Netaji Subhas Open University

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M.Ed. Special Education (*Intellectual Disability*)-ODL

Practical Manual & Dissertation Guide

**A COLLABORATIVE PROGRAMME OF
NETAJI SUBHAS OPEN UNIVERSITY
AND
REHABILITATION COUNCIL OF INDIA**

M. Ed. Special Education
Intellectual Disability (I.D.)- ODL

PRACTICAL MANUAL
&
DISSERTATION GUIDE

Prologue

I am delighted to write this foreword for the Self Learning Materials (SLM) of M. Ed. in Special Education (ODL). The M Ed in Special Education in ODL mode is a new academic program to be introduced at this University as per NOC issued by the Rehabilitation Council of India, New Delhi and subject to approval of the program by the DEB-UGC.

I must admire the emulation taken by the colleagues from School of Education (SoE) of NSOU for developing the Course Structure, Unit wise details of contents, identifying the Content Writers, distribution of job of content writing, editing of the contents by the senior subject experts, making DTP work and also developing E-SLMs of all the Papers of the M. Ed. Spl. Ed. (I.D)–ODL program.I also extend my sincere thanks to each of the Content Writers and Editors for making it possible to prepare all the SLMs as necessary for the program. All of them helped the University enormously. My colleagues in SoE fulfilled a tremendous task of doing all the activities related to preparation of M. Ed. in Spl. Edn. SLMs in war footing within the given time line.

The conceptual gamut of Education and Special Education has been extended to a broad spectrum. Helen Keller has rightly discerned that *"Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding-line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding line, and no way of knowing how near the harbour was. "Light! Give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour."* So education is the only tool to empower people to encounter his/her challenges and come over being champion. Thus the professional Teacher Education program in Special Education can only groom the personnel as required to run such academic institutions which cater to the needs of the discipline.

I am hopeful that the SLMs as developed by the eminent subject experts, from the national as well as local pools, will be of much help to the learners. Hope that the learners of the M. Ed. Spl. Edn. program will take advantage of using the SLMs and make most out of it to fulfil their academic goal. However, any suggestion for further improvement of the SLMs is most welcome.

Professor (Dr.) Subha Sankar Sarkar
Vice-Chancellor, NSOU

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M. Ed. SPECIAL EDUCATION
Intellectual Disability (I.D.)- ODL

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The Self Instructional Material (SIM) is prepared keeping conformity with the M.Ed.Spl. Ed.(I.D.) Programme as prepared and circulated by the Rehabilitation Council of India, New Delhi and adopted by NSOU on and from the 2021-2023 academic session.

Netaji Subhas Open University

M. Ed. Special Education (ID)

CONTENT

SECTION I : PRACTICAL MANUAL

M.Ed. Special Education (Intellectual Disability)-ODL

Objectives

After completion of the practicum you will be able to -

1. Prepare Teacher Made Test (TMT) according to the level and needs of the child.

2. Administer TMT effectively and prepare a report.

3. Develop competency in teaching at Diploma and B. Ed. programmes.

4. Develop competency in technology-based teaching learning process.

5. Assess the child using formal and informal tools and identify the specific learning problems.

6. Write a comprehensive assessment report by analyzing and interpreting the data.

7. Develop an appropriate education plan, annual goals, short term objectives methods & materials.

8. Implement IEP effectively and evaluation.

9. Implement IEP for a period of minimum 15 sessions (each session lasting for not less than 45 minutes).

10. Write a report on IEP.

11. Develop competency in school administrative activities.

Introduction

Programming for children with intellectual disabilities is gaining focus and importance in India. The inclusion of Intellectual disabilities in the different disability's acts introduced by the Govt. of India is a major step in this direction. In addition, initiating recognized courses by RCI in the area of intellectual disabilities at various levels including Diploma, Graduation, and Post graduate levels is another major step to generation of human resources in India.

In order to reach the unreached, NSOU is offering M. Ed Special Education in Intellectual disabilities under its Open and Distance education programme governed by its statutory body Rehabilitation Council of India. The aim of this programme is to professionally equip and prepare teacher educators with 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.

M. Ed Special Education (I. D) is a 2½ year duration programme and is spread over 5 semesters. The curriculum comprises of core papers, specialization, optional papers and practicums. The course provides self-learning material which is written by the experts in this field. The Practical manual is written to help the teacher educators to understand and reflect on teaching learning process, the application of theories, as hands-on reflective practice. The manual presents in a compact form, information on a variety of practicum related components like assessment techniques, preparation of Teacher Made Tests (TMT) , teaching at preservice level. and management of behaviour problems which have direct relevance to children and adults with intellectual disabilities.

Practical Syllabus

M.Ed. Special Education (Intellectual Disability)-ODL

Area E- Practical Related to Disability

	Area E 1	Preparation & administration of Teacher Made Test (TMT)	Total Credits:04	Hours: 120	Marks: 100
Semester I		Each Teacher Educator is expected to prepare and administer TMT under the guidance of a Supervisor. Student educators are expected to submit 2 copies of the typed report of the same in detail consisting of conceptual background, rationale, methodology adopted in the preparation of TMT. Students must present the same in a seminar. The performance will be jointly evaluated by the external and internal examiners followed by vivavoce.			

	Area E 2	Teaching Practice administration of Teacher Made Test (TMT)	Total Credits:04	Hours : 120	Marks : 100
Semester II	Each Teacher Educator is expected to prepare 8 Lecture Plans for Classroom Teaching at Diploma (4) and Graduate (4) courses, out of them 2 will be ICT-based, one at Diploma and one at Graduate level. All lectures will be guided and supervised by the concerned practical coordinator. Each student will be allotted 2 classes for peer observation. When selecting the lessons, at least one lecture will be taught using innovative pedagogy and one lesson will be taught utilising technological integration. Out of total 8 lectures, 6 will be guided and 2 will be submitted independently by the trainees for evaluation. Trainees have to submit the Teaching Practice Record along with the approved lesson plans with evaluation remarks signed by the practical supervisor and course coordinator of the class taught. The final Lesson Plan will jointly be evaluated by the external and internal examiners followed by Viva-voce.				

Area F - Field Engagement/ Internship as Teacher Educators					
	Area F 1	Internship as a Teacher Trainer	Total Credits:04	Hours: 120	Marks: 100
Semester III	The internship involves a compulsory placement with a teacher training institute / college running courses of specific specialization. The internship will be organized for a duration of four weeks. Each student trainee is expected to undertake 1O lectures and do practical supervision of practice of teaching lessons of teacher educators enrolled in Diploma/ B.Ed. Sp!. Ed. programs in topics from the respective curriculum. The student has to undertake any such duties as assigned by the Principal/ In-charge / HoD of the teacher training institute. **Note				

	Area F 2	Field Engagement/ Internship	Total Credits:04	Hours: 120	Marks: 100
Semester IV	This part of the internship involves associating with a field site relevant to the area of specialization. Students will take up internships in organizations working in the field of Intellectual Disability/ Disability Rehabilitation for a duration of four weeks. These may include Govt./ Autonomous organizations/ NGOs / CBR projects/ Special Schools/ Inclusive schools etc. The internship would be guided by the faculty supervisor from the parent organization who would focus on enabling the student to develop linkages between "Specialization-required courses" and "Specialization-elective courses." Organizations for an internship will be selected in accordance with opportunities to observe relevant activities where the teacher educators will be able to : 1. Elicit information from parents and professionals the relevant information about one child with a Specific Disability. 2. Assess the child with a Specific Disability, using formal and informal tools and identify the specific learning problems. 3. Write a comprehensive assessment report by analyzing and interpreting the data collected as above 4. Develop an appropriate educational plan (IEP) (current level, annual goals, short term objectives, methods, and material and evaluation) 5. Collaborate with the class teachers and related professionals to implement the IEP. 6. Implement IEP for a period of a minimum of 15 sessions (each session lasting for not less than 45 minutes) 7. Make class visits to support the student when the regular teacher teaches and collaborate with the class teachers. 8. Evaluate the child and make a report **Note

**Note	**School Administrative Responsibilities** This part of Internship will include school administrative responsibilities such as preparing report card, preparing awareness manuals for parents, community, developing TMT in particular area/ grade, holding PTM., preparing question paper, editing question paper, Monitoring day to day activity-starting from assembly ending with handing over children to parents. Conduct workshop for teachers/ children/ parents etc. All the activities are compulsory during the Internship session. But Report of any 8 of the 25 Activities (for each III & IV Semester) are to be submitted in writing to the University Department for evaluation.

