




1. Programme's Mission & Objectives

Mission:

The aim of the M. Ed. Special Education in Intellectual Disability (I.D.)- ODL programme is of preparing teachers as education leaders. The major thrust of the M. Ed. Spl. Ed. programme would be professional preparation of teacher educators who would through this process be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development of teachers. They would need to be necessarily equipped with the core competencies and knowledge related to teacher education, its philosophical underpinnings, research methodology, curriculum planning and be aware of best practices in the field of pedagogical interventions and adaptations for children with disabilities. A person qualified in M.Ed. Special Education can serve as Master Trainer to teach Special Educators undergoing training at Diploma or Graduation levels in Special Education in specific disability. In addition, they can assume the role of Researchers, Leaders, Capacity Builders, Developer and Catalysts in the area of Special Education.

Objectives:

The M. Ed. Spl. Ed. (I.D.)- ODL programme promotes three shared philosophical stances that underlying the longstanding tradition of preparing teacher educators to be education leaders. Teaching as inquiry, teaching as curriculum creation, and teaching for social justice are examples of these stances. The program's goals are as follows:

-  Assist potential teacher educators in taking the lead in advocating for and meeting the educational needs of children with disabilities in a variety of settings.
-  Provide opportunities for teacher educators to gain specialized leadership skills in curriculum, pedagogy, and universal design.
-  Build theoretical knowledge and skills in research methodologies and conducting research in order to enhance education of children with disabilities in all settings.

2. Relevance of the program with HEI's Mission and Goals

The Open and Distance Education Programme is being offered jointly by NSOU and RCI. It aims to develop professionals for Special Education within a broad perception of Education in the Twenty First Century. The Open and Distance Education Programme aims to develop professionals for Special Education within a broad perception of Education in the Twenty First Century in the ensuing Age of IT Revolution and Globalization. Within this broad perception the so called disabled are perceived as differently abled and that teaching is not a profession but a mission. The programme aims to educate and train the aspirants to become agents of change as teacher-professional by imbibing required knowledge, understanding, attitude and skill. The education and training will enable them to tap the hidden talents and potentialities buried in the differently abled; develop in them faith as well as sense of freedom, self-respect and dignity not only to stand

on their own legs but also to contribute their services to the society and the nation.

3. Nature of prospective target group of learners

Target Group of Learners:

The admission for the degree of M. Ed. Spl. Ed. (I.D.)- ODL degree shall be open to:

- a) A candidate who has successfully passed B. Ed Spl. Ed. with minimum 50% marks in respective disability area from a recognized university or any other degree considered equivalent to B. Ed Spl. Ed. from an affiliating university and/ or teaching department under any University recognized by U.G.C. with RCI registration.
- b) A candidate who has successfully passed the B.Ed. General course and has successfully completed Diploma in Education Special Education in respective disability area recognized by the Rehabilitation Council of India with minimum 50 per cent marks in each course.
- c) **Candidate should have valid RCI registration.**

4. Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence

The annual turnover of professional manpower trained through the regular institutions is unable to meet the demand of trained manpower in the area of special education and rehabilitation. The Rehabilitation Council of India opted for the Open and Distance Learning (ODL) mode of curriculum transaction to achieve its vision in rendering services to all the people with disabilities in India and providing them age and disability appropriate continuum of rehabilitation services. As a result, Need based and innovative Special Education Programmes through Distance Mode were initiated by the Council in 2001 in collaboration with MPBOU, Bhopal. The Council later on launched more such programmes in collaboration with 11 other universities including Netaji Subhas Open University through signing of Memorandum of Understanding (MoU) with them.

