

MASTER OF SPECIAL EDUCATION (HEARING IMPAIRMENT) – THIRD SEMESTER

Third Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Perspectives in Teacher Education – In-service & Pre-service	4	100
2	Educational Evaluation	4	100
3	Adulthood and Family Issues	4	100
4	ELECTIVE COURSES (Any one): 1. Educational Management 2. Educational Technology 3. Guidance and Counselling	4	100
5	Dissertation: Select the Problem Topic and Submit the Synopsis	2	100
6	Field Engagement/ Internship as a Teacher Educators	4	100
Total		22	

Subject Name: PERSPECTIVES IN TEACHER EDUCATION – IN-SERVICE & PRE-SERVICE

Unit 1: Understanding Teacher Education (TE)

- a. Concept, Aims and Objectives of TE
- b. Significance of TE in India
- c. Types of TE: Pre-service and In-service; Continued development of Teacher as a Professional
- d. Structure of TE in India and Organizations/Agencies involved
- e. Factors influencing the practices in TE and quality

Unit 2: TE and Education of Children with Disabilities

- a. Early Initiatives in preparing teachers for children with disabilities in India
- b. Establishment of various national institutes and development of TE in special education
- c. Establishment of RCI as a statutory body in standardizing and promoting TE in special education
- d. Changes in School Education for Children with Disabilities and its Impact on TE
- e. Paradigm shift from Segregation to Inclusion Impacting TE

Unit 3: Pre-service TE in Education of Children with Disabilities

- a. Changing scenario of teacher education curriculum and evolving priorities

- b. Characteristics of TE framework developed by RCI, structure and organisation of different components of TE Curriculum
- c. Components of Pre-service TE: overview of courses at different levels, weight age of course work and evaluation
- d. Various components of TE curriculum and their transactional modalities
- e. Organisation, transaction and evaluation of different components of TE curriculum including school based practicum, and internship

Unit 4: Continued Teacher Development Program

- a. Need and modalities for continuing professional development of a teacher (Continuing Rehabilitation Education (CRE), Workshop, Seminar, Conferences, Projects, Exchange programmes) and their advantages and limitations
- b. Structures and models of in-service teacher education- sub-district, district, State, regional and national level organisations and their role, voluntary efforts
- c. Modes (face to face, distance modes, on line and mixed modes) and models (induction, one shot, recurrent, cascade, multi-site, school based, and course work) of in-service TE
- d. Planning an in-service TE programme- preliminary considerations (purpose, duration, size of group, activities and budget)
- e. Designing and organizing an in-service TE programme- assessment of training needs, identifying essential components, guidelines

Unit 5: Issues and Challenges in TE for Education of Children with Disabilities

- a. Teacher motivation and working conditions; opportunities for professional development
- b. Organizing TE: Conventional versus ODL
- c. Collaboration/linkage between MHRD/ NCTE and MSJE/ RCI
- d. Single disability versus cross disability approach in TE and addressing disability issues in general education curriculum
- e. ICT and TE

Suggested Readings

- NCTE (1998). Policy Perspectives in Teacher Education: Critique and Documentation, New Delhi.
- Saxena, N.R., Mishra, B.K., & Mohanty, R.K. (1998). Teacher Education, R-Lall Book Depot, Meerut.
- Sharma, R.A. (2002). Teacher Education. International Publication House, Meerut.

Subject Name: EDUCATIONAL EVALUATION

Unit 1: Foundations in Evaluation

- a. Concept of testing, measurement, assessment and evaluation
- b. Difference between investigation, auditing, monitoring & evaluation
- c. Principles of Evaluation
- d. Areas of Evaluation
- e. The evolution of the evaluation function; i) Measurement/ comparison, Transparency/ accountability, ii) Understanding/ learning/ decision making/ positive accountability

Unit 2: Scope of Evaluation

- a. Problem-solving and decision-making
- b. Positive accountability and excellence in education
- c. Knowledge construction and capacity building of learners
- d. Organizational learning and change, and strategic planning
- e. Advocacy & communication