Unit - 1 □ Preparation & Administration of Teacher Made Tests (TMT)

Structure

1.1 Objectives

In this practical paper, the Teacher Educators are expected to develop and administer Teacher Made Test. Using the guidelines provided the teacher educator is expected to implement the TMT and achieve competencies in the following:

a. Identifying the types of teacher-made tests.

b. Drawing general rules/guidelines in constructing the test.

c. Designing a customized test that matches the learning goals and content of the class.

d. Cater to the needs of the individual child in the classroom.

e. Apply theories in real classroom situations

f. Prepare tests designed to operate within the restricted situation of a given classroom.

g. Develop & implement their lesson plans using the appropriate teaching pedagogy and strategy.

1.2 Introduction

Assessment and evaluation are integral part of the teaching learning process. Tests are classified into two categories, namely, non-standardized tests that are commonly known as teacher made tests and standardized tests. Teacher made tests are generally used in classrooms as they are aligned to curriculum and measures the outcomes. Teacher-made test is designed to solve the problem or requirements of the class for which it is prepared.

Unlike standardized tests, which is given to students in a very consistent manner; in the sense that the questions on the test are all the same, the time given to each student is the same, and the way in which the test is scored is the same for all students.

Teacher-made tests are normally prepared and administered for testing the classroom achievement of students, evaluating the method of teaching adopted by the teacher and other curricular programmes of the school. It is very much flexible so that, it can be adopted to any procedure and material. It does not require any sophisticated technique for preparation.

1.3. Concept And Importance of Teacher-made Test

Concept of Teacher Made Test

Teacher-made tests are those that are constructed by teachers for use largely within their classrooms. Thus, teacher made achievement tests are those that are constructed by the teacher to assess learning progress of the students and also to identify if there is any learning difficulty to that particular content/ concept. Preparing and using teacher-made test in teaching and learning is a regular task of teachers. These tests would likely to reflect what was actually taught in classrooms. The distinguishing feature of these tests is that they are constructed by the teachers and covered only the materials taught in

a particular course and unit within the course. They are not field tested and revised and they are not administered to a norm group. A particular test is prepared for a particular class, probably have never been given to any other classes. Thus, teacher-made tests are developed for a specific situation, on the basis of a specific set of objectives and a specific group and they are prepared for a single administration. The content of these tests is more circumscribed being based on the curriculum of a particular course of a school. There is a need for properly planned and carefully prepared teacher made tests to evaluate knowledge of the content taught in the class.

Classroom tests or teacher-made tests can be used for a variety of instructional purposes and these can best be described in terms of their location in the instruction process (Merther, 2005). Dandis (2013) states that teacher-made tests can be given at the beginning of an instructional segment to determine whether pupils have already achieved the objectives of planned instruction. Ogunniyi (2006) argues that, teacher-made tests serve as good indicators in monitoring the success of teacher student material instruction. Teacher-made tests provide feedback so that teachers can shift the emphasis of their instruction and provide remedial activities before the next lesson (Kolwale, 2010).

Features of Teacher-Made Tests

- The items of the tests are arranged in order of difficulty.

- These are prepared by the teachers which can be used for prognosis and diagnosis purposes.

- The test covers the whole content area and includes a large number of items.

- The preparation of the items conforms to the blueprint.

- Test construction is not a single man's business, rather it is a cooperative endeavour.

- A teacher-made test does not cover all the steps of a standardised test.

- Teacher-made tests may also be employed as a tool for formative evaluation.

- Preparation and administration of these tests are economical.

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- The test is developed by the teacher to ascertain the student's achievement and proficiency in a given subject.

- Teacher-made tests are least used for research purposes.

- They do not have norms whereas providing norms is quite essential for standardised tests.

Purpose of Teacher Made Test

According to Gronlund (1981) TMTs can be used for a variety of instructional purposes. They are:

- To measure whether students possess the pre-requisite skills needed to succeed in a unit or course or to what extent students have already achieved the objectives of the planned instruction (Placement Evaluation);

- To monitor students' learning progress and to provide ongoing feedback to students and teacher about the success of the teaching-learning process (Formative Evaluation);

- To identify students' learning difficulties in any areas of learning, to investigate the causes of the learning difficulties and to provide adequate remedial instruction to maintain the gap of learning. Though every achievement test has some diagnostic value, but to diagnose the learning difficulties in detail, one cannot totally rely upon an achievement test

- To assign grades and certify the students at the completion of any semester, year or entire programme (Summative evaluation).

Steps/Principles of Construction of Teacher-made Test

A teacher-made test does not require a well-planned preparation. Even then, to make it more efficient and effective tool of evaluation, careful considerations arc needed to be given while constructing such tests.

To develop Teacher Made Test the following steps should be followed:

a) Determine the purpose and objectives of the test, 'as what to measure and why to measure'.

b) Decide the length of the test and portion of the syllabus to be covered.

c) Specify the objectives in behavioural terms. If needed, a table of specification (blueprint) can be prepared and weightage given to each topic / content to be measured.

d) Decide the number and types of items (questions) according to blueprint.

e) Have a clear knowledge and understanding of the principles of constructing essay type, short answer type and objective type questions.

f) Decide on the way each test item would be scored

g) Decide date of testing much in advance in order to give time for test preparation and administration.

h) Seek the co-operation and suggestion of co-teachers, experienced teachers of other schools and test experts.

i) After construction, test items should be given to others for review and for seeking their opinions on it.

j) Direction is an important part of a test construction. The directions should be simple and adequate to enable the students to know:

      (i) The time for completion of test,

      (ii) The marks allotted to each item,

      (iii) Required number of items to be attempted,

      (iv) How and where to record the answer? and

      (v) The materials, like graph papers or logarithmic table to be used.

Importance of Teacher-Made Tests

1. Assists the teacher to ascertain whether the class is functioning at a normal, average, above average or below average pace.

2. Aids the teacher in formulating new strategies for teaching and learning.

3. An achievement test which covers the entire content of a subject.

4. Measures students' academic achievement in a given course.

5. Assesses how far specified instructional objectives have been achieved.

6. Recognises the efficacy of learning experiences.

7. Diagnoses students learning difficulties and to suggest necessary remedial measures.

8. Certifies, classifies or grades the students on the basis of resulting scores.

9. Supports the teacher in rendering guidance and counselling.

10. Administered as a tool for formative, diagnostic and summative evaluation.

11. Assesses pupils' growth in different areas.

1.4. Development of Teacher Made Test

The teacher-made test is the major basis for evaluating the progress or performance of the students in the classroom. Tests are tools utilized by the teachers to evaluate their teaching and students' learning to improve instruction, curriculum and consequently compute grades.

The following are the steps in developing a teacher-made test.

1. Planning the Test:

In planning the te st, the teacher should list the objectives of the subject, the purpose for which the test is being administered, the availability of facilities and equipment, the nature of the testee, the provision for review and the length of the test.

2. Preparing the Test:

The process of writing test items requires time and effort. It also requires skill and proficiency on the part of the writer. A test writer should master the subject matter he/she is teaching, must understand his testee, must be skillful in verbal expression and should also be familiar with various types of tests.

3. Reproducing the Test:

In reproducing the test, the person who will be typing should be very careful while duplicating the test items. Checking and rechecking should be done to rule out the typographical errors.

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4. Administering the Test:

Test should be administered in an environment which is familiar to the students, proper sitting arrangements should be done, clear instructions and any corrections if required should be made before the start of the test, distribution and collection of papers maybe he planned, and time allotted for the test should be written clearly on the board or on the test sheet.

