters
- Locally available yoga expert can provide yoga and meditation practices.

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o Students should discuss how yoga practice helped in physical, mental and spiritual health.

• Evaluation of Self-development:

o During transaction of this course through workshop mode, student teachers will be asked to develop **PORTFOLIO** with following documents. Students are required to submit Portfolio in the prescribed format with all evidences. Note: The **PORTFOLIO** will be assessed by minimum two faculty members to award final marks. Rubrics will be developed with the help of faculty and students. The students and peers may also evaluate Portfolio.

o Documentation of the Critical thinking practices; Creative thinking practices; Decision making practices; and Problem solving practices

o Documentation of their reflection on feelings and attitude change on the observations during visits to the slums/migrant groups/institution or NGO's working with disadvantaged groups of children. Team work done by them out of empathy.

o Documentation of stressed or emotionally loaded situations where in self-observation helped to build resilience.

o Documentation of the realities felt during 'nature walks' and 'nature' observations.

o Documentation of the difficulties faced in maintaining 'let come' and 'let go' attitude and the ability to experience the spells of silence and its outcomes.

o Identification and documentation of one's assets and limitations as well as one's opportunities and difficulties in the participated context.

o Documentation of the ways of dealing with conflicts in inter-personal relations at varied contexts.

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| | o Documentation of the effective communication skills with enriched understanding in relation to students, their parents, colleagues, authorities and outsiders.<br><br>o Documentation of participation where in habitual thoughts, attitudes and actions were dealt to be free of them to give place for right thinking and righteous living.<br><br>o Documentation of critical understanding of the biographies of the great thinkers and educationists.<br><br>o Documentation of the rich contributions of the great people. |
| | **Transaction Mode**<br>During the course, regular physical education classes including practice of yoga and meditation will be organised to make students physically and mentally fit. Yoga and meditation also enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one's surroundings. Students will appreciate the philosophy of yoga and meditation, and will learn to use in different contexts.<br>The following methodologies for the transaction of the course could be used in interactive sessions:<br>• Students sharing their experiences in a group based on observation, case studies, field visits, readings, etc.<br>• Reflective discussions on a movie/documentary on relevant issues<br>• Discussion on how to imbibe teacher qualities and nurture his/her self as a teacher<br>• Organization of activities for self-expression (exhibiting strengths and abilities)<br>• Providing feedback on their reflective journals/diaries<br>• Practicing yoga and meditation for physical and mental well- being |

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| | **Note:** General mode of transaction will involve workshop, group discussion, and/or field visits. The course would be transacted through workshop mode by more than one faculty members and/or external experts, wherever required. |
| | **References** <br> • Agochiya, Devendra (2010). Life Competencies for Adolescents-Training Manual for Facilitators, Teachers and Parents, Sage Publications Pvt. Limited, New Delhi <br> • Dalal, A.S. (ed) (2001). A Greater Psychology – An Introduction to the Psychological Thoughts of Sri Aurobindo. Puducherry, Sri Aurobindo Ashram Pub. <br> • Delors, J. (1996). Learning the Treasure within –Twenty First Century Education. UNESCO Education Commission Report. <br> • Krishnamurti, J. (1998). On Self-knowledge. Chennai, Krishnamurti Foundation India. <br> • Krishnamurti, J. (2000). Education and Significance of Life. Chennai, Krishnamurti Foundation India. <br> • 9. Palmer, J. A. (ed) (2001). Fifty modern thinkers of education, Routledge Publishers, UK <br> • Schneider, F.W., Gruman, J.A. & Coutts, L.M. (Eds.) (2012). Applied Social Psychology-Understanding and Addressing Social and Practical Problems, Second Edition, Sage Publications Pvt. Limited, New Delhi <br> • Sherfield, R.M.; Montgomery, R.J.; & Moody, P.G. (Eds.) (2009). Cornerstone-Developing Soft Skills, Fourth Edition, Pearson Education <br> • Swami Vivekananda (1988). Selections from the complete works of Swami Vivekananda. Mayavathi, Advaita Ashrama. |

| | <ul><li>UNICEF (2006). Life Skills Modules-Adolescence Education Program. UNICEF House, New Delhi.</li><li>Venkateshamurthy, C. G. & Govinda Rao, A.V. (2005). Life Skills Education Training Package. R.I.E., Mysore.</li></ul> |
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## IV SEMESTER

