

Programme Name: M. Ed. Special Education (Intellectual Disability)

Programme Objectives:

The aim of the M. Ed. Spl. Ed. programme is of preparing teachers as education leaders. The major thrust of the M. Ed. Spl. Ed. programme would be professional preparation of teacher educators who would through this process be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development of teachers.

The M. Ed. Spl. Ed. program supports three shared philosophical stances underlying longstanding tradition of preparing teacher educators as education leaders. These stances include teaching as inquiry, teaching as curriculum making and teaching for social justice. The objectives of the program are to:

- ✚ Assist potential teacher educators to exert leadership in advocating and meeting educational needs of children with disabilities in various settings;
- ✚ Offer special teacher educators the opportunity to develop specialized capacity for leadership 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.

Expected Learning Outcomes:

On successful completion of M. Ed. Special Education (Intellectual Disability), the learners will be able to

- ✚ build professional competency as teacher educators with the knowledge and skills to facilitate and conduct initial and ongoing teacher preparation and professional development in special education and inclusive education;
- ✚ equip with fundamental teacher education competencies and knowledge, as well as the philosophical underpinnings of special education and inclusive education;
- ✚ construct theoretical knowledge and skills in research techniques, and conduct research to improve the education of children with disabilities in all educational settings (special schools, inclusive schools, and open/home settings);
- ✚ be aware with best practises in the field of pedagogical interventions and adaptations for children with disabilities in all educational settings, and be equipped with competences and knowledge related to curriculum development;
- ✚ develop leadership skills in advocating for and supporting the educational needs of children with disabilities, including counselling in all educational settings (Special Schools, Inclusive Schools, and Open/Home Settings), as well as higher education;
- ✚ broaden their vision to include ICT skills as teacher educators in higher education settings and in the teaching learning process of educating children with disabilities in all educational settings adopting Universal Design for Learning and
- ✚ develop their knowledge and skills in order to accomplish competitive exams such as NET, SET, TET, CTET, and others.

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	<p><i>DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION</i></p> <p>Unit 1: An Overview of Development of Education System</p> <p>Unit 2: Issues in Indian Education with Special Reference to Persons with Disabilities</p> <p>Unit 3: Policies and Legislations for Education & Special Education</p> <p>Development of Special Education in India</p> <p>Unit 4: Quality Issues in Education</p> <p>Unit 5: Current Trends and Future Perspective</p>	4	20	80	100
A2	<p><i>PSYCHOLOGY OF DEVELOPMENT AND LEARNING</i></p> <p>Unit 1: Overview Educational Psychology</p> <p>Unit 2: Understanding the Development of the Learner</p> <p>Unit 3: Cognition and Information Processing</p> <p>Unit 4: Motivation,</p>	4	20	80	100

	Learning and Personality Unit 5: Psychological Aspects of Teaching				
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 Unit 3: Methods of Quantitative Analysis Unit 4: Qualitative Research Methods	4	20	80	100

	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	<p><i>PERSPECTIVES IN TEACHER EDUCATION - IN-SERVICE AND PRE-SERVICE</i></p> <p>Unit 1: Understanding Teacher Education (TE)</p> <p>Unit 2: TE and Education of Children with Disabilities</p> <p>Unit 3: Pre-service TE in Education of Children with Disabilities</p> <p>Unit 4: Continued Teacher Development Program</p> <p>Unit 5: Issues and Challenges in TE for Education of Children with Disabilities</p>	4	20	80	100
A7	<p><i>EDUCATIONAL EVALUATION</i></p> <p>Unit 1: Foundations in Evaluation</p> <p>Unit 2: Scope of Evaluation</p> <p>Unit 3: Teaching-learning and Evaluation</p> <p>Unit 4: Programme Evaluation & Review</p> <p>Unit 5: Current Trends in Evaluation</p>	4	20	80	100
B11	<p><i>THERAPEUTICS AND ASSISTIVE DEVICES INDIVIDUALS WITH MENTAL RETARDATION/</i></p>	4	20	80	100

	<i>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 				
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	4	20	80	100

	Environments Unit 5: Planning for Including Diverse Learning Needs Unit 6: Collaborations				
B10 INTELLECTUAL DISABILITY	ADULTHOOD AND FAMILY ISSUES 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).*