5. Instructional Design

Duration of the Programme:

2 and ½ years (05 Semesters of Six-month duration)

Programme Structure & Semester wise Course Details:

SEMESTER-WISE STRUCTURE OF M. ED. SPL. ED. (I.D.)-ODL

SEMESTER I

COURSE CODE	COURSE TITLE	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
A1	<i>DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION</i> Unit 1: An Overview of Development of Education System Unit 2: Issues in Indian Education with Special Reference to Persons with Disabilities Unit 3: Policies and Legislations for Education & Special Education Development of Special Education in India Unit 4: Quality Issues in Education Unit 5: Current Trends and Future Perspective	4	20	80	100
A2	<i>PSYCHOLOGY OF DEVELOPMENT AND LEARNING</i> Unit 1: Overview Educational Psychology Unit 2: Understanding the Development of the Learner Unit 3: Cognition and Information Processing Unit 4: Motivation, Learning and Personality Unit 5: Psychological Aspects of Teaching	4	20	80	100
B8	<i>IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH MENTAL RETARDATION/ INTELLECTUAL DISABILITY</i> Unit 1: Overview of Intellectual Disability Unit 2: Screening, Identification, Assessment and Diagnosis Unit 3: Identification of Needs Unit 4: Use of Assessment Information Unit 5: Emerging and Future Issues	4	20	80	100
E - 1	<i>PRACTICAL RELATED TO DISABILITY</i>	4	50	50	100
	TOTAL	16	110	290	400

SEMESTER II

COURSE CODE	COURSE TITLE	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
A3	<i>RESEARCH METHODOLOGY AND STATISTICS</i> Unit 1: Scientific Knowledge and Research Unit 2: Types and Methods of Research	4	20	80	100

	Unit 3: Methods of Quantitative Analysis Unit 4: Qualitative Research Methods and Analysis Unit 5: Preparing Research Proposal & Report				
A4	<i>CURRICULUM DESIGN & DEVELOPMENT</i> Unit 1: Nature of Curriculum Unit 2: Approaches & Types of Curriculum Development Unit 3: Principles of Curriculum Construction Unit4: Curriculum Development & Instructional Design Unit 5: Critical Issues in Curriculum	4	20	80	100
B9	<i>CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH MENTAL RETARDATION/ INTELLECTUAL DISABILITY</i> Unit 1: Curriculum Development Unit 2: Teaching Approaches Unit 3: Curricular Domains & Levels Unit 4: Instructional Programs and Methods Unit 5: Teaching Strategies & TLM	4	20	80	100
E2	<i>PRACTICAL RELATED TO DISABILITY</i>	4	50	50	100
TOTAL		16	110	290	400

SEMESTER III

COURSE CODE	COURSE TITLE	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
A6	<i>PERSPECTIVES IN TEACHER EDUCATION - IN-SERVICE AND PRE-SERVICE</i> Unit 1: Understanding Teacher Education (TE) Unit 2: TE and Education of Children with Disabilities Unit 3: Pre-service TE in Education of Children with Disabilities Unit 4: Continued Teacher Development Program Unit 5: Issues and Challenges in TE for Education of Children with Disabilities	4	20	80	100
A7	<i>EDUCATIONAL EVALUATION</i> Unit 1: Foundations in Evaluation Unit 2: Scope of Evaluation	4	20	80	100

	Unit 3: Teaching-learning and Evaluation Unit 4: Programme Evaluation & Review Unit 5: Current Trends in Evaluation				
B11	<i>THERAPEUTICS AND ASSISTIVE DEVICES INDIVIDUALS WITH MENTAL RETARDATION/ INTELLECTUAL DISABILITY</i> <ul style="list-style-type: none"> • Unit 1: Language Speech and Communication • Unit 2: Physiotherapy • Unit 3: Occupational Therapy • Unit 4: Behaviour Modification • Unit 5: Assistive Devices 	4	20	80	100
D	<i>DISSERTATION*</i>				
F1	<i>FIELD ENGAGEMENT/ INTERNSHIP AS A TEACHER EDUCATORS</i>	4	50	50	100
	TOTAL	16	110	290	400