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
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| **(Not Existent)** | **DEVELOPMENT AND USE OF EDUCATIONAL ASSESSMENT MATERIAL**<br><br>**Course:** Soft Core<br>**Credits:** 03 (L:T:P = 2:1:0)<br>**Contact Hours:** 2L + 2T / week<br>**Marks:** (25 + 25 + 50) 100 |
| | **Objectives**<br> After learning the course, the master trainees should be able to:<br>• Elucidate the need for assessment procedures in delivering special educational services<br>• Explain about the different kinds of tools and procedures involved in educational assessment<br>• Developing specific educational assessment material<br>• Utilise assessment procedures in planning special educational intervention |
| | **Unit 1: Background to Educational Assessment**<br>1.1 Evolution of assessment procedures in the history of education<br>1.2 Concept and principles of educational assessment<br>1.3 Scope and priorities of educational assessment<br>1.4 Need for educational assessment in special educational intervention<br>1.5 Social, legal and ethical issues in carrying out educational assessments |
| | **Unit 2: Nature of Educational Assessment for Children with Hearing Impairment**<br>2.1 Types of assessment |

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| | 2.2   Methods and techniques of assessment<br>2.3   Tools for assessment<br>2.4   Adaptation in assessment<br>2.5   Significance of multidisciplinary assessment in making educational decisions |
| | **Unit 3:  Development and Use of Assessment Material**<br>**3.1** Identifying and analysing target content / skills and preparing blue print<br>**3.2** Item construction / compilation and analysis<br>**3.3** Field testing and setting up norms<br>**3.4** Determining validity and reliability of developed test material<br>**3.5** Developing instructional and scoring manual for future use of test material |
| | **Unit 4: Practical Applications of Educational Assessment**<br>4.1   Verifying equivalence of newly available tests against standard tests<br>4.2   Interpreting results and reporting<br>4.3   Use of results for identification of special needs, determining baseline abilities and planning for special educational intervention<br>4.4   Use in determining efficacy of special educational intervention programmes<br>4.5   Use in carrying out classroom-based action research and publishing tests and evidences generated |
| | **Transaction & Evaluation**<br>•  Lecture-cum-demonstration<br>•  In-house workshops for developing materials<br>•  Review and evaluation of materials<br>•  Field testing of developed materials<br>•  Presentations and practical assignments<br>•  Assignments<br>•  Class tests |
| | **Essential Readings** |

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| | • Anderson, L. W. (2003). *Classroom assessment: Enhancing quality of teacher decision making*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.<br><br>• Brown, F. G. (1983). *Principles of educational and psychological testing* (3rd ed.). New York, NY: Holt, Rinehart &Winston.<br><br>• Cohen, L. G., & Spenciner, L. J. (2007). *Assessment of children and youth with special needs.*  Boston, MA: Pearson Education, Inc.<br><br>• Mangal, S. K., & Mangal, U. (2009). *Essentials of educational technology*. Delhi: PHI Learning Pvt. Ltd.<br><br>• Nitko, A. J. (1983). *Educational tests and measurements: An introduction*. New York, NY: Harcourt Brace Jovanovich, Inc.<br><br>• Salkind, N. J. (2006). *Tests and measurements for people who (think they) hate tests and measurements.* Thousand Oaks, CA: Sage Publications.<br><br>• Thorndike, R. L., & Hagen, E. P. (1979). *Measurement and evaluation in psychology and education* (4th ed.). New Delhi: Wiley Eastern Limited.<br><br>• Wallace, G., & Larsen, S. C. (1978). *Educational assessment of learning problems: Testing for teaching*. Boston, MA: Allyn and Bacon, Inc. |

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
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| **(Not Existent)** | **DEVELOPMENT AND USE OF INSTRUCTIONAL MATERIAL**<br><br>**Course:** Soft Core<br>**Credits:** 03 (L:T:P = 2:1:0)<br>**Contact Hours:** 2L + 2T / week<br>**Marks:** (25 + 25 + 50) 100 |
| | **Objectives**<br>After learning the course, the master-trainees should be able to:<br>• Explicate the need for teaching-learning material<br>• Evaluate and select appropriate teaching-learning material<br>• Develop useful teaching learning material and adapt them for different contextual uses<br>• Make effective practical use of the teaching-learning material |
| | **Unit 1: Introduction to Teaching-Learning Material**<br>1.1 Nature and significance of teaching-learning material<br>1.2 Classification of teaching-learning material: Based on mode of production, sensory mode and mode of use<br>1.3 Principles for selection and use and evaluation of teaching-learning materials<br>1.4 Role of teacher in developing and using teaching-learning material<br>1.5 Evidence-based practice with special emphasis on Universal Design for Learning |
| | **Unit 2: Development and Use of Audio and Visual Material**<br>2.1 Nature and types of:<br>   a. Audio material<br>   b. Visual material |