Unit 3: Teaching-learning and Evaluation

- a. Evaluation of learning, for learning and in learning- Contexts, Need & Nature
- b. Tools for evaluation and process of standardization
- c. Equity & fairness in evaluation including adaptations & Accommodations
- d. Report writing: Format, Content & Mechanics
- e. Mastery Level Learning

Unit 4: Programme Evaluation & Review

- a. Concept, need, goals and tools
- b. Evaluation of instructional programmes
- c. Techniques of programme evaluation
- d. Reliability, validity and sensitivity in programme evaluation
- e. Reviewing outcomes

Unit 5: Current Trends in Evaluation

- a. Knowledge based evaluation
- b. Performance Based Evaluation: Role play, Concept maps
- c. Authentic Evaluation: Interviews, Writing samples, Projects, Exhibitions, Reflective Journals
- d. Self evaluation: Rubrics & Rating scales
- e. Exams: Online, On-demand, Take-home Power Tests & Open book

Suggested Readings:

- Airasian, P.W. (1991). Classroom Assessment. Mc Graw-Hill, New York.
- American Educational Research Association, American Psychological Association, and National Council on Measurement and Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.
- American Federation of Teachers, National Council on Measurement in Education, and the National Education Association. (1990). Standards for teacher competence in educational assessment of students. Washington, DC: Author.
- Gipps, (1996). Assessment for learning. In Little, A. and Wolf, A. (eds) Assessment in transition: Learning, monitoring and selection an international perspective. Oxford Pergamon Press, London.
- Gronlund, N.E., & Linn, R. (1990). Measurement and evaluation in teaching (6th Edition). Macmillan, New York.
- Hamayan, (1995). Approaches to alternative assessment. "Annual Review of Applied Linguistics," 15, 212-226.

- Headington (2003). Monitoring, Assessment, Recording, Reporting & Accountability. II-Ed, David Fulton Pub. , London.
- Hibbard, K. M. and others. (1996). A teacher's guide to performance-based learning and assessment. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mathew, S. (2005). Evaluation: curricular strategies and adaptations for children with hearing impairment. Kanishka: New Delhi.
- Mathew, S. & Mishra, A. (2010). Knowledge based evaluation of students with hearing impairment. Journal of NCED, 2(1), 26-33.
- Mathew, S. (2010). Educational Evaluation .Curriculum and teaching strategies for CWHI. MED SEDE (HI) Manual, IGNOU, New Delhi.
- Mehrens, W. A., & Lehmann, I. J. (1991). Measurement and evaluation in psychology (IVED). Harcourt Brace College Publishers, New York.
- NSW syllabuses: Assessment for, as and of Learning. Retrieved from syllabus.bos.nsw.edu.au/support.../assessment-for-as-and-of-learning on 10.4.2015
- Programme evaluation and review technique. Retrieved from <http://www.inc.com/encyclopedia/program-evaluation-and-review-techniquepert.html> on 10.4.2015
- School self-evaluation. <http://www.education.ie/en/Schools-Colleges/Services/Quality-Assurance/SSE-Primary-and-Post-Primary/School-Self-Evaluation.html> on 10.4.2015
- School self-evaluation. Retrieved from http://schoolself-evaluation.ie/postprimary/index.php/what-school-selfevaluation/?doing_wp_cron=1429505616.9318289756774902343750 on 10.4.2015
- UNICEF (2006). New trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/New_trends_Dev_EVALuation.pdf on 16.4.2015
- Wiggins, G. (1993) Assessing studentsperformance.SanFrancisco:Jossey-Bass.
- Braden, J. (2001). The clinical assessment of deaf people’s cognitive abilities. In Clark, M. D.; Marschark, M., & Kretchmer, M.(Eds.). Context, cognition and deafness, Galludet University press, Washington. Pg.14-37.
- Elliot, S.N., Kratochwill, T. R., & Gilbertson, A. G. (1998). The Assessment Accommodation Checklist: Who, What, Where, When, Why and Who? Teaching Exceptional Children, 31(2), 10 –14.
- Eriksen, S.C. (1969). The teacher made test. Memo to the Faculty, no.35. AnnArbor: Centre for Research on learning and teaching, University of Michigan.
- Fernandez, H. (2008). Knowledge based achievement of students with hearing impairment on different types of assessment. Unpublished Master Disseratation, University of Mumbai.
- Frechtling, J.A. (1991). Performance assessment: Moonstruck or the real thing? Educational Measurement: Issues and Practices, 10(4), 23-25.
- Jacob, L. C., Chase, C. N. (1992). Developing and using tests effectively: A guide for faculty. Josse-Bass Publishers, San Francisco.
- Junaid, I.M., & Muhammad, D. N. (2002). Assessing nomadic children’s learning achievement: what tools and which strategies? Retrieved from [curriculum.pgwc.gov.za /resource_files /22153409_16.doc](http://curriculum.pgwc.gov.za/resource_files/22153409_16.doc)