SEMESTER IV

COURSE CODE	COURSE TITLE	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
A5	<i>INCLUSIVE EDUCATION</i> Unit 1: Perspectives in Inclusive Education Unit 2: Covenants and Policies Promoting Inclusive Education- A Critique Unit 3: Building Inclusive Schools Unit 4: Building Inclusive Learning Environments Unit 5: Planning for Including Diverse Learning Needs Unit 6: Collaborations	4	20	80	100
B10 <i>INTELLECTUAL DISABILITY</i>	<i>ADULTHOOD AND FAMILY ISSUES</i> Unit 1: Human Growth & Development in Adulthood Unit 2: Family and Adult with Intellectual Disability Unit 3: Gender, Sexuality and Marriage Related Issues Unit 4: Disability Issues – Community Unit 5: Adulthood and Family Training	4	20	80	100
	ELECTIVE COURSES	4	20	80	100

C14	GUIDANCE AND COUNSELING Unit 1: Education and Career Guidance Unit 2: Vocational Guidance Unit 3: Fundamentals of Counselling Unit 4: Group approaches in Vocational Counselling and Guidance Unit 5: Assessment in Educational and Vocational Guidance and Counselling				
D	DISSERTATION**				
F2	FIELD ENGAGEMENT / INTERNSHIP AS A TEACHER TRAINER	4	50	50	100
	TOTAL	16	110	290	400

SEMESTER V

COURSE CODE	COURSE TITLE	CREDITS	INT MARKS	EXT MARKS	TOTAL MARKS
D	DISSERTATION	16	200	200	400
	TOTAL	16	200	200	400
Grand Total in Two and Half Years Course		80	640	1360	2000

**Teacher Educators need to select a problem for investigations and provide the necessary supportive and explanatory information as needed. Teacher Educators need to present the synopsis of their work at the end of the Third Semester.*

*** During Fourth Semester, the Teacher educator have to conduct review of literature and develop relevant tools for their research projects (on special children in their respected fields).*

Faculty and Support Staff Requirement:

The NSOU has government sanctioned posts of teachers and non-teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches. The details of internal faculty members and officers are available in the University Website viz. www.wbnsou.ac.in

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	-----	-----
2	Associate Professor	-----	-----
3	Assistant Professor	HQ and RC	05

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant cum Typist	RC	01

Instructional Delivery Mechanisms:

The NSOU follows a modern ICT enabled approach for instruction. The methodology of instruction in NSOU is different from that of the conventional/regular programs. Our ODL system is more learner-oriented and the learner is an active participant in the teaching-learning process. Most of the instruction is imparted through a blended mode i.e. a combination of distance as well as face to face approach.

NSOU academic delivery system comprises:

Print Material: The printed material of the programme is supplied to the students in batches of blocks for every course. A block which comes in the form of a booklet generally comprises 3 to 5 units.

Audio-Visual Material Aids: The learning package contains audio and video programmes which have been produced by the UNIVERSITY for better clarification and enhancement of understanding of the course material given to the student. A video programme is normally of 25-24 minutes' duration. The video programmes are delivered using laptop/desktop or a mobile app.

Counselling Sessions: Normally, counselling sessions are held as per a schedule drawn beforehand by the Study Centre Coordinator. They are held on weekends, i.e., Saturday and Sunday. The Counselling sessions shall be organized in the form of tutorials and not as teaching sessions as the learning materials provided to the learners shall perform the teaching function.

Online/Virtual Classes: Additionally, NSOU, THE UNIVERSITY conducts live/virtual classes using technology. These are pre-calendared classes where the university faculty or external experts are invited to conduct live sessions for students. Students are able to ask questions and the instructor is able to answer questions after the lecture using technology.

Distribution of SD Card: SD card containing audio visual lectures and soft copy of SLM for all semesters are given to the enrolled learners.

Board of Studies (BoS) meeting is conducted once in a year or as and when required regarding different pertinent issues related to M. Ed. Spl. Ed. (I.D)- ODL course.