5. Scoring the Test:

The best procedure in scoring objective test is to give one point of credit for each correct answer. Scores should be given properly as per the type of the questions. Scores should also be written clearly after each question. There is no negative marking

6. Evaluating the Test:

The test is evaluated as to the quality of the student's responses and the quality of the test itself.

7. Interpreting Test Results:

Standardized achievement tests are interpreted based on norm tables. Table of norms are not applicable to teacher-made test. In teacher made test the flexibility of interpreting the test results is given to the teachers.

Types of Teacher-Made Tests:

Essay Tests:

This test provides questions in which students have to give subjective answers, rather than select, the appropriate answer. Usually, in this type of test the students compose a response in more than one sentence or a paragraph. Essay tests allow students to demonstrate their ability to recall, organize, synthesize, relate, analyse, and evaluate ideas, and all of these good learning skills must reflect in their answers to the questions. The major advantage is that the essay type tests provide students with an opportunity to integrate and apply their thinking and problem-solving skills creatively.

Constructing essay type test questions:

In preparing essay type questions, teachers commonly find it helpful to keep the following suggestions in mind.

1. Frame the question with sufficient specificity so that the students know what they are

asked to do. A void vague question with ambiguous wording.

> For example:
>
> Poor: What is Air Pollution?
>
> Better: Explain the definition of a "Air Pollution" and its effects on human beings.

2. The question should be written in a way that will elicit the desired response in terms of objectivity and evidence. This is especially important in asking students a question dealing with a controversial issue. Asking students "what is your opinion" or "what do you think" provides no basis for arriving at a generally acceptable answer. Instead, students should be asked to give evidence and arguments in support of one or another position.

> For example:
>
> Poor: What is your opinion regarding the spread of COVID 19 pandemic?
>
> Better: Considering the spread of COVID 19 pandemic, you are asked to outline the role of a responsible citizen to control the spread of the pandemic.

3. Whenever possible we should frame the question in a novel manner.

> For example:
>
> Poor: Explain the effect of "Air Pollution" in the city compared to the village area.
>
> Better: You are planning to purchase a house in a Village area? Give the reasons for your choice.

Objective-Item Tests:

Objective-item tests are of two types. The supply type asks the student to provide a short answer or to complete a blank. The select type provides the student with alternative responses in the form of matching, true-false, or multiple-choice items.

> For example:
>
> Supply Type:
>
> What is the colour of an apple? Or
>
> The apple is _____
>
> Select type:
>
> The colour of an apple is _____

| a. Red |
| b. Blue |
| or |
| The apple is red. True/ False |

Short Answer Tests:

Short answer item tests are of two types:

A.   Simple Direct questions (e.g. Who was the first prime minister of the India?) and

B.   Completion Items (e.g. The name of the first prime minister of the India is.........)

These short answer items can be answered by a word, phrase, number or symbol. The short answer test is a cross between essay and objective tests.

Short-answer items have a number of advantages. First, they reduce the likelihood that a student will guess the correct answer. Second, they are relatively easy for a teacher to construct. Third, they are well adapted to mathematics and sciences where specific types of knowledge are tested. Fourth, they are consistent with the logical question-and-answer format as straight forward to the point, no tricks.

1.5. Format For Submission of Report

I.   General Information

In this section you are instructed to provide the following details of the student with Intellectual Disability allotted to you for preparing teacher made test

- Identification Data

    Name of the Child

    Age of the Child

    Gender

    Educational Status

    School

    Language Spoken

- Demographic Data

  Fathers Name

  Fathers Education

  Fathers Occupation

  Mothers Name

  Mothers Education

  Present Address

  Permanent Address

  Monthly Income
- Present Complaints
- Personal History- Pre-Natal, Natal, Post-Natal
- Family History
- Pedigree
- Developmental History
- Medical Details of the Child
- Psychological Assessment details
- Therapeutic history (if any)

II. Conceptual Background

- School History of the Child.
- Strengths /Current Level of the Child

ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARA CTERI STICS:
Current levels of academic knowledge/ functioning and skill areas, including activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information and learning style.
Current Level & Strengths:
• Academic (Subjects & Key Competencies) • Skills • Adaptive Behaviour • Planning ?? (is this from the above table?)

III. Rationale

- The purpose for which the test is being administered.
- The availability of facilities and equipment
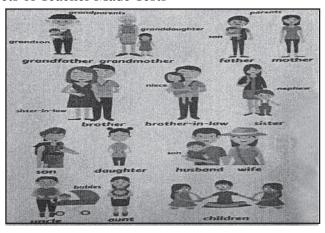- The nature of the testee.

IV. Methodology adopted:

In this section you are expected to write in details

- The method implemented in constructing the teacher made test.
- The types of questions selected for the test along with the justification.
- Administering the test
- Scoring of the teacher made test
- Interpretation of the test results
- Review of the test (if required)
- Ethical Consideration: The parents should be informed about the purpose of assessment of the child and assurance should be given about the confidentiality of the information gathered. The format for 'Informed Consent' should be duly filled up and attached with the report.

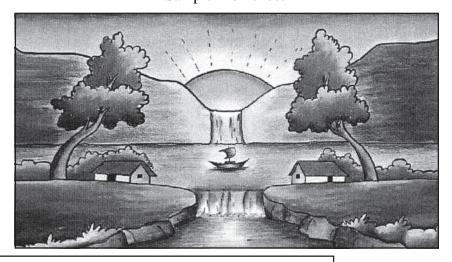## 1.6. Example

Sample Worksheets of Teacher Made Tests

> 1.How many members are there in youfamily?
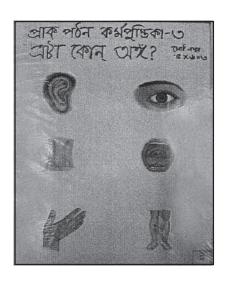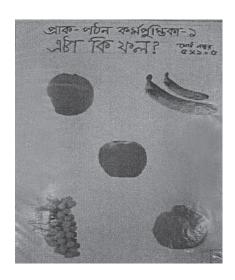>
> 2. Name the family members.

Sample Worksheet 2

See the Picture and answer the following questions:
1. How many trees are there in this picture.
2. What is the colour of the river?
3. How many huts are seen in this picture.

Sample Worksheet 3   Sample Worksheet 4

Sample Worksheet 5   Sample Worksheet 6

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Unit 2: Teaching Practice : Lactures at Pre-service and/or in Service Levels

Structure

2.1 Objectives

2.2 Introduction

2.3 Various ways of lecturing

2.4 Use of Technology

2.5 Format for Submission

       I.   Lesson Plan Template

      II. Peer observation Template

     III. Rubric for Teacher Evaluation

2.6 Example

2.7 Reference

2.1 Objectives

In this practical component, the Teacher Educators are expected to take practice lectures. By carry out the practical using the guidelines provided, the teacher educator is expected to achieve competencies in the following:

a.   Critically examine ways of lecturing

b.   Practice some of the prominent ways in the actual classroom situation

c.   Reflecting upon various ways of explaining a concept or theory

d.   Practice some of the prominent ways of explanation.

e.   List various parameters of a good lecture

f.   Make proper use of suitable technology during lecturing

2.2 Introduction

Teaching practice is an important part of the teacher preparation process. It provides student instructors with real-world teaching and learning experience. A teacher educator

is given the opportunity to test out the art of teaching during teaching practice before entering the real world of teaching. Teacher educators recognize the importance of teaching practice, which they regard as the essence of their preparation for the teaching profession. According to Mentor, it provides a "real interface" between student hood and participation in the classroom. So as student instructors begin their teaching learning process, they experience a mixture of anticipation, worry, excitement, and uneasiness.