- Linn. R.L, Baker, E. L., & Dunbar, S. B. (1991). Complex Performance based assessment. *Educational Researcher*, 20(8), 15-21.
- Mathew, S. (2010). Impact of Knowledge Based Evaluation on Achievement of Students with Hearing Impairment: An Experimental Study. A PhD Thesis (Unpublished), MJP Rohilkhand University.
- Meyer, C.A. (1992) .What is the difference between Authentic and Performance assessment? *Educational Leadership*,49(8),39-40
- Mountain, A. (2005). Science assessment of deaf students: Considerations and implications of state accountability. Measurements. MSSE Masters Project. Submitted to the National Technical Institute for the Deaf, Rochester Institute of Technology, New York.
- Musselman, C.R., Lindsey. P. H., & Wilson A. K. (1988). An evaluation of recent trends in preschool programming for hearing impaired children. *Journal of Speech and Hearing Disorders*, 53, 71-88.
- Nair, P. (2005). A study of the effectiveness of individualized instructional material on mastery of mathematical concepts related to time in children with hearing impairment. Unpublished Master Dissertation, University of Mumbai.
- Stiggins, R.J. (1994). *Student-Centered classroom assessment*. MacMillan, New York
- Tannenbaum, J.E. (1996). *Practical Ideas on Alternative Assessment for ESL Students*. ERIC Clearinghouse on Languages and Linguistics Washington DC, ERIC Identifier ED395500, 1-6.

Subject Name: ADULTHOOD AND FAMILY ISSUES

Unit 1: Transition from Adolescence to Adulthood

- Transition: Concept and challenges as perceived by D/deaf adolescents and their families
- Domains of transition: Educational, independent living, social-cultural and employment
- Factors influencing transition: Academic and personal achievement, aspiration & motivation, interaction & complexities, environmental barriers, late deafened adults; concept of self and self efficacy
- Role of support and facilitators: Family, peers, community; agencies and environmental support
- Planning and implementing transition services

Unit 2: Independent Living

- Concept and its importance
- Money management and related financial skills
- Health and physical fitness skills
- Life skills: Social-etiquette and mannerism
- Leisure time, hobbies and recreational activities

Unit 3: Higher Education, Vocational Education & Employment

- Higher Education: Need, scope, status of higher education
- Vocational education: Need, scope, status of vocational education
- Selecting suitable higher education & vocational streams
- Career choices: job seeking skills and facing interviews
- Work adjustment skills; Job related social skills

Unit 4: Community & Cultural Issues

- a. Diversity in DEAF WORLD
- b. Comparison of Hearing world-Deaf world on culture and group identity and communication options
- c. Legal issues regarding communication accessibility
- d. Views of Cochlear Implantees and hearing aid users towards Deaf culture
- e. Facilitating societal inclusion of individual with hearing impairment

Unit 5: Family Issues

- a. Role & challenges of families in fostering adjustment, personality development, independent living employment and marriage
- b. Raising of hearing children by Deaf parents: Deaf Child Deaf Parent (DCDP); Deaf Child Hearing Parent (DCHP) issues
- c. Communication patterns and parenting issues in families with Deaf parents and hearing children
- d. Identifying family needs and Supporting towards resource mobilization, family networking and facilitating availability of welfare schemes
- e. Advocacy at family and individual levels; Strategies