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| | 2.2 Criteria in selecting and using audio material and visual material<br>2.3 Procedures involved in developing audio and visual materials and adapting for different contextual uses<br>2.4 Application of audio and visual materials in instruction of different curricular subjects<br>2.5 Considerations in using audio and visual materials for learners with hearing impairment |
| | **Unit 3: Development and Use of Multi-Sensory Materials**<br>3.1 Nature and types of multisensory materials<br>3.2 Criteria in selecting and using multisensory materials<br>3.3 Procedures involved in developing audio and visual materials<br>3.4 Application of multisensory materials in instruction of different curricular subjects and adapting for different contextual uses<br>3.5 Considerations in using multisensory materials for learners with hearing impairment |
| | **Unit 4: Development and Use of Technology-based Multi Media Materials**<br>4.1 Nature and types of multi-media material<br>4.2 Criteria in selecting and using multimedia material<br>4.3 Possibilities and procedures involved in developing multimedia material<br>4.4 Application of multimedia material in instruction of different curricular subjects<br>4.5 Considerations in using multimedia material for learners with hearing impairment |
| | **Transaction & Evaluation** |

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| | • Lecture-cum-demonstration<br>• In-house workshops for developing materials<br>• Review and evaluation of materials<br>• Field testing of developed materials<br>• Presentations and practical assignments<br>• Assignments<br>• Class tests |
| | **Essential Readings**<br>• Adams, P. W. (1999). *Computer applications for teachers*. Charlotte, NC: CPI Training Solutions.<br>• Bhatt, B. D., & Sharma, S. R. (1992). *Educational technology*. Delhi: Kanishka Publishing House.<br>• Heward, W. L. (1996). *Exceptional children: An introduction to special education* (5th ed.). Englewood Cliffs, NJ: Merrill, an imprint of Prentice Hall.<br>• Locard, J. (2004). *Computers for the twenty-first century educators* (6th ed.). Boston, MA: Pearson.<br>• Mangal, S. K. (1994). *Fundamental of educational technology*. Ludhiana: Tandon Publications.<br>• Mangal, S. K., & Mangal, U. (2009). *Essentials of educational technology*. Delhi: PHI Learning Pvt. Ltd.<br>• Neelam Yadav (2005). *A hand book of Educational Technology*. New Delhi: Anmol Publications Pvt. Ltd.<br>• Ruhela, S. P. (2002). "*Educational technology*. Delhi: S.K.Garg, Indian Publishers, Distributors.<br>• Sharma, R. C. (1992). *Modern science teaching*. Delhi: Dhanpat Rai & Sons.<br>• Sharma, S. (2005). *Advance educational technology.* New Delhi: Anmol Publications Pvt. Ltd.<br>• Tara Chand (2006). *Educational technology*. New Delhi: Anmol Publications Pvt. Ltd.<br>• Tara Chand, & Pahuja, N. P. (2004). *Essentials of instructional technology*. |

| | New Delhi: Anmol Publications Pvt. Ltd. |
| | • Yogendra K. Sharma (2008). *Fundamental aspects of educational technology*. New Delhi: Kanishka Publishers, Distributors. |

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
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| **DISSERTATION REPORT AND VIVA**<br><br>**Course:** Dissertation Report & Viva (EDDP)<br>**Credits:** 04 (L:T:P:D = 0:0:0:4)<br>**Contact Hours:** (4 D / Week) 64<br>**Marks:** (15+15+70) 100 | **DISSERTATION – II: DATA COLLECTION, ANALYSIS & REPORT**<br>• **Educational Evaluation (OR)**<br>• **Special Educational Intervention (OR)**<br>• **Human Resource Development**<br><br>**Course:** Soft Core Dissertation<br>**Credits:** 08 (L:T:P = 0:2:6)<br>**Contact Hours:** 4T + 12P / week<br>**Marks:** (25 + 25 + 50) 100 |
| **Tasks:**<br>1. Collection of data<br>2. Analysis of data<br>3. Writing of report | **Tasks:**<br>• Review of literature<br>• Development of tools<br>• Data collection<br>• Analysis of data & interpretation<br>• Report preparation<br>• Presenting in viva-voce<br>**Note:** Choice of research area should be consistent with that of third semester |