You are working in special education, a subject that not only prepares you to teach but also requires you to learn. If you want to be a teacher for a long time, you will need to be a lifelong learner. During your M. Ed SE ID, you will master a variety of skills that will assist you in carrying out required activities in your teaching career. Lectures at higher education (D. Ed &B. Ed) will be one of the most significant activities that you will engage in throughout your course. It will give you an edge over other teacher educators from general education stream. You will be proficient in teaching at higher secondary level as well as higher education. As teacher educator, you will have the opportunity to lecturer at B.Ed (I.D) or other special or general education colleges, conduct research, become School Headmaster/ Headmistress,, lead CBR programmes or establish your own NGOs that provide training. Lecturing is both an art and a science, and it is a skill that must be carefully cultivated. Your ability to lecture has a significant impact on your professional achievement. Let's take a closer look at the word 'lecturing' and see how well we can master it. This section of practical is aimed to help you advance from being a teacher to a lecturer.

Let's start with an understanding of what lecturing is and how it differs from teaching at school level. 'Lecturing,' according to a dictionary, implies 'providing a talk to adults.' Giving instruction is described by the word teaching, which is close by. Both processes entail a combination of knowledge transfer, skill development, and attitude transfer. Where is the need to practise speaking if you have already given several lessons and practised classroom teaching? Despite the fact that teaching and learning are both related processes, they require independent attention. It is a Combined process where a teacher assesses understanding needs, establishes particular learning objectives, formulates teaching and memorizing strategies, enforces a plan of work, and assesses the outcomes of the instruction.

The reason for this is that when you teach, your students are adults. This difference separates lecturing from teaching. Lectures are one of the methods of instruction used

when the students are adults. You have almost figured out how to teach youngsters; now it's time to learn how to teach adults. This practical seeks to familiarise you with the art and science of lecturing so that you may transfer knowledge, skills, and attitudes effectively.

2.3 Various Ways of Lecturing

There are various ways of lecturing. Following are some of the prominent ways regularly used in classrooms in colleges and other institutions of higher education.

Monologue

On a given topic, a monologue is a one-way dialogue in which the lecturer is primarily the speaker and the students are primarily the listeners. For example, in areas such as curriculum development methodologies, brain anatomy, RPWD Act 2016 provisions, and so on, information is presented in a predetermined order, leaving limited scope for discussion and disagreement. For certain topics, a fast-paced monologue would be appropriate.

Techniques for interaction and conversation

The lecturer elicits one point after another from the students and anchors the debate to the intended outcomes (two-way discourse where the lecturer puts questions to the learners and facilities learners to pose questions to the lecture). For example, there is scope for debate and new ideas on topics like multisensory approach for children with intellectual disabilities, assessment methods and tools, use of technology in education, assessment implications for inclusion, facilitators and barriers to mainstream education, and so on. The speaker begins by making a few points and then solicits more input from the students. On the blackboard or the computer/ chart paper, the lecturer organises the material gathered from the students.

Presentations in class

The instructor directs each learner to prepare notes and give a presentation on certain parts of the topic. The lecturer enables the presentations and draws conclusions through interactions among the students (th ree-way discourse, in which students communicate not only with the lecturer but also with one another, with the lecturer anchoring and drawing conclusions). For example, in areas such as multi sensorial methods, educational evaluation (criterion referenced assessments/ norm referenced assessments/ self-

referenced assessments), and educational assessment (subjective/ objective assessment), each option must be weighed against its benefits and draw conclusions. Each student may be requested to prepare presentations and lead a discussion on various topics, which the lecturer will assist.

Demonstration

Here, the lecturer performs the exercise while the students watch. Both the lecture and the students take notes and come to conclusions. For example, lectures on topics such as early identification of children with developmental delays, adaptation and modification for children with neurodevelopment disabilities, and so on can truly demonstrate by exhibiting. Demonstrations and lectures may be used to teach such topics.

Learning through activity

Each student is involved in the action in this method. The instructor ensures that everyone is learning from the activity they are doing and assists students in drawing group conclusions. There is a lot of scope for learning by doing in themes like interpretation of assessment reports, preparing for pre-reading skills, case study presentations, scales in psychological assessment, behavior management of children with ADHD, and so on. This method of lecture can be used to teach such topics.

You may select one from the above given ways or may have combinations appropriately selected as per the need of the topic while lecturing.

2.4 Use of Technology

The value of using technology in lectures cannot be emphasized, so you are encouraged to practice using it in these mock/practice lectures. The following are some teaching aids that you should consider:

- Black Board: A extremely effective, immediately accessible, adaptable, and cost-efficient lecture aid.

- PowerPoint presentation: A well-structured, to-the-point visual aid for the lecture that may be used again and again.

- Overhead projector: A very useful and adaptable tool that allows for both prepared subject matter (such as a power point presentation) and spontaneous illustrations (like black board)

- Films, animations, and audio-visuals: A fascinating tool that aids in the retention of information and is a wonderful narrator of complex processes.

- Internet technology/downloaded material: Excellent source of current, up-to-date knowledge.

- Handouts/lecture notes: Learners' preferred long-term source of reliable information.

  While lecturing, you can choose one or more teaching Aids/ technologies mentioned above or have a combination of technologies selected according to the needs of the topic.

2.5 Format For Submission

I. Lesson Plan Template

NETAJI SUBHAS OPEN UNIVERSITY
Accredited by NAAC with grade 'A'
SCHOOL OF EDUCATION
CF - 162, Sector - 1, Bidhan Nagar, Kolkata-700064,
Phone No. : 03340047570/1, Email: school@wbnsou.ac.in

M.Ed. Special Education (I.D.)

Lesson Plan No.:

Name of the Teacher Educator:	**Programme Name:**
Paper Code & Name:	**Semester:**
No. of Students Present:	**Date & Time:**
Topic:	
Mode (Online / Offline):	

General Objective:

Specific Objective:

1. **Prior Knowledge:**

2. **Instructional aids:**

3. **Teaching Methods:**

4. **Set of Induction:**

5.   Content:

6.   Procedure/Presentation:

Teaching Points	Teacher's Activity	Student's Activity	Instructional Material

7.   Recapitulation:

8.   Evaluation:

9.   Assignment:

10.   References for further study:

11.   Self - Evaluation:

Signature of the Teacher Educator

12.   Supervisor's Remark:

Signature of the Supervisor

II. Peer observation

Peer Observation Format

Observation no.

Name of the Institute:

Program: Batch/session:

Paper Code & Name: No. of students present:

Module: Topic:

Date & Time: Mode: ☐ Online ☐ Offline

1. Teaching technique used:
   (Demonstration/ Lecture/ Experiment/ Simulation/ Story-telling/ Role play)

2. Relating the lesson with previous knowledge:

3. Method(s) for initiating the lesson plan:

4. Appropriateness of the content in relation to the class level:

5. Appropriateness of the content in relation to the time duration:

6. Whether the subject matter was arranged in sequence?

7. Explanation of key concepts

8. Use of technology

9. Quality and appropriateness of the teaching aids

10. Response and engagement of the students

11. Skill of questioning

12. Use of blackboard (if applicable)

13. Quality of Power Point presentation (if used)

14. Methods of evaluation

15. Assignment/project etc.

16. Effectiveness of communication skills

17. Reference to further reading:

18. Recapitulation

19. Description of the Teacher Educator:
    a. Personality (appearance, expression, behavior)
    b. Teaching pace and voice (slow, appropriate, fast)
    c. Pronunciation:
    d. Classroom organization (if applicable):
    e. Student's support:
    f. Teacher-student interaction:
    g. Classroom discipline:
    h. Appropriate use of vocabulary:

Overall ratings of the class conducted:

5	4	3	2	1
Excellent	Very Good	Good	Satisfactory	Not-satisfactory

Overall comments/remarks:

Date: Name & Signature of Peer Observer

III Rubric for Teacher Educator Evaluation

Rubrics for Teacher Educator Evaluation

Name of the Trainee :   **Date**

Program :   **Topi c**

Domain		Rating Components	0	1	2	3	4	Score
			Unable to observe	Below average	Average	Above average	Outsnading	
Aims	1.	Clarity						
	2.	Appropriateness						
	3.	Organization						
Planning	4.	Selection of content						
	5.	Selection of materials						
	6.	Beginning of lesson						
	7.	Clarity of presentation						
	8.	Explanation of the key concepts						
	9.	Use of technology						
	10.	Pace of the lesson						
Performance	11.	Student's interaction & attention						
	12.	Ending the lesson						
	13.	Teacher student rapport						
Evaluation	14.	Variety of evaluation procedure						
	15.	Use of evaluation to improve teaching & learning						
							Total (MM 75)	

Remarks :

Supervisor 's Signature

2.6 Examples

2.6.1 Lesson Plan : An Example

NETAJI SUBHAS OPEN UNIVERSITY
Accredited by NAAC with grade 'A'
SCHOOL OF EDUCATION
CF - 162, Sector - 1, Bidhan Nagar, Kolkata-700064,
Phone No. : 03340047570/1, Email: school@wbnsou.ac.in
M.ED Special Education (ID)

LESSON PLAN NO.