Suggestion Readings:

- Annable G., Walters, C., Strensta, D., Symanzik, S, Tuuuyb. L., & Sterwer, N. (2003). Students with disabilities, Transition from postsecondary education to work, Winnipeg. Canadian centre for disability studies, Manitoba.
- Christensen, K.M., & Gilbert, L.D. (1993). Multicultural Issues in deafness, White Plains, Longman, New York.
- Narayansamy, S., Kamraj, J., & Rangasayee, R. (2006). Family, Community and the hearing impaired child.: Kanishka Publishers, New Delhi.
- Parasins, L.A.(1996). Cultural and Language Diversity and Deaf Experience. Cambridge University Press, New York.
- Bowe F.G. (2003). Transition for deaf and hard of hearing students: A blueprint for change, Journal of deaf studies and deaf education 8(40;485-93)

Subject Name: ELECTIVE COURSES (ANY ONE):

1. EDUCATIONAL MANAGEMENT

Unit 1: Foundations in Educational Management

- a. Definition & Concept: Management as an art, science, organization, person & a discipline
- b. Approaches to management; a) Classical approach, b) Human relation approach, c) Systems approach, d) Contingency approach
- c. Principles & processes of management
- d. Styles of management; autocratic, laissez-faire, transactional, contingency
- e. Leader vs. Manager; role competencies

Unit 2: Total Quality Management in Education

- a. Concept of Quality and issues in Quality management of educational institutes
- b. Educational applications
- c. Assessment of educational institutions
- d. Strategic planning & Sustainable development
- e. Implementing TQM

Unit 3: Human Resource Management

- a. Manpower planning, talent acquisition & management
- b. Employee benefits, welfare & Performance appraisals systems- 360 degree approach
- c. Training, development & capacity building
- d. Organisational behaviour; climate & culture
- e. Individual & group dynamics, conflict management & negotiations

Unit 4: Educational Management Information Systems (EMIS)

- a. Need, relevance and National agencies for EMIS
- b. Internal & external stakeholders of EMIS
- c. Tools & process for collecting and disseminating data & using information
- d. Constituting indicators & data monitoring plans
- e. Dissemination, distribution & publication of data

Unit 5: Financial Management

- a. Need & Importance of financial management in educational institutes
- b. Basic concepts in accounting
- c. Importance & types of budgeting
- d. Resource mobilisation & allocation
- e. Proposal writing for funding in educational institutes

Suggested Readings:

- Bhardwaj, K. S., (2014). Human Resource Development in Education. Partridge Publication, Gurgaon.
- Bush, T., & Paul, L. S. (2006). Principles and Practice of Educational Management. Chapman A Sage Publications Company, London.
- Chatterjee, B. K. (2011). Finance for Non – Finance Managers. Jaico Publishing House, New Delhi.
- Deshmukh, A.V., & Naik. A. P. (2010). Educational Management. Himalaya Publishing House Pvt. Ltd., Mumbai.
- Dessler, G. (2012). Human Resource Management. Prentice Hall, London.
- Dimmock, C. (2012). Leadership in Education: Concept, Themes and Impact. Routledge, New York.
- Leithwood, K., & Jantzi, D. (1999). Changing Leadership for Changing Times. Open University Press, London.
- Lewls, T. (2012). Financial Management Essentials: A Handbook for NGOs.
- Mathis, R. L., & Jackson, J. H. (2010). Human resource management (13th ed.).
- Mukhopadhyaya, M. (2011). Total Quality Management in Education. Sage publications India Pvt. Ltd. New Delhi.