| Existing 1-yr M.S.Ed. (HI) Programme at AIISH | Proposed 2-yr M.Ed.Spl.Ed. (HI) Programme at AIISH |
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| **TEACHER EDUCATION PRACTICUM**<br><br>**Course:** Practicum (EDTEP)<br>**Credits:** 02 (L:T:P = 0:0:2)<br>**Contact Hours:** (4 P / Week) 64<br>**Marks:** (15+15+70) 100 | **FIELD ENGAGEMENT / INTERNSHIP AS TEACHER EDUCATORS – II**<br><br>**Course:** Hard Core Field Engagement / Internship<br>**Credits:** 04 (L:T:P = 0:0:4)<br>**Contact Hours:** 12 P/week<br>**Marks:** (25 + 25 + 50) 100 |
| **Objectives**<br>After completing the practical work the students should be able to:<br>• Train / teach to students at diploma and under-graduate level | **Objectives**<br>After completing the internship, student teachers should be able to:<br>• Assist in enrolment and day-to-day management of teacher trainees<br>• Carry out practice-lectures, practical demonstration to teacher trainees<br>• Assist teacher educators in supervision and evaluation of teacher trainees<br>• Extend tutorial support to teacher trainees for self study, remedial instruction, etc.<br>• Assist teacher training institutions in carrying out research and developmental activities |
| **Task 1:  Practice Lectures**<br>**Activities:**<br> c. At least 1 sub-unit to Diploma in Teaching Young Children with Hearing Impairment (DTYHI) Programme (currently Diploma in Early Childhood Special Education (DECSE-HI))<br> d. At least 1 sub-unit to Bachelor of Special Education – Hearing Impairment (B.S.Ed.-HI) Programme | **Task 1: Coordination & Support (15 hours)**<br>**Setting:** Teacher training institute offering diploma / degree teacher training programme<br>**Activities:**<br>• Support the coordinator in implementing the activities based on the approved calendar of activities and other schedules<br>• Observing the regularity and punctuality of students<br>• Supporting the students in filling up examination forms and other procedures of the Institute / University |

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| **Task 2: Supervision of Practice Teaching Activities:**<br>b. Supervision of Practice Teaching by students of Diploma in Teaching Young Children with Hearing Impairment (DTYHI) Programme (currently Diploma in Early Childhood Special Education (DECSE-HI)) in Preschool (at least 5 instructional sessions) | **Task 2: Teaching Support (45 hours)**<br>**Setting:** Teacher training institute offering diploma / degree teacher training programme<br>**Activities:**<br>• Assisting the faculty members in planning and preparing the lectures through PPTs & reference materials<br>• Demonstration of practical based activities, preparing TLM, assisting faculty in supervising practical based activities / lesson planning, undertaking at practice teaching schools / clinical setup |
| **Task 3: Orientation to Mainstream B.Ed. Students**<br>**Activities:**<br>c. Orientation about management of children with hearing impairment in inclusive classrooms (at least 2 orientation programmes) | **Task 3: Learning Support (45 hours)**<br>**Setting:** Teacher training institute offering diploma / degree teacher training programme<br>**Activities:**<br>• Coaching support to weak performers for achieving the content mastery |
| | **Task 4: Library Support (15 hours)**<br>**Setting:** Teacher training institute offering diploma / degree teacher training programme<br>**Activities:**<br>• Supporting the students and faculty members in identifying offline and online resources including reference books and journals |
| | **Task 5: Evaluation Support (15 hours)**<br>**Setting:** Teacher training institute offering diploma / degree teacher training programme<br>**Activities:**<br>• Assisting faculty in developing tests; observing internal test/ examination activities; evaluation class test papers and reporting under faculty<br>• Supporting the coordinator and faculty members in compiling marks for calculation of IA |

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|  | **Task 6: Research Support (45 hours)**<br>**Setting:** Teacher training institute offering diploma / degree teacher training programme<br>**Activities:**<br>• Preparing a research proposal for the organisation under guidance of faculty based on their needs and available resources |
|  | **Submissions (12 hours for journal & report preparation)**<br>• For all tasks: Journals with reports and reflections |