Name of the Teacher Educator: Program Name:DECSEM

Paper Code & Name:2 child Devpt. Learning   Batch/Semester: 1st sem. 2022-23

Module: Unit-1, 1.3   Date & Time: No. of Students present:

Topic: Development and deviation (education-life   Mode: Online ☐   Offline ☐
    span phase)

General Objective:-   DECSEM students will be able understand about
                                development and deviation. (Education - life span
                                phase)

Specific Objective:-   Students will be able to comprehend development
                                & deviation in the
                                i. Prematal stage, ii. Pre school stage.

1. Previous Knowledge: Students have knowledge about growth of a child.

2. Instructional aids: PPT

3. Teaching methods to be used: Discussion method
                                Interaction Question + Answer method
                                Explanation method.

4. Introduction to the topic: Students will be asked about growth and a general
                                idea of development. What do you understand by
                                growth?

5. Content: Growth, development, Atypical development,
                                Prematal development, Pre-school development
                                (3-5yrs).

Teaching Points	Teacher Activity	Student's Activity	Instructional Macterial	Black Board Activity
What do you understand by growth.	Teacher will ask the students about growth.	Students will answer	PPT.	
What do know about development.	Teacher will provide definetion of development. a. What is typical Development? give examples. b. Give examples in gross motion development. c. Give examples of time motion development.	Students will listen Students will answer. Students will answer.	PPT. PPT. PPT.	
Today we are going to talk about atypical development.	a. Teacher will explain with eg. about delay in developmental milestone especially related to education.	Students will listen.	PPT.	
What is menatal development.	Teacher will explain about preuatal development. a. Germinal b. Embryonic c. Fetal germinal stage- zygote,riteses embryonic stage- embryo, Fetal stage- growth.	Students will listen. Students will listen.	PPT.	
What do you mean by preschool development.	It includes many milestone a. Physical developmental skills for preschool. b. Cognitive c. Social + Emotional d. Language. e. Movement.	Students will listen.	PPT.	
What do you mean by preschool deviations	1) Defination of deviation. 2) Delay in milestone a. Physical b. Cognitive c. Social + Emotional d. Language. e. Movement	Students will listen.	PPT.	

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6. Recapitulation:	Teacher will quickly revise all the unipoetamt points and also ask questions to the students.
7. Evaluation:	Teacher will ask questions to the students according to the stages of development.
8. Assignment:	Students will be given to fill the of the tables various phases of development.
9. References for further study:	https://egyankosh.ac.in
	https://www.cdc.gov.in

10. Self-Evalutaion:

11. Supervisor's Remark:

Signature of the Teacher Educator

Signature of the Supervisor

2.6.2 Peer Observation : An Example

<u>Peer Observation</u>

Lesson. 1

Name of the Institute:

Program: B.ED 3rd sem.	Batch/session: (2021-23)
Paper Code & Name: Maugt of Maladaptive	No. of students present: 4
	behaviour
Module: C-14, 4.4	Topic:
Date & Time: 25.02.22 - 10.00 AM.	Mode: Online [ ] Offline [ ]

1. Teaching technique used
   1) Question and answers method.
   2) Explanation method.

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2. Relating the lesson with previous knowledge:

   1) Appropriate.

3. Method(s) for initiating the lesson plan:

   1) Questions and answering clicting from previous lessons.

4. Appropriateness of the content in relation to the class level:

   Appropriate, It was related and well explained.

5. Appropriateness of the content in relation to the time duration:

   Correct and time was maintained.

6. Whether the subject matter is arranged in sequence?

   Yes

7. Explanation of key facts

   Appropriate, Behaviour, adapture behaviour and behaviour and maladaptive`behaviour was explained well.

8. Use of technology good.

9. Quality and appropriateness of the teaching aids

   PPT was used for explanation.

10. Response and engagement of the students

    Very good Teacher traince kept the student occupied through responses.

11. Skills of probing questions

    Question + Answer was used to elicite responses.

12. Use of Blackboard (if applicable)

    NA.

13. Quality of PowerPoint Presentation (if used)

    Good fonts were clear and size was appropriate.

14. Methods of evaluation

    Teacher used questions based on content taught for evaluation.

15. Assignment/project etc.

    Teacher traince gave assignment by probing questions related to behaviour.

16. Effectiveness of communication skills

Good language was simple and relevant.

17. Reference to further reading:

18. Recapitulation

Quick relission of content and questions were asked based on topic tought.

19. Description of the Teacher Educator:

    a. Personality (appearance, expression, behaviour)

      Good

    b. Teaching pace and voice (slow, appropriate, fast)

      Appropriate.

    c. Pronunciation:

      Correct.

    d. Classroom organization (if applicable):

      NA.

    e. Student's support:

      Good.

    f. Teacher-student interaction:

      Very good.

    g. Classroom discipline:

      Overall ratings of the class conducted:

5	4	3	2	1
Excellent	Very Good	Good	Satisfactory	Not-

satisfactoryOverall comments/remarks:

    Lesson conducted well. Students were made to understaned using appropriate examples.

Date: 25.02.2022   Name & Signature of Peer Observer

2.7 References

Buchner.J& Hay D 1999. Learning to teach: a framework for teacher induction. South African Journal of Education, 19:320-326.

Kasanda CD 1995. Teaching practice at the University of Namibia: Views from student teachers. Zimbabwe Journal of Educational Research, 7:57-68.

Lave J& Wenger E 1991. Situated learning. New York: Cambridge University Manion L, Keith RB, Morrison K & Cohen L 2003. A guide to teaching practice

Menter I 1989. Teaching Stasis: Racism, sexism and school experience in initial teacher education. British Journal of Sociology of Education, 10:459-473.

Perry R 2004. Teaching practice for early childhood. A guide for students. Available at http://www Routledge.com catalogues./0418114838.pdf. Accessed 18 July 2007

Unit 3: Internship

Structure

3.1 Objectives

3.2 Introduction

3.3 Organization of the Internship

3.4 Internship Activities

3.1 Objectives

- To help Teacher Educators discover and develop open-mindedness, the attitude of self-motivated learner, having self-knowledge and self-restraint.

- To help teacher educators develop the capacity for sensitivity, sound communication skills, and ways to establish peace and harmony.

- To develop the capacity to facilitate personal growth and social skills in their own students.

- To develop competency in school administrative activities

3.2 Introduction

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional or community setting. It is a brief period of work experience for a specific purpose, offered by an organization / institution for a limited period. It also gives the learner the opportunity for career development and learning new skills. This is a service-for-experience exchange between the intern and the organization. Internships allow current college students to participate in a field of their choice and gain practical experience in that field. The y are typically undertaken by the trainee teachers looking to gain skills/ competencies and experience in a particular field.

3.3 Organisation of The Internship

It has three parts

- Pre- Internship activities.
- Activities during Internship.
- Post- Internship activities.