Medium of Delivery: Bengali and English

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)

Face to Face Mode	PCP	yes	18 Days in each Semesters= 90 days with 6hrs in each day i.e 540 hrs
	Tutorials/ Special Classes/ Remedial Classes/ Academic Counselling	yes	140 hrs
	Seminar/ Research Colloquium	yes	12 hrs
	Workshop	yes	48 hrs (2 Day x 4 Semester x 6Hrs)
	School Based activities and Internship	yes	360 hrs
	Micro Teaching Sessions	No	_____
	Laboratory based Practical	No	100 hrs
	Field Work including Visits/ Dissertation	yes	300 hrs
	Extension Activities/ Community Outreach Programmes	yes	36 hrs
	Self- Learning	SLMs	yes
Reference Books			
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	yes	100 hrs
	Offline DVD/SD Card/USB Drive		
	Telecommunications		
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)		
Blended	Smart Classrooms	yes	18 hrs
	Flipped Learning		

6. Procedure for admissions, curriculum transaction and evaluation

The detail syllabus will follow the Rehabilitation Council of India, 2015 Regulations.

Admission Process:

Admission to the M. Ed. Spl. Ed.- ODL will be done on the basis of **Academic Merit only**. **On the basis of on- line submission of Application**, the University shall prepare a **Provisional Merit List** without verification of the accuracy and authenticity of the data submitted by the applicants. The rank of the

Provisional Merit List may change due to any inaccuracy/ disparity and lack of authenticity of the data entered. Applicants shall remain responsible for the inaccuracy/ disparity and lack of authenticity of the data entered and the candidature may be denied at any stage of admission and even during the continuation of the programme. **Admission will be offered only through Central Counselling process** by the University after verification of the accuracy/ disparity and authenticity of the data entered based upon the Provisional Merit List provided.

Admission shall not be a right to the students and NSOU shall retain the right to cancel any admission at any given point of time if any irregularity is found in the admission process, eligibility etc.

Eligibility:

The admission for the degree of M. Ed. Spl. Ed. (H.I/ I.D)- ODL degree shall be open to:

- a) A candidate who has successfully passed B. Ed Spl. Ed. with minimum 50% marks in respective disability area from a recognized university or any other degree considered equivalent to B. Ed Spl. Ed. from an affiliating university and/ or teaching department under any University recognized by U.G.C. with RCI registration.
- b) A candidate who has successfully passed the B.Ed. General course and has successfully completed Diploma in Education Special Education in respective disability area recognized by the Rehabilitation Council of India with minimum 50 percent marks in each course.

Total Course Fee:

Rs. 85,000/- (Rupees Eighty-Five Thousands) for the two and half year duration Course which will be collected in two instalments.

Financial Assistance: At present no financial assistance is provided for this course.

Curriculum transaction and Evaluation:

Face to face counselling is arranged by the Department of Special education. School Based activities, teaching sessions, Field Visits, Seminar or workshop on relevant topics are arranged as per requirement of the curriculum. SLMs are provided to all learners along with SD card containing A-V Lectures on relevant topics for facilitating self-learning. Updated information are regularly shared through sms service, Google Group, WhatsApp group, Facebook page etc.

There are two components of evaluation. Internal assessment/ home assignment for **each theory paper carries 20% weightage. The final Theory examination will be held on Semester wise and carries 80% weightage. Practical examination will be held semester-wise with 40% weightage for Internal and 60% weightage for External Examiner.**

Updated Notification for its Learners:

University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered.

Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through its official website and registered mobile number of the learners.

7. Requirement of the laboratory support and Library Resources

NSOU maintains well-equipped Central Library and Departmental Libraries with adequate number of prescribed textbooks and reference books in Special Education, CDs, Encyclopaedias, Journals of Teacher Education and Distance Education. In addition, Self-instructional material in sufficient quantity is available in the library.

Special Educational Lab, Speech Intervention lab, TLM Lab, ICT Lab, Psychology Lab and Resource room are made available for the learners.

8. Cost estimate of the programme and the provisions

A Committee was constituted to work out on the Fee Structure for the M. Ed. Spl. Ed. (I.D.)- ODL program. The Committee worked out the cost benefit analysis and proposed the quantum of Fees accordingly. The proposed fees amounts to **Rs. 85,000/- (Rupees Eighty-Five Thousands)** for the two and half year duration Course. Therefore, the estimated cost of the programme was fixed to **Rs. 85,000/- (Rupees Eighty-Five Thousands)** per learner which may be collected in Two instalments.

9. Quality assurance mechanism and expected programme outcomes

A. NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.

- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.