- Nkomo, S. M., Fottler, M. D., & McAfee, R. B. (2010). Human resource management applications: Cases, exercises, and skill builders (7th ed.).
- Pande, S., & Basak, S. (2012). Human Resource Management. Text and Cases. Amazon Digital South Asia Services, Inc.
- Rayner, S. (2007). Managing Special and Inclusive Education. Sage Publications Ltd. London.
- Senge, P. (2007). A Fifth discipline Resource. Schools that lead: Nicholas Brealey Publishing, London.
- Senge, P.M. (1994). The fifth Discipline; The Art & Practice of The Learning Organization. Currency Doubleday, New York.
- Shapi, J. (N.K). Writing a Funding Proposal.
- Ulrich, D., & Brockbank, W. (2005). The HR Value Proposition. Boston: Harvard Business School Press. (ISBN-13: 978-1591397076 or ISBN-10: 1591397073).

2. EDUCATIONAL TECHNOLOGY

Unit 1: Educational Technology

- Concept, Definition and Scope of Educational Technology
- Need and Role of Educational Technologists in India
- Growth of conceptual framework of Educational Technology: ET1, ET2, ET3 ...
- Systems Approach; Meaning, Scope and Components
- Communication Process
 - Meaning and components
 - Models of communication: Simple, Osgood and Schramm, Gerbner's mode
 - Interaction analysis: Equivalent Category System and Flander's Interaction Analysis System

Unit 2: Instructional Technology

- Concept and Definition of Instructional Technology
- Theories and Models of ISD: Dick & Carrey, Gagne, Kirk and Guftason
- Steps in developing Instructional design :Learner analysis, Content analysis, Deciding entry and terminal behaviour, Preparing test, Selection of method, Selection of media, Development of material, Tryout, Formative and summative evaluation
- Methods & Models Instructional designs for Large Group and Individual Instructions
- Co-operative and Individual Learning Strategies for children with disabilities

Unit 3: Instructional and Interactive Learning

- Interactive learning: concept, need and components
- Instructional Media for children with Special needs
- Interactive learning Material for children with disabilities
- Development of Interactive learning Material
- Integrating ICTs for children with special needs (e.g. Social Media, Collaborative tools and techniques such as Blogging, ICT tools for research, bibliography, etc)

Unit 4: ICT For Inclusion

- ICT for 21st century learning
- Dilemmas and Realities about applications in ICT in inclusive education

- c. Potentials of ICT in inclusive education-Access, equity, participation, Skill development and life- long learning
- d. ICT for teaching-learning
- e. Role of ICT in curriculum transaction

Unit 5: Recent Trends in Technology

- a. Online Learning
- b. Blended Learning
- c. M-Learning
- d. MOOC
- e. OER

Suggested Readings:

- Bhatt, B. D., & Sharma, S. R. (2003). Educational Technology concept and Technique (Modern Education Series). Kanishka Publisher, New Delhi.
- Diana, L. O. (2001). Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass
- Horton, W. (2001). Designing web-based Training. John Wiley & Sons. New Jersey.
- Kumar, K., Kumar, S. (2004). ICT Skill Development. GBD Publications, Gurusar Sadhar.
- Mukhopadhyay, M (1990). Educational Technology Challenging Issues. Sterlings Publisher’s Pvt. Ltd. New Delhi.
- Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York.
- Sallis, E., & Jones, G. (2002). Knowledge Management in Education London: Kogan Page Ltd.
- Santhosh, V. (2009). Information communications technology for teacher education. Kanishka Publisher, New Delhi.
- Schank, R.C. (2001). Virtual Learning. McGraw Hill. London.
- Shehzad, A. (2007). Teacher’s Handbook of Educational Technology. Anmol, Publishing Pvt. Ltd., New Delhi.
- Singh, T. (2009). ICT Skill Development. Tandon Brothers, Ludhiana.
- Venkataiah, N. (2002), Educational Technology. APH Publication Corporation, New Delhi.

3. GUIDANCE AND COUNSELLING

Subject Name: DISSERTATION: SELECT THE PROBLEM TOPIC AND SUBMIT THE SYNOPSIS

Subject Name: FIELD ENGAGEMENT/ INTERNSHIP AS A TEACHER EDUCATORS