Functions of Pre-Internship activities

- Reading of the concerned study materials;

- Use of reference books, articles, etc. as required by you;

- Keep your presentations, reports, notebooks, lesson plans, etc. ready for the use during Internship;

- Consider materials for the preparation of teaching aids;

- Develop quality teaching aids with the help of the peers as required by the concerned organisation;

- Prepare yourself for the activities during the Internship (how??) Plan activities to be conducted during internship

Activities during Internship

During the Internship, teacher-trainees are expected to do the following activities -

A. Teaching Practice (Including Practice of teaching Supervision) and

B. IEP

C. School Administrative Responsibilities

Post-Internship Activities

This is the third and final part of the Internship session. Here the teacher educator will prepare a comprehensive report as per the format provided and submit it at the respective University department for evaluati on.

All the activities are compulsory during the Internship session.

3.4 Internship Activities

During the Internship, teacher-trainees are expected to do the following activities ¬

A. Teaching Practice (Including Practical Supervision) and

B. IEP

C. School Administrative Responsibilities

A. Teaching Practice Guidence and Supervision of Lessons :

(Paper Fl- Field Engagement/ Internship as Teacher Educators)

The internship involves a compulsory placement with a teacher training institute /college running courses of the specialization. The internship will be organized for a duration of four weeks. Each student trainee is expected to teach 10 lectures and do practical supervision of student trainees undergoing training in Diploma/ B.Ed. Spl. Ed. level in topics from the respective curriculum. T he student has to undertake any such duties as assigned by the Principal/ In-charge / HoD of the teacher training institute.

The Lecture plan Format for submission of the report on each session is already introduced in Unit 2

B. Case Work IEP

(Paper F2 : Feld Engagement/ Internship)

This part of the internship involves associating with a field site relevant to the area of specialization. Students will take up internships in organizations working in the field of Mental Retardation / Disability Rehabilitation four duration of four weeks. These may include Govt. / Autonomous organizations / NGOs / CBR projects / Special Schools / Inclusive schools etc. The internship should be guided by the faculty supervisor of the organization who should focus on enabling the student to develop linkages between "Specialization -required courses" and Specialization elective courses." The organization of internship may be conceived in such a fashion that the students get opportunities to observe relevant activities in the fields, so that they are able to :

i. Elicit information from parents and professionals the relevant information about one child with a Specific Disability.

ii. Assess the child with a Specific Disability, using formal and informal tools and identify the specific learning problems.

iii. Write a comprehensive assessment report by analyzing and interpreting the data collected as above

iv. Develop an appropriate educational plan (IEP) (current level, annual goals, short term objectives, methods, and material and evaluation)

v. Collaborate with the class teachers and related professionals to implement the IEP.

vi. Implement IEP for a period of a minimum of 15 sessions (each session lasting for not less than 45 minutes)

vii. Make class visits to support the student when the regular teacher teaches and collaborate with the class teachers.

viii. Evaluate the child and make a report

Format for Report Submission
Individualized Educational Programme (IEP)
(I.D)
Steps To Be Followed

- Contents with Page Numbers

- Declaration with Coordinator's Authentication

- Supervisor's Certificate

- Acknowledgement

- Introduction

Individualized Educational Programme (IEP)

- **Chapter 1: Demographic Data**

It includes child's name, age, gender, education, mother tongue, address, parents name, occupation, income, date of filling the IEP, class and roll no. etc. on specific heads on which information is required.

- **Chapter 2: Family Background And Home Conditions (Based on home visit)**

- **Chapter 3: Personal Data (Checklist)**

It includes child's Prenatal, Natal and Post Natal history, Immunization history, Pedigree Chart, Developmental History (checklist), Psychological findings (from reports), Educational Findings (from the Teacher) and Medical Findings etc.

- **Chapter 4: Assessment**

  1. BEHAVIOURAL OBSERVATION
  2. SPECIAL EDUCATIONAL ASSESSMENT

SI. No.	Area	No. of Activities	No. of Activities passed/ done independently	% of Activities passed/ done independently
1.	Personal			
2.	Social			
3.	Academic			
4.	Occupational			
5.	Grade for Recreation			

Graphical Presentation of Baseline/ Current Level of Functioning

- **Chapter 5: Management Plan**

  It includes Setting of Goals on the basis of Assessment Report, need of the child.

Name of the child :

Level:

Areas	Long Term Goal	Short Term Goal

- **Chapter 6 : Intervention**

  It includes IEP Format with Task Analysis Sheets and a Graphical presentation of the Achievements for each skill.

- **Chapter 7: Summary**

- **Appendix**

  All Assessment Forms should be duly completed and will be attached in the appendix section.

Note:

<u>Chapter - 6 (Format)</u>

For each skill, the following format may be used:

Individualized Education Programme

Skill - I

- **Present Level /Baseline**
- **Specific Objective**
- **Materials needed**
- **Procedure**
- **Evaluation**
- **Remarks**

Task Analysis Record

Name of the Child..

Task............................ (Skill- I).....................................

Conditions/ Steps	Date	Baseline		1st		2nd		3rd		4th	
	Session										
	Trial			I	II	I	II	I	II	I	II
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											
17.											
No. of Success											
Percentage of Achievement											

Task Analysis Record

Name of the Child...

Task........................... (Skill- I).....................................

Conditions/ Steps	Date									Atleast
	Session	5th		6th		7th		8th		15
	Trial	I	II	I	II	I	II	I	II	Session
1.										with
2.										minimum
3.										8 to 10
4.										steps for
5.										Task
6.										analysis
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
No. of Success										
Percentage of Achievement										

C. School Administrative Responsibilities
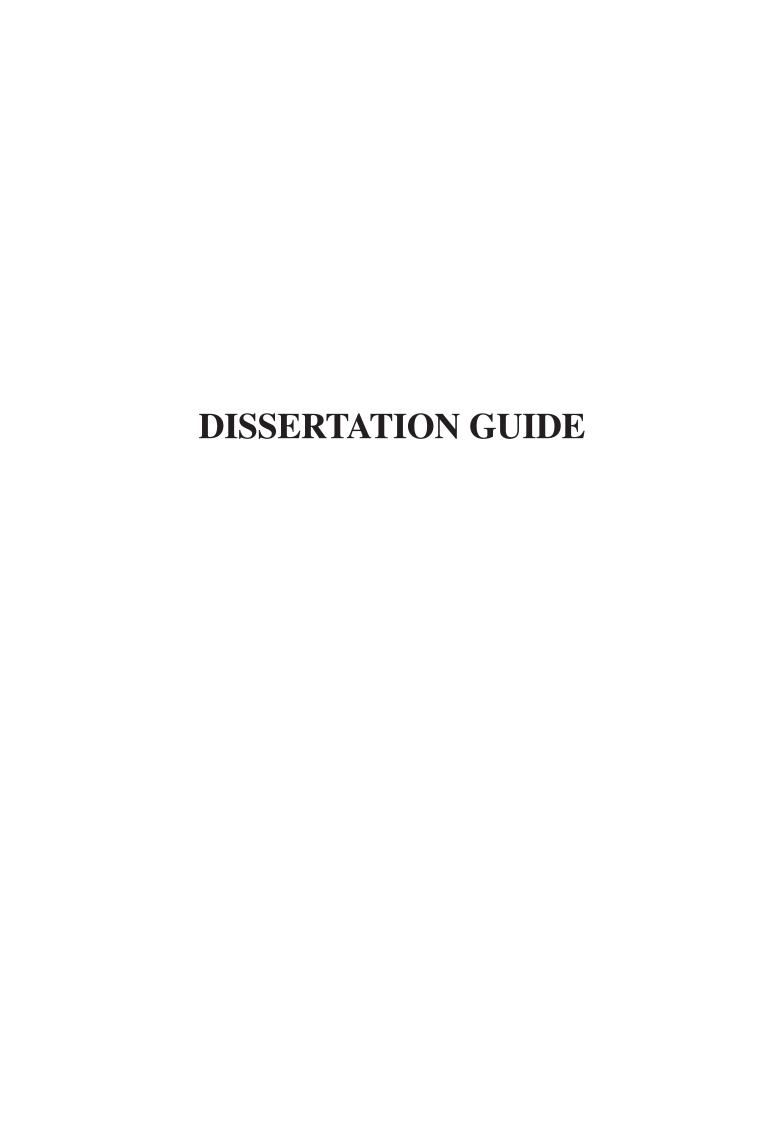## (Paper Fl and Paper F2)

This part of Internship will include school administrative responsibilities such as preparing report card, preparing awareness manuals for parents, community, developing TMT in particular area/ grade, holding PTM., preparing question paper, editing question paper, Monitoring day to day activity-starting from assembly ending with handing over children to parents. Conduct workshop for teachers/ children/ parents etc.

All the activities are compulsory during the Internship session. But Report of **any 8 of the 25 Activities (for each III & IV Semester)** are to be submitted in writing to the University Department for evaluation.

List of Activities

1. Preparation of School Time Table

2. Maintenance of Registers and Records

3. Construction of Achievement test on any subject of Elementary Level

4. Development of a Cumulative Record Card

5. Discuss on the Preparation of Continuous and Comprehensive Assessment Table

6. Write on the Organising a Teachers' Council meeting

7. Construct a Blue Print on any Unit on any subject of the curriculum ¬

    I. Objective type questions

    II. Short answer type questions

    III. Long answer type questions

8. Importance of School Budgeting process

9. Prepare and implement a remedial program me (according to the specialization)

10. Organisation of Parent Teacher Association Meeting (PTA)

11. The process of Construction an Achievement test on any subject of your choice from theCurriculum

12. Organisation of Annual Prize-giving ceremony

13. Development of TLM (General)

14. Maintenance of School Record

15. Preparation of TLM to facilitate Inclusion

16. Awareness development about the needs of recreational Activities of different types of Special Children

17. Classroom Observation in an Inclusive school

18. Observation and reporting of a cross disabled student

19. Observation and reporting of one type of disability according to your specialization

20. Planning and Arranging Field Trips

21. A Vs for concept development involving students

22. Organising Celebrations in schools

23. Organising school sports

24. Preparing Teaching aids (for your special area)

25. Preparation of Parent meeting report

DISSERTATION GUIDE

INTRODUCTION

PURPOSE

All Higher Education institutions are committed to assisting students and faculty members to meet the goals of consistency, logical organization, attractiveness, and correctness in scholarly writing. This manual is designed to provide guidance to the Dissertation of M.Ed.(Spl.) students in the preparation of dissertation according to the requirements of the RCI. This document describes the steps of the dissertation process, offers forms, and presents the program's form and style requirements for doing research work and presenting it with proper procedure.

ETHICS OF PREPARATION OF DISSERTATION

The primary responsibility for ensuring ethical conduct throughout the dissertation process, and ethical treatment of subjects, lies with the candidate and the guide. There are three areas in which students should be particularly cautious:

(a) Proper acknowledgment of cited works

(b) The use of copyrighted material and

(c) Approval to conduct research involving human subjects.

Any material taken from another source must be cited and documented, and in no case should one present another person's work as one's own. Extreme caution should be exercised by the students to avoid questions of plagiarism

OTHER DOCUMENTS

For style issues not dealt with specifically in this handbook, students should use the most recent edition of the *Publication Manual of the American Psychological Association* (APA), *MLA or any other standard form.*

DISSERTATION PROCESS

The dissertation is an original and scholarly research contribution to the candidate's chosen area of specialization. It should demonstrate competent application of appropriate research procedures and ethical guidelines in the investigation of a significant problem or issue chosen by the candidate with the guidance of the candidate's supervisor.

THE RESEARCH PROCESS

The research process in the dissertation program can be seen as a continuum three phases:

Phase 1 includes the development of a Paper or an extensive literature review;

Phase 2 includes the development of the Dissertation Proposal; and

Phase 3 includes conducting the research study and Writing of the Dissertation itself.

A dissertation is a long piece of academic writing based on original research, submitted as part of an undergraduate or postgraduate degree program.

The structure of a dissertation depends on your field, but it is usually divided into at least four, five or six chapters (including an introduction and conclusion chapter).

The most common dissertation structure in the social science includes:

1. An introduction to your topic,

2. A literature review that surveys relevant researches conducted in the area,

3. An explanation of your methodology,

4. An overview of the results of your research,

5. A discussion of the results and their implications,

6. A conclusion that shows how your research has contributed and what are the future areas of research which arose from the research,

Dissertations in humanities are often structured more like a long essay, building an argument by analysing primary and secondary sources. Instead of the standard structure outlined here, you might organise your chapters around different themes or case studies.

Other important elements of the dissertation include the title page, abstract, and reference list. If in doubt about how the structure of your dissertation should be structured, always consult with your supervisor.

TABLE OF CONTENTS

Table of contents of a Dissertation may be as follows. But a slight variation of the table

may be allowed according to the subject and the topic you have chosen:

1. Title page

2. Acknowledgements

3. Abstract

4. Table of Contents

5. List of Figures and Tables

6. List of Abbreviations

7. Glossary (may be excluded)

8. Introduction

9. Review of Related Literature

10. Methodology of the study

11. Analysis and Interpretation of results

12. Discussion

13. Conclusion and Summary of the study

14. Bibliography/Reference

15. Appendices

FORMAT OF DISSERTATION

A Dissertation should include the following formatting:

→ International Standard Paper Size A4 (297×210mm),

→ 1.5 spacing and presented in a clear and unambiguous form

→ Use a standard font consistently throughout the manuscript. Generally 12 point, Times New Roman font would normally be expected. It is permissible to change point size in tables, figures, captions, footnotes, and appendix material. Retain the same font, where possible. When charts, graphs, or spreadsheets are "imported," it is permissible to use alternate fonts.

→ Italics are appropriate for book and journal titles, foreign terms and scientific terms. Boldface may be used within the text for emphasis and/or for headings and subheadings.

→ Margins on all sides will be no less than 30mm, so that page numbers appear inside the margins,

→ Pages are to be numbered consecutively and clearly,

TITLE PAGE

A thesis must be preceded by a title page. ***The University logo is not permitted to be used in the thesis.*** The title page of the thesis should show:

→ the title of the thesis

→ the full name of the author (as it appears in the Student Portal)

→ the degree/diploma for which submitted

→ year of the course

→ the name of the department

→ the name of the supervisor under whom the research is carried out.

Candidates who have pursued a course of study with coursework component shall state:

"Submitted in partial fulfillment of the requirements of the degree/diploma of <insert your degree name here> (with coursework component)".

The Proposal

The dissertation proposal is to be completed as a part of the Dissertation in consultation with the supervisor. Only this part is to be completed during the 3rd Semester and for this purpose departmental notification should be followed carefully.

Format of the Dissertation

        i. **STATEMENT BY AUTHOR**

        ii. **CERTIFICATE OF AUTHENTIFICATION**

        iii. **ACKNOWLEDGMENTS**

        iv. **DEDICATION (not compulsory)**

TABLE OF CONTENTS

        I. **LIST OF ILLUSTRATIONS**

        II. **LIST OF TABLES**

        III. **ABSTRACT**

CHAPTER I: INTRODUCTION

It begins with an historical perspective or context that includes a justification for and

significance of the proposed research, a rationale for the choice of the research problem, a statement of the problem, purpose of the study, significance of the study, definitions of terms used, delimitations noted, along with objectives, hypotheses and research questions.

This will be in the following form:

1.1

1.3 etc.

CHAPTER II: REVIEW OF RELATED LITERATURE

The researcher must give a thorough review of the relevant literature. It must have half or more primary sources, dated within the last five years. The chapter should include an introduction to the literature review; a description and critique of the theoretical framework relevant to the problem that is supported by major sources; an organised, up-to-date, research-based, systematic, and thorough review of the research literature; a critique of previous research with confirming and opposing viewpoints; a justification for the selection of the research methods; and a synthesis statement that summarizes the research literature and application to the study.

This will **also** include Sources of data, Population and Sample, Tools and techniques used in the dissertation.

2.1

2.2

2.3 … etc.

Structure of the literature review

Students begin the review with a discussion of the historical and general theoretical bases for the topic and end with empirical studies of primary sources closely related to the study.

Primary sources describe research conducted by the original researcher (i.e., first-hand, original research). Within this structure, headings and subheadings should be used. Each section and subsection should contain empirical research from primary sources (there may be a few exceptions where only secondary sources may be found). It begins with a synthesis statement or paragraph concerning the research contained within the heading. Next, discuss the individual studies in detail (i.e., the sample, instrument, procedures for data collection, and findings). Then, close the section

with a conclusion that is an evaluation of the literature. As a result, each heading or section should begin with a synthesis of the reported research, followed by analyses of that research, concluding with an evaluation or summary of that research.

Primary and Secondary sources

The literature review should contain PRIMARY SOURCES. Primary sources describe empirical research studies, those that were conducted first-hand by the original researcher(s).

SECONDARY SOURCES are rarely appropriate in a dissertation; however, it is appropriate to use books written by experts in the field of study.

CHAPTER III: METHODOLOGY OF THE STUDY

This will include procedures and intended research methods, including introductory statement of purpose, description of the proposed study, selection of subjects, participants, design, tools and their proper standardizations, pilot study, collection and treatment of data, statistical methods, statement of data analysis procedures, limitations, and a timeline. When describing the instrumentation, write each objective, hypotheses and research question individually. After each, describe the instrument that will be used to answer the question. Offer validity and reliability information. Do the same for the next objective, hypotheses and research question. Secure written permission to make copies and/or include instruments in your manuscript, if applicable.

3.1

3.2

3.3

3.4 … etc.

CHAPTER IV: ANALYSIS AND INTERPRETATION OF RESULTS

This will also include testing of Research Hypothesis and Research Questions. etc. analysis of the results (qualitative and/or quantitative). When describing the statistical methods/data analysis, write each question individually, and, after each, describe the test used to analyze the collected data. Justify the test choice by identifying the independent and dependent variables and what information will be gained after the use of the test. For qualitative studies, include the context of the study, the measures to be taken for ethical protection of participants, the role of the researcher, criteria

for selecting participants, as well as the details of data collection and analysis of data, methods to address validity, and descriptions of assumptions, limitations, scope, and delimitations. The structure of the chapter will be as follows:

4.1

4.2

4.3 etc. as before

CHAPTER V: DISCUSSION CONCLUSION AND SUMMARY OF THE STUDY

This will include discussion of the results, Major findings, Explanation of objectives, hypotheses and research questions, Suggestions, Implications of the study, Limitations of the study, Suggestion for further study etc. Here a summary is to be given in a concise form.

5.1

5.2

5.3 etc. according to the previous chapters

APPENDIX

   APPENDIX A

   APPENDIX B etc.

REFERENCE/ BIBLIOGRAPHY

This is a very important part of the dissertation. Citations should follow formatting requirements of the current *Publication Manual of* latest **APA, MLA, CHICAGO OR ANY OTHER STANDARD** form**.**

SELECTION AND APPROVAL OF THE DISSERTATION TOPIC

Students should finalize topics that may develop into the proposal topic as a result of collaborating with the appropriate institutions (i.e., school, districts, higher education institutions etc.) The supervisor will also help the student in this respect. The Dissertation topic and the proposal are to be approved by the departmental committee.

OVERUSE OR MISUSE OF DIRECT QUOTES

A limited number of direct quotes may be judiciously used. For the most part, the review of literature should be a synthesis of the source material, a paraphrase,

primarily presented in the candidate's own words. The use of too many quotations implies a lack of mastery of the topic.

COMPLETION OF THE DISSERTATION

The candidate may begin the dissertation only after the proposal is approved and submitted to the department and after having received approval from the departmental committee. Then in accordance with the plan described in the candidate's approved dissertation proposal, consistent with the guidelines issued by the department and under the close guidance of the dissertation supervisor and committee, the candidate shall conduct the dissertation study, analyse and interpret the data, draw conclusions, and prepare, chapter by chapter, a dissertation manuscript that complies with all steps and guidelines detailed in this *Dissertation Handbook.* The required format and specifications must be used in writing the manuscript, and the student should use the latest edition of the *Publication Manual of* **APA, MLA, CHICAGO** or Any Other Standard form.

TIME LIMITATIONS

All students must maintain continuous dissertation until it is finally submitted to the department for evaluation. All requirements for the dissertation must be completed within 5th semester.

APPROVAL OF THE FINAL DISSERTATION

The student will Submit 4 copies of the fully completed dissertation to the department, duly signed by the student, Supervisor and Head of the department or as per the protocol of the university. When the supervisor, in collaboration with committee members approves the dissertation, it will then send to the examiners according to the rules and regulation of the university (NSOU).

4 copies of the dissertation must be submitted to the Office the School of Education.

EVALUATION OF DISSERTATION:

The Viva-voce will be held when the evaluation reports of the examiners are received by the department. Faculty members of the department and examiners (internal and external) will be present during the Viva-voce examination.

The members present shall then ask questions and discuss the dissertation with the candidate. Following the question-and-answer session, the chairman (generally the HOD) shall direct the candidate to leave the room to allow for the committee's

deliberation. Evaluation will be completed by both the internal examiner (Supervisor) and external examiner, individually or jointly as is decided by the depart committee.

DISSERTATION SCHEDULE

During 3rd & 4th Semester

1. Selection of the topic and the Supervisor:

The work will starts from *3rd semester*. During this semester only the selection of the topic will be considered under the supervision of a Guide. The guide or the supervisor will be selected by the department. Departmental Academic Committee will select the Supervisors/ Guide. No change of supervisor will be considered, once the supervisor is selected.

2. Tool(s) selection and/or sample selection:

Only tool(s) are to be selected and sample selection procedure should be considered as initial process. This is to be done during the 3rd & 4th semester.

During the 5th Semester

3. Standardisation of tool(s) (1st to 3rd weeks):

If the tool is being developed by the student, it is to be standardized using proper procedures of standardization. This is to be completed within 1st to 3rd weeks of the 4th Semester. Printing of tool(s) is to be completed within this time schedule.

4. Sample selection (4th week):

Sample will be selected from the population and contact with the sample is to be made.

5. Application of tool(s) and writing 1st Chapter (5th to 9th weeks):

Application of tool(s) is to be completed within this time schedule. Writing the 1st Chapter is to be done within this time frame and will be submitted to the supervisor.

6. Analysis of data and writing 2nd Chapter (10th to 14th weeks):

Data analysis/processing are to be completed within this time frame. This will be done according to the standard procedure. Within this time frame writing Chapter 2 is to be completed and will be submitted to the supervisor.

7. Writing Chapters 3rd and 4th (15th to 18th weeks):

During this time frame data interpretation and writing the 3rd and the 4th Chapters are to be completed and submitted to the supervisor.

8. Writing Chapter 5 and compilation of other parts (19th to 21st weeks):

In this time frame the Chapter 5 and other parts of the dissertation is to be complete and submitted to the supervisor.

9. Printing and binding of the dissertation (22nd and 23rd weeks):

Printing and binding (4 copies) is to be done within this time frame.

10. Submission of the dissertation (24th week):

4 copies of Dissertation (one copy each for internal and external examiner and two copies for the library) are to be submitted to the School of Education office.

11. Total page number will be 125 to 150 (10% variation may be allowed)

EVALUATION

- **Total Marks**   **400**
- **Internal Examiner (supervisor/guide)**   **200**
    - → **Maintaining proper procedure and time schedule**   **40**
    - → **Writing the thesis**   **60**
    - → **Viva-voce (with the external examiner)**   **100**
- **External Examiner**   **200**
    - → **Maintaining proper procedure**   **40**
    - → **Writing the thesis**   **60**
    - → **Viva-voce (with the internal examiner)**   **100**

     Total   **400**